

**Faculty of Arts
University of Presov**

**Topics of supervisors of dissertation theses in the accredited study
programme of the 3rd degree of study (doctoral studies)
for the academic year 2025/2026**

Field of study: Teacher Training and Education Science
Study programme: Linguodidactics (language of study - English)
The person responsible for the study programme: prof. Mgr. Zuzana Straková, PhD.

prof. PaedDr. Ivana Cimermanová, PhD. (ivana.cimermanova@unipo.sk)

An inadequate preparation for university study: A study of student perceptions and their readiness for university study (case study at the University of Presov)

Pripravenosť uchádzačov na vysokoškolské štúdium cudzieho jazyka. Rozpor v očakávaniach uchádzačov o štúdium a ich pripravenosť na akademické štúdium (prípadová štúdia na Prešovskej univerzite v Prešove)

Abstract: A university student is expected to be able to work independently, plan his/her progress, and use learning strategies. They are also expected to work appropriately with information sources and be able to annotate them, and coherently summarise their arguments in academic texts and presentations. A growing body of research suggests that the gap between the demands on students and their readiness as well as their expectations has widened. The aim of this thesis is to describe these disparities in a group of students in philologically oriented degree programmes whose studies are more demanding by the fact that their studies are conducted in a foreign language, and to propose solutions. The research methods envisaged are literature review, processing of existing statistical data, tests and interviews, i.e. a mixed approach will be used to answer the questions.

doc. Mgr. Ján Drengubiak, PhD. (jan.drengubiak@unipo.sk)

Literary text in ESL classroom

Literárne texty vo vyučovaní cudzích jazykov

Abstract: The thesis explores the use of literary texts in English language textbooks. The aim is to map the ways literary texts are implemented and identify the most engaging activities and methods for both students and teachers. Additionally, it examines whether higher engagement correlates with better text comprehension. For comparison, French-language textbooks tend to incorporate literary texts almost exclusively from level B2 onward. While a few emphasize their aesthetic value, most treat them as ordinary non-fiction texts or do not use them at all. In the first phase, the study focuses on data collection. The subsequent analysis provides a comprehensive overview of various approaches to literary texts in English textbooks. Finally, the research examines how teachers integrate literary texts into their teaching practices and the impact of their strategies on reading comprehension.

doc. PaedDr. Rastislav Metruk, Ph.D. (rastislav.metruck@fhv.uniza.sk)

1. The Role of Mother Tongue during EFL Lessons at the Lower-Secondary and Upper-Secondary School Levels in Slovakia

Využívanie materinského jazyka na základných a stredných školách na Slovensku v procese výučby angličtiny ako cudzieho jazyka

Abstract: The use of the mother tongue during EFL (English as a foreign language) classes may be considered a highly debatable topic. Even though the communicative language teaching/learning approach somehow indicates “how” and “when” a teacher “can” use their mother tongue during their EFL lessons, attitudes and opinions on this complex matter vary worldwide. Furthermore, it is often the case that the amount of mother tongue use by teachers is not always in correspondence with the principles of acquiring communicative competence. This paper will attempt to explore the current position of the mentioned phenomena, using various research methods (questionnaire, interview, or experiment). The target group will be English language teachers at the lower-secondary and upper-secondary school levels in Slovakia along with pupils and students. Using these methods, the paper will introduce and discuss the topic by examining occurrences and instances when the use of mother tongue during EFL lessons occurs as well as examine attitudes and opinions of the selected groups of teachers on the given matter.

2. Modern Digital Technologies in Foreign Language Teaching and Learning – Current Status, Perspectives, and Challenges

Moderné digitálne technológie v procese cudzojazyčnej výučby – súčasný stav, perspektívy a výzvy.

Abstract: Modern digital technologies have strongly influenced all spheres of human activity, including education. Numerous studies and papers have been recently published regarding the impact of modern digital technologies on the teaching and learning process, also in the field of foreign language education. This doctoral thesis will attempt to identify the current status of the given subject by employing the research methods of questionnaire, interview, or possibly experiment. The main emphasis will be on the readiness of both EFL teachers and learners for the utilization of modern technologies in the teaching and learning process. Further, the thesis will, also based on the available contemporary literature, suggest its next development and perspectives in this field in the following years. Finally, the challenges of this matter will be introduced, investigated, and described from the standpoint of a learner as well as a teacher. The research outcomes will possibly contribute to what is already known about the topic, in the Slovak context of EFL teaching and learning.

prof. Mgr. Zuzana Straková, PhD. (zuzana.strakova@unipo.sk)

1. Using literature in development of critical thinking in foreign language education

Využitie literatúry na podporu rozvoja kritického myslenia v cudzojazyčnom vzdelávaní

Abstract: Literature tends to be used only to a very limited extent in foreign language teaching, and even when pupils do encounter literary texts, they are more or less used to focusing on linguistic competence through language analysis. However, literature can also be used to develop pupils' personal potential and, in a more global context, e.g. to develop

critical thinking. Research in this area will be directed towards finding out the extent to which literature is used for the development of critical thinking and the opportunities to enhance its potential.

2. Critical thinking as a key predictor of success in higher education

Kritické myslenie ako prediktor úspechu v akademickom vzdelávaní

Abstract: Critical thinking appears to be an essential predictor of successful mastery of undergraduate studies, as it represents a set of key skills enabling rigorous analytical-synthetic and creative thinking. This is required in most areas of pedagogical-philological orientation, and for future foreign language teachers, critical thinking additionally poses a challenge at the application level. Critical thinking is currently receiving increased attention, particularly due to the recognition of this skill as a key skill for the 21st century. Research in this area will be directed towards finding out the level of critical thinking in undergraduate students and its impact on students' success in pedagogical-philological courses. At the same time, it will pursue the possibilities of its development in foreign language education and its impact on the effectiveness of foreign language communication.