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The Expedience of the Termini online Hungarian–Hungarian Dictionary in the Process of Teaching Hungarian as a Foreign Language (in Transcarpathia)

1. Introduction

As a consequence of the Trianon Peace Treaty signed on 4 June 1920 Hungary lost a significant part of its territory, a crucial part of its population speaking Hungarian as a mother tongue was also included in the boundaries of other countries. Due to this fact, in all the seven countries bordering Hungary today we can find minority communities of indigenous Hungarians, the members of which consider themselves to be of Hungarian nationality and Hungarian speaking.

As a result of a language development having proceeded apart, within the language application of transborder Hungarian communities¹ new vocabulary items appeared, they came from the languages of the majority populations, they are unknown words and phrases in the Hungarian spoken within Hungary. Following the 1990s borders became more permeable, after the 2000s in the direction of certain countries within the Schengen zone of the European Union they even disappeared. Due to the effects mentioned, during the past approximately thirty years connections between Hungary and the transborder territories became more frequent, and as a result of this process, a networking, that is the rebuilding of networks could begin between transborder territories and Hungary. Along with this process differences in the language application became more obvious as well. However, due to the everyday relations, as an effect of the Hungarian language spoken in Hungary, within the transborder Hungarian language varieties a kind of equalization process began as well. The process was not unidirectional though, since mainly in the territories located close to the borders, Hungarian speakers

¹ In Romania they are found in Transylvania, in Ukraine in Transcarpathia, in Slovakia the territory is defined by the historical name: Upper Hungary, in Serbia it is Vojvodina, in Slovenia - Prekmurje, in Croatia and Austria it is Burgenland.

living in Hungary learned the meanings of more and more transborder loanwords and phrases, they even started using some of them themselves.

With the borders becoming more permeable, official languages of the EU became more attractive for the Slavic population of Ukraine, Transcarpathia in particular, thus the demand for learning Hungarian grew. „In the labile political situation the population is looking for strategies of survival, chances of a break-out. During the past one-two years many Transcarpathians have found this chance in the neighbouring Hungary. Due to the possibility to apply for a job in Hungary, the preferential procedure of nationalization and the Hungarian citizenship that can be gained through it, the passport a citizen receives that allows free movement within the European Union and countries of the Schengen zone, the financial support coming from Hungary, the economy boosting packets, the prestige of the Hungarian language has been gradually growing among the non-Hungarian speaking population of the region. This indicates that there is a growing demand for learning Hungarian as a foreign language.” – as Anikó Beregszászi states (2016, p. 65) in the introduction of her professional article dealing with the theoretical and practical problems of teaching Hungarian as a foreign language.

The primary language learning aim of the HFL-learners is certainly to get acquainted with the standard forms of the target language. The objective of the institutional language teaching can as well be to have the learners acquire the standard language variety. However, depending on where the learner would like to apply the foreign language, the acquisition/teaching of other language varieties, variants of style, registers can also become crucial in order to achieve effective communication. In earlier researches (Márku, 2018, 2019) it can be detected, that the Transcarpathian HFL-learners would primarily like to apply their command of the language in Hungary, they are learning the language in order to receive a job, nevertheless, according to the HFL-teachers in Transcarpathia, there are also those, who would prefer to talk to their family members, acquaintances in Hungarian (Márku, 2019, 2020a). For them it can be especially important and useful to learn local specialities, elements of dialect, a live Transcarpathian language application from their language teachers besides learning exclusively forms of standard Hungarian. The vocabulary database of the Termini Hungarian-Hungarian dictionary can be of great help in this task.

The present study is aimed at introducing the idea of a practical usability of the vocabulary material of the Termini online dictionary within the process of teaching Hungarian as a foreign language, putting a special emphasis on the objectives and situation of the HFL-education in Transcarpathia, Ukraine. We would like to highlight some ways of incorporating the vocabulary material of the dictionary in the educational process, reasons why it can have a *raison d'être* in the HFL-education in accordance with the aim of language learning.

The Termini online dictionary, in its present build and structure, is not a dictionary formed for educational purposes, however while preparing modern educational materials (the MagyarOK set of coursebooks for instance) it is inevitable these days for linguists and language teachers to integrate linguistic achievements and apply text corpora and databases. The above mentioned fact is the reason why we would like to highlight the possibilities included in the Termini dictionary.

2. The state of teaching Hungarian as a foreign language in Transcarpathia

Despite the fact that nationalities, ethnicities living in the territory of present day Transcarpathia, mainly the Slavic population (Russians, Ukrainians, Rusins) and the Hungarian population have been living next to each other for centuries (cf. in detail Csernicskó, 2013), they naturally influence each other politically, culturally and linguistically – still there are no traditions of teaching Hungarian as a foreign language or the language of the environment, or of Hungarian being learned by other ethnicities or those belonging to the majority population (cf. Márku, 2020a, 2020b). The prestige of the Hungarian language, the demand for learning Hungarian as a foreign language has grown significantly in the past few years in Transcarpathia, Ukraine. The possibility of teaching Hungarian as a foreign language within an institutional framework, as well as in the state education system was realized with the passing of the language law in 2012 (Beregszászi et al., 2021, 2022). „At the time of the passing of the law the demand for HFL-education appeared immediately in the bigger cities of Transcarpathia as well as in the territories of the diaspora (cf. Beregszászi, 2016, p. 66). The labile political situation, the worsening economic situation of Ukraine „fainted into war” (Csernicskó, 2017) increases insecurity, renders livelihood impossible.” (Márku, 2020b).

However, it turned out rather quickly that in 2012 neither material nor personal supply was available for teaching Hungarian as a foreign language: there was no curriculum, there was absolutely no teaching equipment, there were not any professional, educated teachers to perform the task (cf. Beregszászi, 2016, Márku, 2019).

A keen interest could and can still be observed in the possibility to learn Hungarian as a foreign language, and in the courses provided for adult groups in particular. Data collected by the Centre of Adult Education at Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education prove the fact above mentioned, since learning Hungarian as a foreign language is mostly a target of

young career entrants, and of adults of working age in the majority population.² According to data gained from telecommunication in approximately 225 groups more than 17,000 adults took an active part in courses of Hungarian as a foreign language in Transcarpathia.

As a consequence of the Ukrainian–Russian war more than half a million internally displaced refugees sought a temporary or permanent asylum in Transcarpathia. In the Hungarian-populated areas, especially in the Berehovo district, there appeared a demand for learning Hungarian as a foreign language for adult refugees and children as well during the summer. These free of charge courses were provided by the Centre of Adult Education at the college of Berehovo with the financial support of the Hungarian state³.

3. A brief description of the Termini dictionary

The creation of the Termini dictionary was not unprecedented, since from 1990, when the possibility for a mutual cooperation was granted, linguists made use of it instantly. The first base of the process was the Hungarian Sociolinguistics Conference, where the regions got acquainted with each other's researches, results and problems. In 2001 the Hungarian Academy of Sciences recognized and acknowledged the necessity to create research centres in the external regions as well. That is how the Antal Hodinka Institute (Ukraine), the Gramma Language Office (Slovakia), the Attila Szabó T. Language Institution (Romania), the Hungarian Department of the Faculty of Humanities at the University of Novi Sad (Serbia) and the Samu Imre Language Institute (Austria, Slovenia, Croatia) were formed. The above-mentioned research centres created the Termini Hungarian Network of Linguistic Research in the end of the 2000s, as the overarching body for common research in transborder territories (in detail v. inf. Benő–Péntek eds., 2011, pp. 13–65), it was registered as the Termini Association as a legal entity in 2013. One of the biggest, mutual projects of the research network was making the transborder Hungarian language varieties borderless, the creation and building of the Termini Hungarian-Hungarian corpus. The project is presented in detail by Benő et al., 2021, 2020, Cserniczkó–Márku, 2021.

The creators of the dictionary had two objectives in mind: on the one hand to be able to make it possible for those living in Hungary to get acquainted with the language varieties of transborder Hungarians, and on the other hand for speakers

² More than three thousand participants have been learning Hungarian since December <http://kmf.uz.ua/hu/tobb-mint-harom-ezren-tanulnak-decembertol-magyar-nyelven/>

³ A course of Hungarian language was introduced for Ukrainian refugees at the Rakoczi-college <https://kmf.uz.ua/hu/magyar-nyelvtanfolyam-indult-az-ukrajnai-menekultek-szamara-a-rakoczi-foiskolan/>

of transborder language varieties to get to know the standard language forms of the given words.

The Termini dictionary, mainly for those living in Hungary, is also a reimagined dictionary of foreign words, since such words (loanwords) are to be found in it, of which at least one part is a word of foreign origin. We can mainly find loan-word elements of vocabulary in the dictionary, which are regularly applied even by those Hungarians who are scarcely familiar with the state language, or not familiar with it at all, vocabulary elements that those transmitting the language would often pronounce in a Hungarian-like way, the standard or colloquial Hungarian version of which is not known to them in most cases, if it is, it is really rarely used by them. Besides those previously mentioned, elements of vocabulary used in Hungary known by their meaning (shade of meaning) as well as stylistic value can also be found in the dictionary. With regard to stylistic values words of the everyday colloquial language, those that are not frequently used in writing, and also the vocabulary applied by those coming from a background of “pressure by the state language”, defined by other speakers as of “foreign-sounding” stylistic value can be found in the dictionary as well.

The Termini dictionary is a general dictionary, since, in principle, of vocabulary collected from all varieties, those word stock items were included, which are more or less in common use in the given state variety (in Transylvanian or Upper-Hungary Hungarian for instance). By vocabulary in common use we mean words and set phrases that are applied, or at least known by a considerable number of speakers living in most of the Hungarian-populated areas of the given country (e.g. Romania, Slovakia, Ukraine). Based on this concept the dictionary itself is the dictionary of modern Hungarian, since most of the words that have got into the transborder versions of the Hungarian language since the treaty of Trianon up to the present day, or those that have only altered by meaning/stylistic value can be found in it, starting from words of standard Hungarian up to acronyms and proper names.

The structure of entries (Picture 1.) is primarily built of an entry headline, the vocabulary form of the entry, its variant spelling, pronunciation and origin can be read there. The other larger structural element, the body of the entry, includes the interpretation of the entry, as well as example sentences closely connected to it, at the same time documenting and illustrating the application of the word. The third structural element, the footnote of the entry is concluded by a note or comment as well as references to other entries.

Picture 1. The entry paszport in the Termini dictionary

The screenshot shows the Termini dictionary interface. At the top, the title "Termini Kutatóhálózat" is displayed. Below it is a navigation bar with tabs for "Termini", "HT-online kezdőoldal", "HT-fórum", "Linkek", and "Kapcsolat". The main search area contains a search box with "paszport" entered, a "Keres" button, and several search options: "Hol?" (címszóban, jelentésben, példamondatban), "Hogyan?" (szó elején, szó belsejében, szó végén, teljes egyezés), and "Példamondatok száma:" (egy sem, kettő, mind). A checkbox option "Ékezet nélküli keresés (csak címszóban)" is also present. The search results for "paszport" are shown below, including a definition and several examples with references. On the right side, there is a sidebar with links for "Főmenü", "A Termini szótár bemutatása", "Szerkesztőség", "Keresés a szótárban", "Bejelentkezés", "Regisztráció", "Bejelentkezés", "Felhasználó", "Jelszó", "Bejelentkezés", and "Még nem regisztrálta magát? Regisztráljon most!".

Termini Kutatóhálózat

Termini HT-online kezdőoldal HT-fórum Linkek Kapcsolat

Keresés

Hol? címszóban jelentésben példamondatban

Hogyan? szó elején szó belsejében szó végén teljes egyezés

Példamondatok száma: egy sem kettő mind

Ékezet nélküli keresés (csak címszóban)

paszport (fn) -ok, -ot, -ja

1. (Hiv) **Ka** (ált) (köz) (biz), **Mv** (id) (köz) (biz) *ütlevél* ♣ *Ka Azt mondja a cenzúr oroszul: Milyen pászport ez? De nekünk olyan paszportunk vót, hogy az az egy éves. (Punykó Mária: Reggelt adott az Isten. 117.o.) ♣ Ka Voltam nála a pecsétért, de azt mondta, hogy nem pecsételhet, mert lejárt a paszportom. (Zelei Miklós: A kettézárt falu. Budapest: Ister, 2000, 142.old)*

2. (Hiv) **Ka** (ált) (köz) (biz) *személyi igazolvány* ♣ *Ka Az igazságügyi minisztérium már a Miniszteri Kabinet elé terjesztette azt a törvénytervezetet, amelynek életbe lépésével Ukrajnában megszűnnének a személyi igazolványok (paszport(ok)) és helyettük az emberek csupán egy igazolványt kapnának. (Kárpáti Igaz Szó, 73. szám., 2006.máj.25.) ♣ Ka Az egyik blokkszomszédom – kárpátaljai ukrán srác – érdeklődve elkérte tőlem a "paszportot", majd rábukkanva a szovjet személyi igazolványban még szereplő, a nemzeti hovatartozást feltüntető bejegyzésre: "magyar", megkérdezte, hogy mi, kárpátaljai magyarok miért nem költözünk át mindannyian Magyarországra. (Kárpáti Igaz Szó 2004. december 21., 3. o.)*

[or nacnopt 'ütlevél' < ném passeport 'személyazonossági igazolvány'],
[szln pasport 'ua' < ném Passport 'ua']
(→pasaport, pass, pasz, passzus, reisepass)
Megjegyzés hozzáadása.

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Főmenü
A Termini szótár bemutatása
Szerkesztőség
Keresés a szótárban
Bejelentkezés
Regisztráció

Bejelentkezés
Felhasználó

Jelszó

Még nem regisztrálta magát? [Regisztráljon most!](#)

The database of the dictionary includes almost 5500 entries, there are 880 Transcarpathian entries included. We will certainly find vocabulary items among them that are applied in more regions at the same time (in the same meaning or in a similar meaning), there are also 427 entries, the application of which is exclusively characteristic of Transcarpathia. In both groups there are entries, which are only allomorphs, for instance kvász/kvasz, szolárka/szoljárka etc. Certain allomorphs are only typical of Transcarpathia (pufájka), another form of the same word is known to other regions as well (pufajka). In the case of the szemafor entry Transcarpathia is marked among others, however Transcarpathians use szvetlafor, szvitlofor, szvetafor besides szemafor.

4. Possibilities to incorporate the Termini dictionary corpus in the HFL-education

One of the characteristics of the transborder varieties is the application of loanwords taken from the language of the majority population, they have become an integral part of everyday communication. István Lanstyák (1998, p. 31) considers it to be the most striking form of borrowing of words, the act of the receipt of the second language word in a direct way, that is basically in its original phonetic form (Márku 2008, p. 20). In the language application of the Transcarpathian Hungarian community, direct loanwords are in abundance, whereas their written forms are only exceptionally used, mainly as a tool of style (Csernicskó ed. 2003, p. 133).

In the process of teaching Hungarian as a foreign language dealing with direct loanwords does not give an advantage, the understanding of their meaning does not mean a trouble for the learners of the language. The phenomenon is due to the fact that these words are to the greatest extent similar even in their phonetic form to the lexeme of the language of transmission – in our case, while teaching Hungarian as a foreign language, that is of the source language. Hence these elements of borrowing, since they are *ab ovo* takeovers from Ukrainian or Russian, are familiar to the language learners, are easily memorizable, provide a quick experience of success, thus making them become even more motivated to learn the language tenaciously.

The alterations still occurring are mostly phonetic borrowings, the research of which in Transcarpathia was conducted without instrumental measuring and detailed studies (Csernicskó ed. 2003, p. 138). The shortening of the duration of long vowels and consonants in Transcarpathian Hungarian dialects is considered to be a similar contact effect by Rot (1967, p. 190), Horváth (1976), Horváth–Lizanec (1993, p. 57), Kótyuk (1995, p. 8): *rajonó* instead of *rajono*, *miszkráda* instead of *miszkrádá* etc. In this case the recipient language takes over words from the transmitting language directly, however it gears them to its own phonotactic rules.

For those learners, whose mother tongue is a Slavic language (Ukrainian or Russian), since their source language coincides with the transmitting language, the understanding of direct loanwords appearing in Transcarpathian Hungarian colloquial speech, does not cause a difficulty at all, moreover, it appears as a “language assistance”. Thus the involvement of this type of loanwords in the process of teaching Hungarian as a foreign language may be helpful to the teacher on beginner levels, however on higher levels it can be a hindrance as well in the improvement of Hungarian language competences of the learners, unless the tutor

explains that as stylistic elements these can as well be used later on in local varieties, however in Hungarian they will not be able to apply them at all.

Presented in Picture 3, below is a possible, sort of hybrid version of some vocabulary pictures of the Hungarian alphabet, that can be applied in the HFL lessons. The example is rather humorous, since the application of loanwords (*aptecska, baklazsán, csáj, diszk, ekrán, fleska, grecska, halva, irisz, kepka, lenta, májka, noszilka, pelmenyi, resztoran, saslik, szok, trámváj, usánka, váfli*) can create a positive atmosphere in the classroom community while learning certain letters, while discovering familiar words and meanings. The words applied can be found in the vocabulary database of the Termini dictionary (entry *váfli*, Picture 2. for instance), thus when teaching standard meanings, the database together with example sentences can well be applied in the educational process.

In the case of borrowing phonetic forms, the word can as well be found in the monolingual version of the first language, however bilingual speakers use its phonetic form typical of the second language (as well) (Csernicskó ed., 2003, p. 135, Márku, 2008, p. 20). Using borrowed phonetic forms can be of such impact to learners of Hungarian as a foreign language as that of direct loanwords (Picture 4.).

Picture 2. The entry *váfli* in the Termini dictionary

The screenshot shows the Termini dictionary interface. At the top, the title 'Termini Kutatóhálózat' is displayed. Below it is a navigation menu with tabs for 'Termini', 'Ht-online kezdőoldal', 'Ht-fórum', 'Linkek', and 'Kapcsolat'. The main content area is divided into a search section on the left and a sidebar on the right. The search section includes a search box with 'váfli' entered, a 'Keres' button, and several radio button options for search criteria: 'címszóban', 'jelentésben', 'példamondatban', 'szó elején', 'szó belsejében', 'szó végén', 'teljes egyezés', 'egy sem', and 'kettő' (selected), and 'mind'. There is also a checkbox for 'Ékezet nélküli keresés (csak címszóban)'. The search results for 'váfli' are shown below, including its phonetic transcription '(fn) -k, -t, -ja', a definition '(Gaszt) **Ka** (ált) (köz) (biz) ostya •• Ka Azzal ugyan tisztában voltam, hogy a **váfli** magyarul nápolyi szeletet jelent. (Vári Fábián László: Tábori posta -- regényrészlet. Együtt 2003 4)', and a note '[or/úkr or вафли, ukr вафли tbsz 'ua' < ném Waffel 'kekszféle']' with a link to 'Megjegyzés hozzáadása'. The sidebar on the right contains a 'Főmenü' section with links to 'A Termini szótár bemutatása', 'Szerkesztőség', 'Keresés a szótárban', 'Bejelentkezés', and 'Regisztráció'. Below this is a 'Bejelentkezés' section with fields for 'Felhasználó' and 'Jelszó', and a 'Bejelentkezés' button. At the bottom of the sidebar, it says 'Még nem regisztrálta magát? [Regisztráljon most!](#)'. The footer contains copyright information: '© 2010 Termini Kutatóhálózat', 'Szótárprogramozás és honlapkészítés: tjuhasz kukac gmail pont com', and 'Theme is powered by joomlaresource.com'.

Picture 3. A possible “hybrid” version of vocabulary pictures of the Hungarian alphabet: applying loanwords

 A apteczka	 Á ágy	 B baklászán	 C citrom	 Cs csáj
 D diszk	 Dzs dzsip	 E ekrán	 É éjszaka	 F fleska
 G grecska	 Gy gyufa	 H halva	 I irisz	 Í íróasztal
 J joghurt	 K kepka	 L lenta	 Ly lyuk	 M májka
 N noszilka	 Ny nyolc	 O olaj	 Ó óra	 Ö öt
 Ő őz	 P pelményi	 R resztoran	 S saslik	 Sz szok
 T trámváj	 Ty tyúk	 U usánka	 Ú újság	 Ü üveg
 Ú úrhajó	 V váfli	 W whisky	 X xilofon	
 Z záprávka	 Zs zsurnál			

Picture 4. A possible task on level B2

Search for newspaper articles, Facebook-posts, in which the following loanwords occur.

- dokument
- bufet
- konzerva
- bordácski
- elektricska
- bagázsnyik
- grecska
- csebureki
- gubernátor
- provodnyik

What are the standard Hungarian forms and meanings of the above-mentioned words?

Hybrid loanwords are compound vocabulary items a part of which comes from the transmitting language, it is a direct loanword, while the other part is substituted by a word from the first language (Bartha, 1993, p. 29). The number of such words is minimal in the Transcarpathian Hungarian variety (Csernicskó ed., 2003, p. 135, Márku, 2008, p. 20). Learning hybrid loanwords for learners of Hungarian as a foreign language can lead to more significant problems of understanding due to the hybrid compoundness of the word form, it then may become an element of difficulty in the process of acquiring the language. Let us take the entry *povorotnyiklámpa* (in its shorter form *povorotlámpa*) as an example. The first part of the word combination is the word *novopom*, which means a *turn*, whereas its other part is *lámpa*. The latter can be considered a Hungarian lexeme, however we can as well refer to it as the phonetic borrowing of the Russian *лампа*. In light of this fact a loanword of this type will be relatively comprehensible for those learning Transcarpathian Hungarian as a foreign language, since the first half is obviously a loanword, while the second half is either of the recipient language, or a borrowing of phonetic form. The above-mentioned type of a loanword should rather be included in the educational material on a higher level.

In case of semantic borrowing, the meaning of a given word is enriched by a new meaning due to the effect of the transmitting language (Csernicskó ed., 2003, p. 135, Márku, 2008, p. 21), it can even happen without the borrowing of a phonetic form in case of the recipient language containing a vocabulary item similar to that

of the transmitting language, considering its phonetic form or structure of meaning (could as well be both) (Lanstyák, 1998, p. 42–43).

In case of semantic borrowing though the word form of the target language exists in itself in the target language (if we view the problem from the point of view of the borrowing of words, it exists in the recipient language), however due to the effect of the source language (transmitting language) it is enriched by an additional meaning. This additional meaning is expressed by another lexeme in the target language (recipient language). For example, the word *csenget* (*rings the bell*) in Hungarian means giving a signal using the tool placed at the gate. Due to effect of the Russian word (*позвоном*) a semantic borrowing occurs in the Hungarian language, as a consequence of which the word *csenget* also bears the meaning *telefonál* (*makes a phone call*).

The given example well pictures the risk of communicational failure the chance of appearance of semantic borrowings raises during the application of the target language. All in all the inclusion of semantic borrowings in the process of teaching Hungarian as a foreign language means setting an example of the spoken language, as they have become an integral part of the Transcarpathian Hungarian language application. The given type should as well be presented on higher levels of language acquisition as an element of style in the local usage of the language.

Semantic calques are created through translation based on a second language model (Bartha, 1993, Márku, 2008, p. 20). Semantic calques sometimes even appear in the media: “*Jehor Firsov, the deputy director of the state service of ecology broke the news on his Facebook account, adding that there was a lot of precipitation in the area (a területen kiesett csapadék) which helped put out the fire.*”⁴ The semantic calque *kiesett* (*fell out*) in the given sentence appears as the Transcarpathian Hungarian equivalent of *esett* or *hullott* (*it rained*) in standard Hungarian due to the effect of the Ukrainian word *впадав*.

Lead is a frequently occurring semantic calque practically used by the Transcarpathian Hungarian community as a whole, which appeared as an equivalent of (*vizsgát*) *letesz* (*pass an exam*) due to the effect of the Russian language. *Lead* is a verb with a particle, it is applied in many shades of meaning even in standard Hungarian: e.g. *leadta a zsákot a pótkocsiról* (*handed over the sack from the trailer*).

The learners themselves create calques and loan translations in the process of language learning, they can cause confusion while communicating with native speakers. However in the Transcarpathian Hungarian language application some calques have naturalized – just like the examples above mentioned – the application of these does not cause a confusion in understanding for the local

⁴ <https://karpathir.com/2020/04/14/sikerult-eloltani-a-tuzet-a-cserebilit-zonaban/>

community of speakers. In the educational process special attention must be drawn to the phenomenon, emphasising that in other areas users of the language may have communicational difficulties if they apply these clauses. These phrases may also strengthen in the learners the justification of their use of phrases created by loan translation by themselves, they may as well contribute to their fixation in their language application. This is the reason why it is crucial to draw the learners' attention to the above-mentioned forms as elements of style, and to the fact that they are only comprehensible in the language community of Transcarpathian Hungarians, and that even in the given community it is exclusively the widespread forms of words that are understood by everyone.

5. The significance of the presentation of a spoken language pattern in the process of teaching Hungarian as a foreign language

Spoken language plays a crucial part in a number of educational theories and models in the system of teaching of foreign languages. In ancient times the Romans already sensed the importance of listening to a native speaker, to spoken language during the acquisition of a foreign language (in their case it was Greek). "Foreign languages were mostly learned through acquisition by the Romans, even if the foreign language environment was provided not by the presence of a whole culture, but by a single native speaker teacher." (Bárdos, 2019a, p. 14)

Der Ungarische Sprach-Meister was published in Pozsony (now Bratislava) in 1729. It presents the Hungarian language to learners with a German mediation, it is the first book which includes the application of Hungarian as a spoken language. (Nádor, 2019a, p. 56).

Mátyás Bél, in *Der ungarische Sprachmeister* (Magyar nyelvmester) besides the systematization of Hungarian grammar, draws the learners' attention to the application of grammatic phenomena. The bilingual dialogues presented in his book provide an example for spoken language phrases of a company of nobility in the 18th century (a conversation between a noble lady and her maid, an afternoon chatting etc.) (Nádor, 2019a, p. 57).

By the middle of the 19th century the grammar translation method was strengthened almost all over the world, the teachers themselves did not experience the application of spoken language, thus those were artificial translations, educational translations. (Bárdos, 2019b, p. 77) Overall, this method lacked the knowledge of a spoken language pattern.

In the direct method the role of the spoken language does not explicitly appear in the educational process, however indirectly it does, since the learning of a target language behaviour is imagined through the acquisition of a lifestyle embedded in the target language culture. (Bárdos, 2019c, p. 91). The basis of the method is the

way one acquires their mother tongue, it considers verbalism, listening comprehension and spoken production to be of primary importance. Moreover, people learn spoken languages to be able to speak, the self-serving teaching (that is learning by heart) of declinations and conjugations rather discourages learners. The direct method is always based on spoken language situations. (Nádor, 2019b, p. 108, p. 111).

The audiovisual method seems to be similar to the direct method, it nevertheless applies grammar drills, it gets to them from the whole context, by imitating as many sound bodies of the spoken language as possible in particular. Hence, by providing a spectacular combination of sound and picture the aim is to create that situation, that context, of which various language elements can be unfolded through the most accurate imitation of sound bodies found in the spoken language. (Bárdos, 2019d, p. 157, p. 160).

The above-mentioned demonstrate that most educational methods and models provide a possibility for and acknowledge the necessity of the application of spoken language in the process of teaching a foreign language, they also recognize its effectiveness. Considering this fact, applying a spoken language pattern should have a crucial role while increasing effectiveness in the process of teaching Hungarian as a foreign language.

A crucial element of the improvement of the speaking skill is the development of the listening skill, during which the aim is for the learner to hear, understand, interpret and value texts (preferably pronounced by a native speaker). A text coming from a native speaker receives an emphasis here, which, in the Transcarpathian Hungarian language application often contains some form of a borrowed element. It is especially beneficial to present a good task during situational practice, to practise the differences that exist between the standard language and the local language variety, as the presence of effects originating in the language of the majority population.

According to Sára Magyari (2006) it is crucial for the language learner to receive encouragement for their expression from their environment. If the language applied in the classroom is too different from the one they experience in the street, what has been learnt in the lesson may turn out to be vain and ineffective for the learner. Considering this fact, the words the Termini dictionary contains must be incorporated in the educational materials of teaching Hungarian as a foreign language in transborder territories. For non-Hungarian speakers living in the given territory during and following the process of learning Hungarian “in practice” the local Hungarian language variety will be the available one, which, in varying proportions in certain areas, contains borrowed elements, partly documented by the Termini dictionary. “The aim is the communication and not the norm” (Fülei-Szántó–Szilágyi, 1975), that is “the live language” (Hegyi,

1981) has to be placed in the focal point of lessons of Hungarian as a foreign language. Thus inhibitions of learners can be coped with, resulting in successful communication through the creation of relaxed language products.

6. Conclusions

The process of teaching and learning Hungarian as a foreign language from the point of view of the economic-political situation of Ukraine (demographic and territorial issues could as well be mentioned here) is of prioritized value among the population of Transcarpathia. It can be concluded both from research results and the popularity of HFL-courses that there is a high demand for learning Hungarian in the society, the material, methodological and personnel requirements have been provided by the Centre of Adult Education at Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education, with the active support of the Károli Gáspár University of the Reformed Church of Hungary and the Hungarian state. The material and methodological deficiencies occurring in the initial period could be partly solved during the past few years: measures have been taken to train future teachers of HFL - the university of KRE provided off-site post-graduate courses for teachers -, the methodology of HFL has also been included in the learning curriculum of the Hungarian language and literature major students of the Rakoczi college. Educational materials have been compiled (for instance Kampó-Pápai 2019), however there is still a lot to be done in this sphere. Teachers of young children (kindergarteners and elementary school children) especially lack acceptable teaching material. The new-generational educational materials are mostly: 1) materials with the transmitting language not included; 2) corpus-based materials: MagyarOK for instance; 3) materials based on the application of the live language; 4) materials conveying a multimodal and intercultural approach. Besides the above-mentioned, of course, there is a great need for materials that are in accordance with the given age group, the language level (input language competences) as well as the goal of language learning (output competences that are wished to achieve).

Up-to-date curricula take into consideration and incorporate in their concept the results of relevant linguistic researches, as well as the possibilities provided by modern technological devices. MagyarOK is an educational tool and a set of coursebooks of this type, setting a good example for the requirements above mentioned. The set of coursebooks is diverse and provides a large language input, the processing of which is guided by primarily cooperative learning and teaching strategies.

The curriculum implements the principle of multimodality, that is as possible, more sense-organs and skills are simultaneously involved in the learning process.

It is also exemplary in its application of the priceless databases of different corpora (Hunglish, Hungarian National Corpus, own collection), to make the learning material reflect a natural, lifelike language application for the learner, providing a knowledge well practicable. These aspects should be followed while creating HFL-materials in Transcarpathia in the future as well.

The entries of the Termini online dictionary and corpus can be applied within an institutional educational framework and language courses in Transcarpathia. Of those Russian and Ukrainian loanwords existing in the Transcarpathian Hungarian language variety that have been included in the dictionary, plenty sound natural, local speakers of Hungarian often do not even sense them being loan words.

The greater the difference between the classroom language application and the one learners experience in the street, the more it is probable that they will consider items learnt in the classroom to be ineffective and vain. Based on the above-mentioned it can be stated that the entries included in the Termini online dictionary, namely loanwords occurring in the Transcarpathian Hungarian language application, may enhance and will enhance the effectiveness of the process of teaching Hungarian as a foreign language, they can become a useful tool of raising awareness of the diversity of the Hungarian language being acquired.

If the language learning objective set is communication with Transcarpathian Hungarians, that is for learners to be able to succeed while living in Transcarpathia, then it is absolutely necessary to include elements of the Termini online dictionary in the curriculum. Whereas if the language learning goal is based on an orientation towards Hungary, the dictionary as a source of information may as well appear on higher language levels (B2, C1). Consequently, while on lower levels (A1, A2) it can be useful as a motivational aid, on higher levels stylistic and cultural peculiarities, characteristic features of the local language variety may be conveyed with the inclusion of the Termini dictionary in the curriculum.

It is also crucial to create “transborder-Hungarian-specific” materials in the future. What is meant by “transborder-Hungarian-specific” can be comprehended by being aware of the many centres of the Hungarian language (in transborder regions it has its own specific standard forms), and that is the reason why during the HFL-education in transborder areas learners’ attention must be drawn to additional peculiarities, provided that the aim is to teach a live language to them.

Moreover, teaching Hungarian in these regions is even more complex, since it is not exclusively present as a foreign language, but also as a heritage-language and the language of the environment as well.

The task and role of teachers of Hungarian as a foreign language amidst such complex circumstances is to incorporate these word forms into the target language on the proper language level and using the appropriate method, in accordance with

the characteristics of the local language application, or as an element of culture, thus creating in the learners' mind the language application adaptive to the given situation, which will enable them to produce successful communication in different situations.

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**The Expedience of the Termini online Hungarian–Hungarian Dictionary
in the Process of Teaching Hungarian as a Foreign Language
(in Transcarpathia)**

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Despite the fact that nationalities, ethnicities living in the territory of present day Transcarpathia, mainly the Slavic population (Russians, Ukrainians, Rusins) and the Hungarian population have been living next to each other for centuries, they naturally influence each other politically, culturally and linguistically – still there are no traditions of teaching Hungarian as a foreign language or the language of the environment, or of Hungarian being learned by other ethnicities or those belonging to the majority population. The prestige of the Hungarian language, the demand for learning Hungarian as a foreign language has grown significantly in the past few years in Transcarpathia, Ukraine. The possibility of teaching Hungarian as a foreign language within an institutional framework, as well as in the state education system was realized with the passing of the language law in 2012. A keen interest could and can still be observed in the possibility to learn Hungarian as a foreign language, and in the courses provided for adult groups in particular.

The primary language learning aim of the HFL-learners is certainly to get acquainted with the standard forms of the target language. The objective of the institutional language teaching can as well be to have the learners acquire the standard language variety.

The present study is aimed at introducing the idea of a practical usability of the vocabulary material of the Termini online dictionary within the process of teaching Hungarian as a foreign language, putting a special emphasis on the objectives and situation of the HFL-education in Transcarpathia, Ukraine. We would like to highlight the possibility of applying the material of the dictionary in particular cases of language learning objectives, on a proper level of language acquisition certain entries of the dictionary can be well incorporated in the educational process.

The Termini online dictionary, in its present build and structure, is not a dictionary formed for educational purposes, however while preparing modern educational materials (the MagyarOK set of coursebooks for instance) it is inevitable these days for linguists and language teachers to integrate linguistic achievements and apply text corpora and

databases. The above mentioned fact is the reason why we would like to highlight the possibilities included in the Termini dictionary.

Keywords: *Termini online dictionary, Transcarpathia, process of teaching Hungarian as a foreign language.*

Використання онлайн угорсько–угорського словника «Termini» при викладанні угорської як іноземної (на Закарпатті)

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Попри те, що на території сучасного Закарпаття вже протягом століть поруч проживають різні національності та етноси, переважно слов'яни, і природним чином впливають один на одного політично, культурно та мовно – наразі не маємо традицій вивчення національностями більшості угорської мови як іноземної або ж принаймні як мови навколишнього оточення. Престижність угорської мови, попит на вивчення угорської мови як іноземної в Україні (насамперед на Закарпатті) значно зріс за останні кілька років. Викладання угорської мови як іноземної в інституційних рамках та в середній освіті стало можливим після ухвалення 2012 року Закону «Про засади державної мовної політики». Зростання інтересу до угорської як іноземної мови спостерігаємо і на мовних курсах для дорослих.

Звичайно, що першочерговою метою осіб, які вивчають угорську як іноземну мову, є засвоєння стандартизованої, літературної форми цільової мови. Викладання мови в інституційних рамках передбачає засвоєння саме стандартизованого мовного варіанту. Однак у різних ситуаціях для мовця важливим може стати знання різних мовних варіантів, стилів, які відрізняються від нормативного варіанту, оскільки так його комунікація може стати більш ефективною.

У статті зроблено спробу розглянути ідеї практичного використання лексичної бази онлайн словника «Termini» при викладанні угорської мови як іноземної, зокрема з урахування мети і ситуації викладання угорської як іноземної на Закарпатті. З'ясовано те, що лексична база словника може бути використана для певних цілей при засвоєнні мови: на відповідному мовному рівні окремі словникові статті словника можуть бути вбудовані в освітній процес.

Сучасна структура онлайн словника «Termini» сформована не для освітніх потреб, однак при виготовленні модерних навчальних засобів (наприклад, серія підручників «MagyarOK») уже не можна уявити, щоби мовознавців, вчителі-мовники не інтегрували результати лінгвістичних досліджень і не використовували мовні корпуси, бази даних. Саме тому в статті звернено увагу на можливості, які криються в словнику «Termini».

Ключові слова: *онлайн словник «Termini», Закарпаття, викладання угорської мови як іноземної.*