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National Pedagogical Institute in Bratislava, Pluhová 8, Bratislava
Prešov University in Prešov (Faculty of Arts), Nám. 17. novembra 1, Prešov
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INTRODUCTION

The main intention of the series of interational conferences entitled *Language, Literature and Culture in Education (LLCE)* is to create a working platform for academics, researchers, scholars, teacher trainers and teachers to discuss, exchange and share their research results, projects, experiences, and new ideas about all aspects of studies in language, literature, culture and related areas in an effective international atmosphere. The series itself follows and enriches the tradition of the conferences *Foreign Languages and Cultures at School (2002-2013).* The international dimension of the conference is every year ensured by personal or virtual engagement of participants from various schools and institutions from all continents.

The conference *LLCE2015*, held on 14 – 16 May 2015 in Nitra, Slovakia, was exceptional in several ways. It was supported by the Ministry of Education, Research, Science and Sport of the Slovak Republic, and organised in a close cooperation with the National Institute of Education, Constantine the Philosopher University in Nitra, and Prešov University in Prešov. For the first time, the special session *Súčasné výzvy cudzojazyčného vzdelávania na Slovensku: Ako ďalej?* was organised for Slovak teachers of all foreign languages taught in Slovakia. Moreover, the conference was organised as a part of the project *KEGA O36UKF-4/2013* funded by the Ministry of Education of the Slovak Republic.

This CD Conference Proceedings consists of selected papers and presentations that were given at the *Language, Literature and Culture in Education 2015* conference, assessed through a double-blind reviewing process and consequently recommended for publishing.

In addition, the list of LLCE 2015 conference publications includes:
- both the May 2015 and September 2015 issues of *JoLaCE: Journal of Language and Cultural Education* (ISSN: 1339-4045 print, ISSN: 1339-4584 online at www.jolace.com);
- *and CD LLCE2015 Conference Proceedings* (ISBN 978-80-971580-6-4, available also on-line at http://www.jolace.com/conferences/llce2015/publications/).

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Suffering wives: Miller's Linda and Mahfouz's Amina

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Abstract

The theme of suffering female characters has been the interest of both the drama and the novel of the late nineteenth and early twentieth centuries. Among those who are interested in the matter are the Noble Prize winners Arthur Miller and Naguib Mahfouz in *Death of a Salesman* (1949) and *Palace Walk* (1956). Both of Miller's Linda and Mahfouz's Amina have greatly suffered at the hands of their tyrannical husbands Willy Loman and Al-Sayyid Ahmad Abd-Elguaad respectively. The main aim of this paper is to study the sources, forms, and consequences of the sufferings of both Miller's Linda and Mahfouz's Amina, and to place their sufferings against the current beliefs of the age in which they lived. The reason behind choosing these two characters is that they look like each other in many ways. First, they are reliable, trusted wives and mothers who are dedicated to the welfare of their families. Second, they face the same inherently patriarchal cultures and suffer the same misogyny. Third, they are different from other tragic wives like Shakespeare's Desdemona, who are created to meet Aristotle's tragic requirements.

Key words: comparative literature, Suffering Wives, Miller's Linda, Mahfouz's Amina

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Teaching for Integration:
The Linguistic Identity of Russophone Immigrants in Canada

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According to the 2011 census, about 600,000 Canadians do not speak either official language: 12,475 of these are immigrants from the ex-USSR. Their psycho-social integration is crucial, and also contingent upon their negotiation of a new blended *linguistic identity* where mother tongue, Russian, and English competences work in tandem. The case study presented reports on this population's linguistic identity-building process through a combination of demographic, migratory, linguistic, and social psychology metrics. The results point to the urgent need for incorporating identity-building into educational policy and language education.

Key words: linguistic identity, immigration, educational policy, psycho-social integration

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Organizational Basis of English Language Teaching in Slovak Kindergartens

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Abstract
Pre-primary learners belong to a specific group of learners with particular characteristics and needs. English language teachers teaching in kindergartens should take this into account and adjust teaching to the needs of their learners. To do this, however, requires a good training for the teachers themselves. This paper deals with the organizational basis of English language teaching in pre-primary education in Slovakia with the focus on: mapping the kindergartens providing English language teaching to pre-primary learners in particular regions; training options for English language teachers in pre-primary education in Slovakia; accessibility of teaching materials and methodical manuals for teachers teaching English in Slovak kindergartens.

Key words: kindergartens, pre-primary education, English language teachers

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Situating language tests
in relation to the CEFR

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Abstract

The paper outlines the process of aligning English tests to the CEFR focusing on the stages recommended by the Manual. Beginning with the training of English teachers to interpret the CEFR levels to exemplar test items and tasks, the process of aligning the school-leaving examination tests to the CEFR was based on test items measuring receptive skills (listening and reading) and those measuring the ability to use grammar and vocabulary. Using a multiple linear regression analysis, a high degree of correlation determined the relative importance of the language in use score to the total score.

Carried out in 2014, the research referring to the comparison of teacher´s judgements of test-takers´ performances and test-takers´ testing scores confirmed our assumption related to a gap between teaching and testing. Both the official scores of the test-takers and teachers´ judgements will be presented and commented on. The research has proved that teachers should be trained how to construct a good test and design good items, which is likely to be reflected in their teaching.

Keywords: CEFR, Manual, validation, quality, fairness, teachers´ judgements, test scores

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Význam Európskeho jazykového portfólia vo výchovno-vzdelávacom procese

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Abstract

The European language portfolio (ELP) is a document offering learners space to record their language and intercultural learning, which takes place inside or outside the school context. It was developed by the Council of Europe and it reflects the Council of Europe´s concern with the deepening of mutual understanding, promotion of linguistic diversity, development of plurilingualism and transparency and coherence in language learning.

Every ELP has three obligatory parts: Language Passport, Language Biography and Dossier. The European language portfolio is a tool to promote learner´s autonomy, has pedagogic and reporting functions and is based on the CEFR for Languages.

The National Institute for Education designed a model of the European Language Portfolio 16+. It had been experimentally verified and accredited by the Council of Europe, No. 2014.R014. The reference levels from A1 to C2 are coved by this model. It is also recommended to use the European Language Portfolio 16+ in other languages, e. g. mother tongue, second language, foreign language, even if the language itself is not mentioned in the ELP model. This model of the European language portfolio is available online on www.statpedu.sk.

Another model of the European language portfolio, which has been in the process of its experimental verification, is the European language portfolio for learners aged 7 – 10. There are 8 experimental schools and 200 pupils involved in the project. The article presents several partial results from the research on the European language portfolio for learners aged 7 – 10. The project is planned to finish in 2016.

The two projects of experimental verification mentioned in the article prove the fact, that the inclusion of the ELP to the educational process in Slovakia has the potential to meet the objectives of this document declared by the Council of Europe.

Key words: European Language Portfolio 16+, European Language Portfolio for learners 7-10 years ols, interculturalism, plurilinguism, self-assessment

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Skype: Communication application
for teaching English language?

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Abstract

The contemporary society uses Skype software as an important tool for everyday communication. It is an Internet application that provides video chat and voice calls for different mobile devices such as: computers, mobile phones, tablets. This useful tool serves to many people who are very distant from each other and thus gives them a chance to communicate. The contribution of the paper lies in the idea how Skype can be implemented into the process of teaching English language to non-native learners. The focus will be paid to the possible options of using this teaching aid to improve different skills. Closer attention will be given to the planning of a lesson with Skype application supporting the developing of listening, reading, speaking, and writing skills.

Key words: English lesson, language skills, teaching English language, Skype, software application

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Reflection and its role
in the development of pedagogical content knowledge

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Abstract

The aim of this poster presentation is to introduce a dissertation project carried out in the field of pre-service teacher education. It focuses on the process which student teachers of English undergo when developing pedagogical content knowledge, the category of knowledge which differentiates teachers of English from other experts in the same field of study. However, to take the theme further, several reflective techniques were employed at the intervention stage of the project in order to find out whether reflective thinking has the potential to facilitate the process through which student teachers develop their pedagogical content knowledge. The poster presents outcomes of the pre-research phase including the decription of the research tools as well as the results of the subsequent analysis of the gathered data.

Key words: pre-service teacher education, pedagogical content knowledge, English language teaching, reflection, reflective techniques

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Creativity in EFL teacher training and its transfer to language teaching

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Abstract

There is a growing body of literature that recognizes the importance of creativity. This paper considers the necessity and implications of developing creativity in groups of pre-service teachers. Data for this study were collected using the content analysis - English as foreign language handouts created for the young learners at the elementary school created by two groups of students (primary school pre-service teachers (K1-4) and EFL pre-service English language teachers K5-13). It is my experience of working with those two groups for years that has driven this research that has confirmed our expectations about the ability to create interesting materials for their students with activities that are not 'traditional'.

Key words: English as a foreign language, teacher training, creativity

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10 ways to use video in class

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Abstract

With today´s classroom equipment, it is easier than it was before to use video when we teach. TVs and DVD players are well established as class resources, but we can use other modern equipment such as projectors or interactive whiteboards to play video clips, too. Projecting clips onto a whiteboard or using interactive whiteboard is very similar to how to use a television, but the great advantage is that you can write on it while the video plays! In my presentation, I´ll provide you with some practical activities for using video in class, as using video is not only enjoyable, however, there´s much more than simply enjoyment. Using video motivates students and helps to develop language skills. Moreover, it provides exposure to culture and cultural gestures. Let´s look at some useful activities that might help you to exploit video clips in your lesson.

Key words: teaching and learning English, video, langauge skills

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Oops, what´s this OOSP all about?
(Oxford Online Skills Program
will improve your students' language skills)

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Abstract

Homework makes good practical sense, particularly in language learning. There are certainly not enough classroom hours per week, which means not enough exposure to achieve proficiency in the language. If learning is to be effective, a good proportion of learning must take place outside these few classroom hours. As students love working online, in my presentation I would like to offer teachers and students targeted and motivating practice to improve all four language skills using a step-by-step process, encouraging students to explore, practice and reflect on their learning. The new Oxford Online Skills Program uses media rich activities, with video, audio and interactive info-graphics to engage students. Teachers can also use online Learning Management System to easily manage, monitor and measure student progress. The program is ideal for differentiated learning, since the teacher can decide how and when they want to assign homework.

Keywords: skills, online, tasks, LMS

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CLIL a odborný cizí jazyk – formy podpory

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Abstract
The paper discusses two seemingly different topics: teaching languages through CLIL and teaching foreign languages for future job (for specific purposes). Although they have different position in the Czech school system, they share some mutual objectives: increasing learners´ motivation to learn foreign languages and improve their communicative competences, decreasing their anxiety to talk in a foreign language and especially using a foreign langauge in practice. Both CLIL and teaching foreign languages for specific purposes integrated development of both language and content knowledge.

Moreover, the paper introduces a legislative frame for both teaching some content subjects in a foreign language and applying CLIL in the Czech Republic. Further, the concrete steps for supporting teaching foreign languages for specific areas are explained.

The paper also introduces the Czech experiences with training CLIL teachers at the National Institute for continual education (NIDV).

Key words: CLIL, languagesfor specific purposes, foreign languages for future job, the Czech Republic

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Library and school partnership on the move - a study of second language learners' early literacy development

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Abstract

A study of eight multicultural suburban Swedish classes forms the backdrop of an analysis of the role of the library in students' development towards becoming skilled readers. In-depth interviews with five teachers and one librarian involved in the classes provide empirical data, even though background information was collected with mixed research methods. The librarian's narrative is the primary source of data in this article. The children´s educational trajectory from the preschool class to third grade is in focus. The present meta-analysis highlights the role of the library and the librarian, with respect to linkages made to the children's overall literacy development. As a tool for analysis critical literacy theory was used, thus extending the influence of the librarian´s participation beyond the actual literacy practice, to the surrounding society. The results indicate that the library played a vital role in several ways, for teachers and students as well as for the parents. The collaboration between the librarian and the teachers started with the librarian having book talks with the children. However, she became a participant in the team's planning and follow-up activities, linking the worlds in and out of school.

Key words: library, book flood, second language learners, elementary school, critical literacy

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Language policy in the EU - its implementation in Slovakia: myth or reality?

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Abstract

Culture refers to characteristic patterns of attitudes, values, beliefs, and behaviors shared by members of a society or population. We can include there many elements, such language, traditions, customs, religion and ways of communication which play an important role and in fact cause impacts development in several different fields of our life and are to be characteristic for essential features of Europe an in legal terms for the European Union , too.

The European Union adopts legislation which is nowadays directly binding on its citizens. It is therefore a prerequisite for the Union's democratic legitimacy and transparency that citizens should be able to communicate with its Institutions and read EU law in their own national language, and take part in the European project without encountering any language barriers

Slovakia underwent a number of fundamental social and political changes. Historically, Slovakia was always multilingual country before WW2. Also after this period during the socialist regime there were taught foreign languages, but given the limited possibilities of traveling people, limited opportunity to develop in school acquired knowledge into practice - in regular communication or at work and cooperation with foreign partners.

What is our basic philosophy of reforms in language policy is to be an attempt of this contribution - to compare steps of our educational and cultural as well language policy with the implementaion in concrete actions.

Key words: culture, language policy, national language, foreign languages, Slovakia

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Addressing Differentiation:
Effective Classroom Teaching Strategies

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Abstract

This paper on addressing differentiation, aims to help teachers of English and of other disciplines, implement differentiated instruction in their own teaching practices. Research (Paron et al., 2013; Taffe et al., 2012; Brimijoin, 2005; Brown, 2004; Gregory, Chapman, & Tomlinson, 2001) has found that teachers can differentiate content, process or product for a more effective student learning process. Differentiated instruction in the classroom, whether in schools or higher education, is the belief that all students can learn but will do so at different rates and through different approaches. The effectiveness of these principles of differentiated instruction as a teaching approach, lies in the fact that they are carried out proactively with careful planning; Lawrence Brown describes this as a "multilevel lesson planning system" (2004). The paper will provide readers with practical teaching strategies, multiple examples and useful tools to maximise the learning of all students both in the English language classroom and mainstream classrooms. These strategies can be adapted to all learning contexts.

Keywords: differentiated instruction (DI), English language, addressing differentiation, teaching strategies, effective learning, feedback strategy and remedial practices, formative assessment

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Vyučovanie a učenie sa s CLIL-om
– aktuálne poznatky zo zahraničia

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Abstract

The paper summarises various approaches to teaching English in the context of CLIL in selected European countries. The method CLIL is often understood as a form of bilingual education, however, some differences can be seen in requirements on organisation of a teaching process and on teachers´ competences. Data gathered in the paper can be inspirative when applying CLIL at Slovak schools.

Key words: teaching and learning foreign languages, innovative procedures, CLIL, bilingual education

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Sprachenpolitik und ihre Auswirkungen auf die Mehrsprachigkeit in der Slowakei.
Ein kleines Plädoyer für Deutsch als Fremdsprache

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Abstract

Der Beitrag setzt sich im einführenden Teil kurz mit dem Begriff der Sprachenpolitik im Allgemeinen sowie der aktuellen Sprachenpolitik der EU und in der Slowakei auseinander. Im zweiten Teil werden einige ihrer Auswirkungen auf die Mehrsprachigkeit angesprochen. Es wird hier weiterhin Stellung zu den das Fach Deutsch als Fremdsprache (DaF) betreffenden Umstrukturierungen genommen, mit dem Schwerpunkt auf der Situation des Deutschen nach Englisch. Im abschließenden Teil soll auf die Perspektiven der Tertiärsprachendidaktik und –methodik in der Deutschlehrerausbildung eingegangen werden.

Schlüsselwörter: Sprachenpolitik, Mehrsprachigkeit, Deutsch als Fremdsprache, Deutsch als Fremdsprache nach Englisch, Tertiärsprachendidaktik und –methodik

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Paper-pen peer-correction
versus wiki-based peer-correction

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Abstract

This study reports on the comparison of the students' achievement and their attitudes towards the use of paper-pen peer-correction and wiki-based peer-correction within English language lessons and CLIL Social Science lessons at the higher secondary school in Prague. Questionnaires and semi-structured interviews were utilized to gather information. The data suggests that students made considerable use of wikis and showed higher degrees of motivation in wiki-based peer-correction during English language lessons than in CLIL Social Science lessons. In both cases wikis not only contributed to developing students' writing skills, but also helped students recognize the importance of collaboration.

Keywords: peer-correction, wikis, writing skills, collaboration

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Plurilingualism – an educational challenge:
the case of Slovakia

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Abstract

First, the author analyses the current challenges of European institutions to implement plurilingual approaches to languages in national language policy. According to EU policies, the Slovak school system should be actively open to linguistic and cultural plurality. Plurilingual methodology uses educational approaches focused on awareness of the need both to acquire more languages and to use efficient means of acquisition. To describe the specific case of the Slovak Republic, the author first looks into the multilingual society living in the territory of current Slovakia in the 18th century, focusing on the response of Matej Bel – a Slovak polymath, scientist, teacher and language methodologist – to the challenge of his plurilingualism. In the next part, the study presents the current Slovak plurilingual policy. Data related to this policy are taken from state educational documents. Last part presents data from interviews with teachers and education students, specifically about their plurilingual needs and awareness.

Key words

language policy, Slovakia, teacher, plurilingual approach, plurilingualism

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Developing Cohesion in English as a Foreign Language Academic Writing through an Online Course

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Abstract

The paper reports on the development of lexical and grammatical cohesion in English as a foreign language academic writing as a result of participation in the *CJV_AW Academic Writing_ONLINE* course delivered at Masaryk University, Czech Republic. A quasi-experimental one-group pretest posttest design was followed (n = 28), the data collection instruments being based on authoritative categorisations of lexical and grammatical cohesion. The pre/posttest analyses indicate that after the intervention, students were able to use a greater variety of both lexical and grammatical cohesive devices and achieved more accuracy/appropriateness in their use.

Key words: English, academic writing, cohesion, online learning

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Art academy – angličtina srdcom
(English through your heart)

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Abstrakt

Art academy is an extraordinary language school, an interest club and a theatre group that unites friends of English and Spanish language. ART ACADEMY focuses on supporting of language learning via dramatisation of natural dialogues in foreign language. The main strength of ART ACADEMY is using theatre as a unique teaching method. Role plays and drama help our pupils become English or Spanish, right on the stage. They master everyday communication topics and situations easily, in a cheerful atmosphere and with focus on individuality of every single one of them. Depending on the level of skills individual pupils prove to have, we use a variety of gripping materials in our lessons.

ART ACADEMY teaches foreign languages through stories, fairytales, singing, dancing, drawing and experiencing. It is important for us that our pupils feel positive and enthusiastic. Because we learn easier when something makes us happy and we learn more from a person whom we like. In ART ACADEMY, we learn with our heart. :-)

Key words: English, theatre, dramatization, art, play, youth

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A comparative self-assessment of difficulty in learning English and German among Sudanese students

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Abstract

It is generally assumed that self-assessment plays a profound role in autonomous language learning and, accordingly, leads to learner independency. It encourages learners to prospect their own language learning processes and provides them with feedback of their learning progress. Self-assessment also raises the awareness of learners' individual needs among both students and teachers alike and will therefore contribute to the development of the whole learning process.

The purpose of the current study is to explore and compare – through self-assessment – the level of perceived difficulty of the overall foreign language learning and language skills among Sudanese students enrolled at the English and German language departments respectively, at the University of Khartoum in Sudan. A representative sample composed of 221 students from the two departments have been asked to self-evaluate and rate the overall language difficulty and areas of difficulty in language skills, as well as their own language proficiency.

The results indicate that German language is relatively rated as a difficult language in comparison to the English language and that German grammar was also rated as more difficult. However, students rated the pronunciation and spelling of German language as easier than in English language. Concerning the language skills, reading and speaking skills were reported as more difficult in German, whereas writing and listening tend to be easier than in English. Finally, students' academic achievements have been self-reported.

Keywords: self-assessment, learning difficulties, English language, German language

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Rozvíjení interkulturní komunikační kompetence prostřednictvím výuky psaní v anglickém jazyce

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Abstract

The increasing importance of communication, in current globalising world, with the members of other than one´s own linguistic and cultural frameworks increases the requirements for language education. The topic of developing intercultural communicative competence has become the focus of contemporary pedagogical theory, practice and research. The poster introduces developing intercultural communicative competence through teaching writing in English. Moreover, it briefly summarises existing research studies and their conclusions. The aim of the poster is both to introduce the contemporary status of knowledge in the presented area, as well as to identify new challenges for further research of developing intercultural communicative competence (through teaching writing).

Key words: intercultural communicative competence, teaching writing, English

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How Electronic Communication Changes English Language

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Abstract

The electronic communication makes connection among people distant thousands of miles possible. The main objective of the paper is to describe, explain, and analyse the essential nature of this new form of communication by pointing to its crucial features which make it a hybrid of spoken discourse and written texts. The theoretical framework of the paper is backed up by the arguments of such thinkers as Crystal, Findra, Herring or Patráš. A special attention is paid to the Internet communication on a pre-selected social network (Facebook) as it is the largest and therefore also the most influential communication channel of its kind at present. This new phenomenon means a challenge to traditional ways of communication, especially to written language. Attention is paid not only to the linguistic phenomena of the electronic communication, but also to search for the ways how the Internet interlocutors contribute to language change nowadays.

Key words: chat; EMC; spoken and written discourse, language change(s)

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Testovanie z cudzích jazykov – testovanie úrovne C1 Spoločného európskeho referenčného rámca a typy úloh v elektronickom testovaní z cudzích jazykov

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Abstract

National Institute for Certified Educational Measurements (NÚCEM), within the national project "Increasing the quality of education in primary and secondary schools with the use of electronic testing", has been developing e-testing software and e-tests to be used in Slovak classrooms since 2013. Moreover, NÚCEM is preparing for implementation of C1 level testing in 2017. The first experience has just been documented and results so far suggest that e-testing could support the assessment process, the analysis of results as well as, with an appropriate feedback to schools, the overall quality of education.

Therefore, based on our initial and valuable experience with e-testing, and preparation of C1 level tests, the object of our paper is to outline the main outcomes and challenges of e-testing a C1 level testing with a focus on foreign language skills assessment. The paper provides basic information about the characteristics of C1 level tests, e-test item types used in testing foreign languages and provide some item samples.

Key words: testing, elektronic testing, foreignlanguages, tests, types of tasks

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L1 use in CLIL vs. ELF schoolchildren: a study
of interactional strategies, codeswitching and transfer lapses

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Abstract

A great deal of attention has been devoted to investigating the use of the L1 in L2 acquisition. L1 has been investigated in CLIL classrooms where CLIL learners seem to rely less on their L1 than NON-CLIL learners. However, few of these investigations involve Primary Education learners or explore oral production.

In the present papaer we compare a group of CLIL learners to a group of NON-CLIL learners matching in age (11) and grade (6th primary) with respect to the use of the L1 (in interactional strategies, codeswitching and transfer lapses) in oral narratives. More specifically we investigate whether a lower use of the L1 is found in CLIL learners when compared to NON-CLIL, and whether there are qualitative differences in the types of strategies used.

The results indicate that Primary schol CLIL learners produce fewer instances of L1 use in the three categories analysed. This finding confirms previous research comparing CLIL and non-CLIL setting and pinpoints the beneficial effects of CLIL on minimizing the use of the L1 in oral production.

Key words: CLIL, non-CLIL, primary education, interactional strategies, codeswitching, transfer lapses

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When a Modernist Becomes a Realist

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Abstract

Although the New Zealand short story writer Katherine Mansfield's place in English literary canon has long been, at its best, marginal, her classification as a modernist does not usually meet with serious challenge. However, in the course of my research of her work and its reception, I have come across attempts, mostly inspired by ideological reasons, to pass her as a realist. This presentation discusses the reasons for this blatant misrepresentation or rather miscategorization, arguing that Mansfield's undoubtedly modernist work is rendered vulnerable to similar ideological manipulations mostly due to its seeming simplicity and readability, since, unlike many of her contemporaries and to their obvious dismay, she did not favour the aesthetic of difficulty and embraced the possibilities of literary market.

Key words: Katherine Mansfield, modernism, realism, aesthetic of difficulty

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Navigating the treacherous seas of L2 pronunciation

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Abstract

Most students eager to study English language and literature as a major at university level have typically studied the language for at least eight years. Nevertheless their skills vary between B1 and C2 of the CEFR, often showing unexpected weakness in the area of pronunciation accuracy. Since many of them wish to join the teaching profession, it is essential for them to master all aspects of the language they aspire to teach as perfectly as possible in order to become inspirational speech models for their future pupils. The proposed paper aims to explore the typology of the most common pronunciation inaccuracies made by Slovak speakers of English language, discuss their possible causes and suggest ways to correct them, while outlining a corrective course of English Phonetics and Phonology for university level.

Key words: mispronunciation, speech model, improving pronunciation, corrective course

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Redefining Irishness:
Fragmentation or intercultural exchange

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Abstract

The traditional definition of Irishness has been overwritten by internationalization, cultural and political discourses. Globalisation today sets the ground for the redefinition of a "new Ireland" altering the ethnocultural base to the definitions of Irish national identity. Recent cultural criticism on modern Irish studies have described the Irish nation as undergoing moments of crisis and instability within a global context. This paper explores and analyzes the process by which literary dramatic works dealing with Irish national distinctiveness have been put subject to being written and re-written as the Irish nation passes through periods of instabilities and problematisations. Ireland has been affected by conflicting narratives and needed to move "towards a new configuration of identities" (Kearney, 1997, p. 15). Edward W. Said comments on this fracturing of identity as "human reality is constantly being made and unmade" (1979, p. 33). The attempt Irish playwrights have made to address factors affecting Irishness and the violent assertion of national identity addressed in this paper, are considered within a post-nationalist and post-colonial context of dramatic works.

Key words: post-colonialism, national identity, Irish drama, transnationalism, interculturalism, globalism

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Využitie destinačných webov vo vyučovaní reálií a interkultúrnej komunikácie (na príklade talianskeho jazyka)

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Abstract

These days, language and culture are inseparable part of teaching foreign languages. The way and extent of their integration into foreign language education depends on several factors: (i) type and level of foreign language education (primary, secondary, tertiary, various forms of continual or life-long learning); (ii) attituted to the particular foreign langauge and motivation to learn it; (iii) status of a language including the opportunities of its extending. The topic of the paper is using internet destination websites in teaching foreign languages and developing intercultural communication on the example of Italian language. The paper takes into consideration the fact that two most frequently mentioned motives for learning Italian as a foreign language include a) cultural circumstances (Italian as a language of art and culture) and b) profesional circumstances (Italian as a language of enterprise and travelling). The papaer analyses destination websites of an institucional character as modern and easily accessible medium for sahring cultural contents.

Key words: Italian, realia, intercultural communication, methodology of teaching, digital text, travelling

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Vliv integrace didaktického překladu do výuky anglického jazyka na rozvoj řečových dovedností studentů

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Abstract

The paper concentrates on the topic of didactic translation and its possible using in teaching English. Translation has been the part of teaching English as a foreign language from its very beginnings, which has been reflected in gradual development of translation theories. These days, research focuses on both new appropriate approaches to integrating translation into foreign language education and new teaching methods. Although, there are several quality studies on translation in the Czech Republic, we lack of profession-based teaching materials containing specialised translation activities. The research in the defined field can lead to improvement of teaching foreign languages for specific purposes.

Key words: didactic translation, communicative skills in a foreign langauge, English as a foreign language, ESP

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Teaching English
to Students with Specific Learning Differences

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Abstract

Learning disabilities or disorders are umbrella terms for a wide variety of learning problems. Differences, as they are called in this paper, are not a problem of intelligence or motivation. The way of processing information is different. This paper deals with learning differences as a superior term for learning disorders or disabilities, namely dyslexia, dyspraxia, dyscalculia, ADHD, etc. as well as the way they can be dealt in English inclusive classes. A number of identified learners with specific learning differences which are not related to the IQ level at schools are still growing. In order to follow educational goals, modern teachers face the reality by educating learners with various perspectives. After teachers have received reports describing capabilities and impairments of the learners, they need to find the way of how to manage classrooms full of learners with different needs and rise, motivate and maintain learners' enthusiasm towards English learning. This paper offers helpful ideas on how to apply various techniques on a macro level of classroom management and also a micro level regarding building on language systems and skills.

Keywords: specific learning differences, learning disorders, learning difficulties, English language teaching, lower secondary language education

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Personality variables in relation to pronunciation quality in foreign language learning

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Abstract

We would like to introduce a project, which aims to provide a comprehensive examination of personality variables in pronunciation of a second language. The experiment assessed the relation between the overall degree of the perceived foreign accent in non-natives´ English speech and the personal extra lingual factors that are supposed to affect foreign language pronunciation. We examined how the personality traits are correlated with pronunciation assessment scores in a longitudinal perspective (pre-test – intervention – post-test). Particular personality dimensions of the subjects were measured with the standardized psychological test and their English pronunciation quality was auditorily and experimentally evaluated. The intervention (12-week socio-psychological training) was conducted in the experimental group.

Key words: teaching and learning English, teaching pronunciation, personality   variables

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Testológia ako veda

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Abstrakt

Russian studies in Slovakia in 21st century follows the clear cultural conception of development. Contemporary theory of testing is based on general knowledge about measuring learning outputs and it attempts to unify test designing for all foreign langauges, beginning from selection of supporting materials to creation of test items. In the context of Russian studies in Slovakia, this approach seems to be contraproductive. Therefore, i tis important to define testology as an individual discipline, to identify it basic units, categorise its parts, to specify conditions for designing tests in Russian for Slovak speakers, to characterise a supporting document and its fundamental elements, to analyse the existing tanks of supporting documents and related items that have been already design a s part of already completed projects.

Kľúčové slová: testology, konstruct, supporting document, cultureme, item

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The Reading Approach to teaching English as a foreign language

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Abstract

The diploma thesis is focused on a research, which deals with the Reading Approach, used to teach English as a foreign language. The whole thesis is divided into three parts. The first and the second part form the theoretical part and characterize the reaching approach, its different forms, advantages and disadvantages. The practical part, which follows, presents the results of the research which was conducted on two student´s books of Project 3rd edition series. In this part, which answers all previous research questions, a reader gain overview about, to what extend these student´s books develops learners reading strategies, and to what extend is the development of these strategies reflected in texts and exercises, which could be found in those two student´s books. Finally, the conclusion sums up the theoretical and practical part, which also constitutes overall evaluation of results of the research.

Key words: a student´s book, reader, teacher, the Reading Approach, reading, educational process

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Communicative competence and communication in foreign language teaching

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Abstract

The aim of this paper is to introduce foreign language teaching approaches in a synchronic and diachronic perspective by analyzing their theoretical assumptions, language practice and effects in foreign language acquisition. Attention will be paid to the role and place of communicative teaching approach in the process of foreign language learning. Basic communicative act elements and their meaning for teaching effective communication and speaking on an elementary level will be mentioned. The question of effective techniques in teaching communicative skills will be described, together with the language opportunities while living in a foreign language country. Additionally, attention will be paid to the necessary conditions that have to be met to be successful in language teaching. Finally, the importance of communication testing techniques will be pondered on.

Key words: communicative competence, communication, foreign language teaching, testing, effective teaching

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Is English grammar really so difficult?

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Abstract

The role of grammar in foreign language teaching is continually discussed in academic circles, among teachers as well as learners. The article discusses the hypothesis that our learners find English grammar more difficult than it really is. In addition, their need to speak correctly, often imprinted in their minds, tends to create barriers in communication, to lower their self-confidence and hinder them from spontaneous communication. Why is it so and what can be done to prevent these phenomena? The article tackles some possible causes, analysing their psycholinguistic aspects with pedagogical consequences, such as: the balance between the focus on declarative and procedural knowledge; the different position of grammar tasks and diverse explanations of the usage of grammar structures in various textbooks; the impact of some fundamental interlingual differences between Slovak and English languages on learners´ metalinguistic awareness; the transfer of grammar learning strategies from learning Slovak grammar; the lack of ambiguity tolerance; and teachers´ set of beliefs about foreign language teaching and grammar teaching strategies. Some suggestions for pedagogical application are implicitly presented.

Key words: teaching English grammar, teaching / learning strategies, interference, metalinguistic awareness, textbooks, teachers´ beliefs

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Does the quality of interlingual translation influence the quality of the intersemiotic translation?
On the English language film adaptations of S. Lem's *The Futurological Congress* and *Solaris* in the light of their translations into English

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Abstract

The aim of this paper is to compare two English language film adaptations (by Steven Soderbergh and Ari Folman) with each other and with the books they are based on. Stanisław Lem's novels – *The Futurological Congress* and *Solaris* – were translated into English and the directors of the films mentioned above were able to work with them. However, while one translation was appreciated by many, including the author of the original, the other one did not get much credit and features many inaccuracies, which will be presented below. The question of how much the quality of translation influences the intersemiotic translation, which adaptation is believed to be, will be examined in the paper. As, according to translation scholars, preliminary interpretation is vital for any translations, it seems justified to state that without being able to refer to the author's original thoughts the film-makers cannot produce a good adaptation. This will be revised on the basis of comparing examples from the books and films. The analysis will be drawn on an account of translation and film adaptation theories together with the outlining of cultural background for each work.

Keywords

interlingual translation, intersemiotic translation, film adaptation, science-fiction, Stanisław Lem, literary translation

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Language, culture, and identity
in the Saudi English language classroom

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Abstract

This paper examines the perceptions of Saudi female students with regards to culture and identity in their English language classroom in higher education. Specific research questions focus on their views of language learning materials, and the value they give to their language learning. The Saudi context is explored with specific reference to its culture; particularly issues of gender equality, mobility, and work. The research is situated in a period of keen interest in Saudi educational reform, when many universities are focusing on the teaching of English, which sets the context for the participants who are all studying English at university as a compulsory subject. A qualitative research approach was chosen in order to generate rich data pertaining to issues that Saudi female students report on in their English language classroom. The methodology allowed an exploration of the three main concepts of language, culture, and identity to take place. Results showed that whilst there was consensus about the necessity of learning English for different purposes, issues of power and exposure were the centre of students understanding of the language learning process, especially in relation to English.

Key words: culture, identity, EFL, Saudi Arabia, cultural awareness, English language teaching

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CLIL ako inštrument na podporu cudzích jazykov, ale ako na to?

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Abstract

The paper focuses on the importance of using a foreign language as a working language in the classroom. CLIL (integrating teaching a content language and a foreign language education) is one of the means how to obtain such a goal and prepare learners better for their future jobs. In the period 2008-2012, the National Educational Institute in cooperation with Constantine the University in Nitra and the Research Institute of Children´s Psychology and Patopsychology in Bratislava conducted the experiment on Pedagogical effectivity of CLIL in teaching foreign languages at primary level of education. Since 2013, the experiment has continued at the secondary level of education. Based on research results of the said experiments, the project *Experimentieren auf Deutsch* guarranted by Volkswagen–Stiftung Slovakia and Goethe Institute in Bratislava has been created. It focuses on active/practical and experiencial learning based in experimenting in Science classes where learners as young researchers can discover, describe, evaluate and analyse various experiments via German as a foreign language.

Key words: primary schol, foreign languages, bilingual education, content language integrated learning (CLIL), active learning, experimenting in German

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The benefits and pitfalls of a multicultural teaching faculty and a monocultural student population:
An interpretive analysis of tertiary teachers' and students' perceptions in the United Arab Emirates

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Abstract

Emirati students at public universities have a wide demographic of faculty members teaching them courses in their second language, English. These faculty members bring with them their own cultural assumptions, epistemologies and use of language which at times are in stark contrast to those of the students. The aim of the research is to shed light on the effects that a multicultural faculty have on a monocultural student body and vice versa. This study looks at both faculty and students' perceptions of public tertiary education in the UAE. Namely, the research questions surround themes regarding the benefits and pitfalls of multiculturalism in a university environment.

Contentions are made based on qualitative data received regarding the levels of intercultural competence of both faculty and students. Noted are the importance of intercultural competence, how and why it is significant to have not only as a globalized member of a multicultural teaching faculty but how and why it is a central skill the fresh graduates must develop during their undergraduate careers.

Keywords

multiculturalism in education, intercultural competence, the UAE

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CLIL and co-operative learning strategies in primary education in the Netherlands

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Abstract: Early English in the Netherlands is relatively new. Until recently the focus was (almost) completely on the use of English course materials. CLIL is now introduced, a welcome transfer from secondary education. The presenters are managers of EarlyBird, the leading centre of expertise for Early English. EarlyBird has designed a great number of CLIL projects for primary schools (age 4-12 years) serving two goals: to increase the time children can spend on learning of and working in English leading to integration of English lessons and activities in the regular curriculum. It is essential that children become independent users of the target language. A model of co-operative learning in CLIL has been developed with special attention to various forms of presentations by the learners. Two other issues addressed are the need to differentiate in the heterogeneous classroom settings of primary education and formative assessment. The projects require use of digital resources and are used by hundreds of schools. EarlyBird is also involved in the design of new course materials English for publishers in the Netherlands and abroad and has teacher training programmes in CLIL methodology.

Keywords: Early English, primary education, CLIL methodology, digital resources, differentiation, assessment, integration in regular curriculum

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Think globally and act locally - Textbooks

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Abstract

Coursebooks still lie at the heart of English language teaching and the number of them is increasing dramatically every year. In spite of an array of published material available, it can be an extremely challenging task to choose the right material. And this particularly applies to a novice teacher. Given the fact that the vast majority of current teaching and learning materials are primarily intended and produced for the global market, the commercial materials cannot cater for such variables as different types of learners of various backgrounds, origins, interests, levels of proficiency. As a result, we, teachers, are forced to make informed judgments about the choice of materials. Additionally, we are almost invariably made to question the extent to which we should adapt the materials. In the light of the environmental slogan *think globally and act locally*, the paper sets out to make a contribution to this topical and everyday issue, and attempts to look at some considerations in order to make our teaching more student-centred, effective as well as more enjoyable.

Keywords: choosing learning and teaching materials, learners, teachers, evaluation

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Literacies through CLIL

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Over the past decades content and language integrated learning (CLIL) research has predominantly focused on the language proficiency of CLIL learners. The results are very promising and show that working language skills in learners, especially reading and listening skills, can be improved through a CLIL programme. Studies focusing on subject learners are still few but they indicate that learners maintain or under certain conditions can improve their subject learning when compared to learners learning in L1. However, more recent studies have raised challenging questions concerning academic language competence which indicate that CLIL instruction may not be reaching its full potential. Unravelling the integrated approach and the inherent interrelationship of using language for progressing knowledge construction and meaning-making needs to be addressed, drawing together linguistic and pedagogic theoretical underpinnings. The Graz group has developed a model for pluriliteracies which demonstrates how progression along the knowledge pathway towards deeper subject understanding requires a greater command of secondary discourse, and mastery of subject-specific literacies. In traditional classrooms, content teachers do not usually focus on the quality of learners' disciplinary literacy and discourse. In language classrooms, subject-specific literacies are considered irrelevant. We suggest that if 'literacy' were at the centre of the learning agenda, regardless of subject disciplines, a fundamental shift towards deeper learning would occur. Therefore, the presentation of the model maps literacy and language progression in CLIL contexts and serves as a guide for evolving classroom practices.

Key words: CLIL, literacy, academic literacy, subject literacy, working language, language progression

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From Subject Literacies to PluriLiteracies

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Abstract

Subject literacies have to be developed throughout schooling across disciplines and languages. Whilst this may appear a 'given' it does not automatically happen since subject literacies are not usually in subject teachers' nor language teachers' repertoires. Fundamentally, it requires learning to be conceptualised as *progression along knowledge pathways* in order to increase learners' meaning-making potential and lead them further into deeper learning of subject disciplines.

Starting with basic literacies in any language, learners move increasingly towards subject –specific literacies, broadening the range of text types through which they express their knowledge and understanding. In order to do this, learners must become familiar with a range of genres and learn how to communicate their understanding at deeper levels in different styles and for different purposes. This in turn requires the use of appropriate subject specific modes - such as spoken and written text, visual and graphic representations.

It is on these principles that the PluriLiteracies Model is based. The Model takes individual components related to the 4Cs Framework and demonstrates how an integrated approach requires a shift in how we conceptualise learning in CLIL classrooms. It focuses on the development of subject (academic) literacies. It draws on integrating conceptual development and linguistic progression through a range of social, linguistic, communication and cultural processes discussed previously. Participants will create subject specific materials and lessons using the model to demonstrate progression.

Key words: CLIL, literacy, academic literacy, subject literacy, working language, language progression

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Materials in CLIL classes: A case study

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Abstract

An objective of this study was to show and investigate the process of preparing for CLIL lessons focused on materials as such. The paper briefly introduces the term CLIL, gives an insight into its history and implementation in selected European countries, to more details in Slovakia. Materials should be a part of any educational process. They are produced in order to meet expectations for learning defined by the curriculum, help teachers and assist learners. CLIL lessons are believed to be special for extra visual support learners get. Materials specifically designed for this purpose add an extra bonus in acquiring new knowledge. Moreover, they maintain the level of understanding content through a target language. Research was based on both qualitative and quantitative data. The study aimed in rising an teachers´ awareness of importance of materials in lesson planning and in overcoming struggles the teachers encounter while applying this mathod in their teaching practice.

Key words: CLIL, CLIL pyramid, CLIL teachers, lesson planning, teaching materials

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Models of language teaching and learning and their influence on the concept of Open Learning

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Abstract

In this paper, we want to introduce the concept of Open Learning and explain the theoretical background on which such a concept is based. Open Learning in a concept used for designing textbooks and tools for foreign languages for specific purposes, focused on practical usage in real-world situations in professional careers. In order to develop and design Open Learning material a careful study of psycholinguistic and methodological issues is necessary, to be able to design material which should be based on the knowledge of traditional and new models of language teaching and learning.

In the first part of the paper, we want to present a brief overview of historical psycholinguistic theories and how they influenced the development of the Open Learning concept to create a firm base of successful learning and teaching.

The second part introduces some of the successful models of language learning and teaching and their methodological influence on designing the professional educational material Open Learning. Before designing any textbook, it is necessary to understand both, the classical and modern approaches of language learning and teaching. We also want to explore the impact of ICT and multimedia teaching and learning on the Open Learning concept. This makes a crucial part of the basic knowledge when creating textbooks which should appeal to a variety of learners and open-minded teachers.

Another part of the paper investigates the impact of computer-assisted learning and new models and principles of integrated language teaching and learning and how this particular knowledge helps us when designing courses and Open Learning materials, which are partly learned and taught by using technology and online environment.

Last part is dedicated to the teacher´s training program we developed and its methodological basis, comparing old and new teaching models, as well as comparing a teacher of the past with a teacher of the future.

Key words: language teaching, learning, learning model, Open Learning, psycholinguistic theories, textbook design, online learning

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Výučba írskeho jazyka
na primárnom a sekundárnom stupni škôl v Írskej republike

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Abstract

Irish language education in the context of primary and secondary schools is one of the preconditions how to achieve societal bilingualism in the long-term horizon. One of the aims of the article is to analyze the main reasons leading to the adoption of Irish language as one of the compulsory subjects in Irish schools. The attention is being paid to identification and analysis of weaknesses and strengths of Irish language education in the context of mainstream schools as well as gaelscoileanna schools. Future challenges connected with Irish language primary and secondary education are also being addressed.

Key words: Irish language, revitalization of Irish language, primary and secondary education

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Learning from teachers and pupils in literature: case-based aesthetic reading in EFL teacher education

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Abstract

Claims for the value of literature in EFL teaching and learning traditionally centre around three models: the cultural, language, and the personal growth model (Carter & Long, 1991). In the context of EFL teacher education, the core question is: can literature also contribute to the *professional* development of EFL trainee teachers and, if so, how? Based on the assumption that *school-related* English-language literature can be used for professional case-based work this paper reports a context-specific interdisciplinary model of literature in education which synthesizes case theory (Steiner, 2004) and the theory of dialogic aesthetic reading (Delanoy, 2002), thus providing **an educational setting for both literary experience and professional learning** in EFL teacher education.

Keywords

English-language literature, aesthetic reading, case-based work, EFL teacher education

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Teaching practice portfolio - a must or a burden?

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Abstract

Pre-service teaching practice offers to trainees first experience with teaching their lessons in real setting, with holding responsibility for planning a good lesson, with maintaining a good rapport with students as well as teachers-colleagues and many other aspects. Since trainees work in the external setting without the presence of their Methodology course trainers, it is often a custom to ask trainees to keep a portfolio with lesson plans or material they used during teaching as well as some reflections on the first teaching experience, so that the trainers could have an idea of how their trainees succeeded "out there".

There are many elements which can be included in the teaching practice portfolio, however, the biggest benefit has the reflective part which can consist of self-evaluation of the lessons or the whole teaching experience, various case studies, textbook evaluations, or even the use of EPOSTL (European Portfolio for Student Teachers of Languages) where trainees focus on self-evaluation of their own teaching skills. The question, however, can be raised if trainees are aware of the beneficial effects of these elements or whether they see them as a burden, as a compulsory assignment that just has to be delivered to their trainer afterwards. Reflective teachers can direct their own development in the future but how do teachers realize that reflection is a must? Should they learn it in their pre-service training or will they realize it later? This study examines the perception of reflective parts of teaching practice portfolio by trainees in their early years of teacher training.

Key words: foreign languages, teaching and learning, EPOST, teacher training

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Developing additive bilingualism
of very young learners of English

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Abstract

Bilingual education is becoming a part of every school worldwide. Education in two languages is necessary and required by many schools and parents. Being bilingual opens not only more opportunities for students, but also social, emotional and cognitive benefits and therefore this article deals with definitions of the objectives, content and forms of developing additive bilingualism of very young learners of English in Slovak educational context. It analyses the term additive bilingualism and methods used to investigate the presence of interference between mother tongue and a foreign language in the second language acquisition of very young learners. The term additive bilingualism is not very well-known and therefore we analyse this term from the point of view of several linguists. Moreover, we discuss the situation of bilingual education and bilingual schools providing the education in two languages in Slovakia. The article mentions the intention of our research and its positive impact and benefits for bilingual education at nursery schools and the way how to improve this type of education in Slovakia.

Key words: bilingualism, additive bilingualism, very young learners, acquisition, nursery schools

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Mobile-assisted ESP learning in technical education

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Abstract

This paper presents research results from the field of mobile-assisted instruction of English for specific purposes for technical and engineering students. The research was structured in three phases: (1) Questionnaire 1 was applied to detect what sources of information students use in higher education, what types of mobile devices they own, what purposes they use them for, (2) how the process of instruction, particularly students´ autonomous work supported by mobile devices ran, (3) students´ feedback was collected by Questionnaire 2 to evaluate the mobile-assisted learning and provide proposals for future exploitation of mobile devices in higher technical language education. The results show students are sufficiently equipped with mobile technologies and exploit them for various purposes, including education and ESP. At the end, examples of helpful mobile applications are presented.

Keywords

mobile learning, m-learning, mobile application, ESP, technical education

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Zvyšovanie kvality pregraduálnej prípravy
a inovácia vzdelávania budúcich učiteľov anglického jazyka
ako súčasť podpory študijných programov v cudzích jazykoch

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Abstract

The main objective of this article is to present innovative trends in preparing future teachers of English as a foreign language at the Department of English and American Studies at the Faculty of Arts, Matej Bel University in Banská Bystrica, realized within the framework of a project focused on the support of teaching university study programmes in foreign languages. The aim of such innovations in various subjects is to update their contents, to create new modern study materials for the students and to apply those teaching methods and techniques which are supported by the latest computer and communication systems and which will contribute to the improvement of students' English language teaching competences.

Key words: study programe, teaching academic subjects, innovating subjects, study programmes in foreign languages, innovative trends, knowledge-oriented society

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The thousand and one tries:
Storytelling as an art of failure in Rabih Alameddine's fiction

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Abstract

The paper discusses experimental fiction of Rabih Alameddine, an American writer of Lebanese origin, whose literary pursuits subvert Orientalist discourse based on the East/West dichotomy by focusing on the commonalities of the two. The recurring motif of searching for one's identity (while being trapped in-between two mutually distant and at the same time similar worlds) is reflected in the subversion of the traditional understanding of the narrative which is destined to a constant failure. Alameddine's storytelling is, in reality, a "story-trying." By employing multiple narrators, intertwining plots, genres and languages, the author is striving hard to tell "his-story" about American homophobia, Lebanese sectarianism as well as the physical and psychological outcomes of war – a story which turns up to be a narration of the thousand and one failed beginnings.

Keywords

Rabih Alameddine, American literature, identity, orientalism, storytelling

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Shakespeare in Arabia:
Directing Macbeth Arabia and Antony and Cleopatra in the United Arab Emirates

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Abstract

Working with student theatrical production casts, this paper details the exploration of various cultural elements in staging two plays by William Shakespeare, Macbeth Arabia and Antony and Cleopatra. It looks specifically at portions of the text and their direct correlation to cultural elements in the Arab world. The productions were staged in Sharjah, United Arab Emirates in November 2011 (Macbeth Arabia) and December 2014 (Antony and Cleopatra). The primary question being examined: How does one adapt moments from Shakespeare's text to the culture for which it is being presented? It sheds light on the idea that the themes in the works of this great playwright are universal and can apply to any cultural setting.

Keywords

Shakespeare, theatre, drama, Arab, culture

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"What is the date today?": A dialogist perspective on expert EFL teachers' classroom interaction

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Abstract

This article presents a micro-analysis of an EFL classroom episode in which the teacher and the pupils worked on the concepts "date" and "day" (and relatedly saying the date in English), which the learners had not fully internalized yet. Conversation analysis (CA) and concepts from sociocultural theory (SCT) are used in the analysis to reveal how the mutual understanding proceeded. It is argued that the presented dialogist perspective can cast light on the intricacies of the teaching and learning processes.

Keywords

classroom interaction, dialogism, conversation analysis, English as a foreign language, learning, teaching

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Educational blogs in higher education:
a case study

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Abstract

The aim of the paper is to introduce blogs as educational tools in higher education. At first the author presents the reflections of selected theorists on using blogs in teaching. She follows the assumptions of Luehmann and Frink, who claim that in the process of blog(s) creation students are in the position of co-constructors of scientific knowledge; and Hidgon and Topaz according to whom blogs are excellent example of 'just-in-time-teaching' method, because they help to create specific knowledge environment. In the paper, blogs are also considered as performative space, and a kind of storyworld (after Ryan).

The author introduces also her own experience with using blogs as educational method during two academic courses in the Institute of Audiovisual Arts among full-time and among part-time students of the first and the third year of their study. The blogs were created by the students during the courses: "Issues of cyberculture" and "Theory of television". In the paper both blogs's using is compared, and moreover are introduced the results, advantages and disadvantages of such educational proposition.

Keywords

blogs, education, just-in-time-teaching, performative space, communication, participation

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Použitie CLIL – nástroja v slovenskom kurikule

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Abstract

The aim of the paper is to verify the functionality of the CLIL instrument in the context of the Slovak curriculum. First, the EU requirements on language politics are summarised briefly, as well as the conception of teaching foreign languages in Slovakia. Second, the basic information on the CLIL method are introduced. Along with definitions of the method, its pluses and minuses are defined as well as the posible reasons of its positive influence on foreign language learning. Third, some Instruments which can help teachers with planning and applying the method. Moreover, the attention is paid to the CLIL matrix. To ilustrate the ideas presented in the paper, two model lessons of secondary mathematics and geography are presented and analysed.

Key words: CLIL, curriculum, CLIL matrix, CLIL instrument, foreign languages

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Story as a vehicle

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Abstract

Stories form an inseparable part of people's life since their early childhood. There is no doubt about the significance of reading and listening to stories in the mother tongue. In relation to foreign language teaching and learning, many teachers are also aware of the benefits of using stories in the foreign language education. In this paper, the focus is on the use of stories as a material for the development and practice of reading, reading literacy and individual foreign language skills, as well as a means of the linguistic, cognitive and affective development of the foreign language learner. Stories will be thus looked upon as a useful source material and medium for various classroom activities.

Key words: reading literacy, reading comprehension, stories, foreign language teaching

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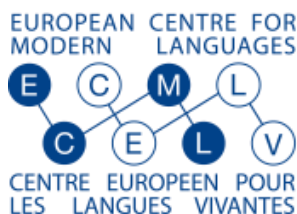Department of Language Pedagogy and Intercultural Studies
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