COURSE DESCRIPTION
Field of study: *Teacher training and educational science*
Study programme: *Linguodidactics*
Degree: *3. (PhD)*

Compulsory subjects:
Foreign language in academic discourse - English
Research Methodology in Linguodidactics
Didactics of the Slovak language
Didactics of the Russian language
Didactics of the English language
Didactics of the German language
Didactics of the Ukrainian language
Didactics for university teachers
Written thesis for the dissertation examination (SE)
Linguodidactics (SE)
Dissertation defence (SE)

Compulsory-elective subjects:
Selected chapters in linguodidactics
Applied Linguistics
Ontogenesis of speech
Psycholinguistics
Sociopragmatics
Corpora in language education
Intercultural communication
Intercultural aspects of language education
Modern technologies in linguodidactics
Research Methodology in Linguodidactics (SE)

COURSE DESCRIPTION

University: *University of Prešov*

Faculty/university workplace: *Faculty of Arts*

Code: *1IAA/LCUJA*	**Course title:** *Foreign language in academic discourse – English (profile course)*

Type, scope, and method of educational activity:
compulsory subject, lecture/seminar, 0/20 per semester, combined method (MS Teams, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking, case studies

Number of credits: 5

Recommended semester: *1. – 6.*

Study grade: *3.*

Prerequisite subjects: —

Conditions for passing the course:
- *Attendance at the seminars is compulsory. Acceptance of a written apology.*
- *Written short paper (2 - 3 pg.) on the assigned topic focused on the analysis and expression of one's own opinion on the specified problem, 1 presentation in PPT or Prezi (in the paper are evaluated: analytical-synthetic thought processes of the student, critical approach of the student to the given issue, argumentation, and presentation skills).*

Final evaluation:
Written exam:
1. *Elaboration and presentation of an outline of the dissertation, approx. 500-600 words (35%).*
2. *Structured CV - Curriculum Vitae (Europass) (5 %)*
3. *Resume from the relevant literature studied (20 %)*

Oral examination - on the following topics:
1. *own scientific work and literature*
2. *cooperation with other disciplines and organisations*
3. *publications and conference presentations*

Assessment:
60 % processing of the prescribed written materials and presentation of the thesis project
40 % oral examination

To obtain a grade of A (excellent), the student must obtain at least 90%, to obtain a grade of B 80%, to obtain a grade of C at least 70%, to obtain a grade of D at least 60%, to obtain a grade of E at least 50%. A student who obtains less than 50% will be graded with a grade of FX.

Learning outcomes:
Acquired knowledge:
The student knows the concepts and basic terminology of critical thinking. The student masters the technique of organization of professional language expression in oral and written form. The student is able to analyse the audience and then adapt the register of the

communication on the scientific - popular-scientific axis.

Acquired skills:

The student will be able to apply the acquired knowledge in English at different levels and forums (e.g. conferences, etc.). The student is able to construct different types of speeches and present his/her work according to speech communication criteria using the latest speech presentation technology (e.g. Prezi, PPT, etc.). On the basis of experience, he/she is able to evaluate adequately the speeches of others, respecting the principles of linguistic expression in a multicultural space. Can demonstrate self-reflection and self-criticism.

Acquired competencies:

The graduate of the course acquires general communicative linguistic competencies on the basis of which he/she is able to present his/her work, the results of his/her research and demonstrate knowledge of the relevant literature in English.

His/her linguistic competence will correspond to B2 level in all language skills: listening, speaking, reading, and writing.

The graduate will be able to integrate relevant information and sources into linguistic expression according to set principles. The student is able to self-critically evaluate his/her speech.

The graduate acquires adequate sociolinguistic competence at the B2 level (according to the Common European Framework of Reference for Languages) to present, not only oneself in everyday situations, but also the results of one's own academic work.

The graduate develops pragmatic competencies to be able to interact meaningfully in a variety of situations related to his/her professional profile.

He/she will be able to respond appropriately to inter/multicultural contextual linguistic stimuli.

Develops his/her critical linguistic thinking, critical analysis, and selection from information redundancy.

Course content:

- *Specifics of written academic expression in English, techniques of written expression, their structuring (criteria and requirements for writing abstracts, resumes, conference papers, dissertations, etc.)*
- *Structured curriculum vitae - CV (europass).*
- *Techniques of oral academic expression (organisation and structure, use and support of information with relevant sources according to the principles of academic ethics).*
- *Reading comprehension and translation of popular and academic texts.*
- *Development of vocabulary with a vocational orientation.*
- *Oral and written presentation of the content, methods, and forms of own scientific research work.*
- *Professional and social conversation on a variety of topics (workplace, job, study/study visit.)*
- *Presentation of the literature studied, information about the dissertation (specification of the title, choice of topic, aims and methods of work, own research, conclusions, contribution, professional cooperation).*

Recommended literature:

ALLANS, Robert – EMIR, Metin, 2019. Advanced English. Idioms, Phrasal Verbs, Vocabulary and Phrases. 700 Expressions of Academic Language. Independently Published.

GREENE Stuart – LIDINSKI, April, 2016. From Inquiry to Academic Writing – Practical Guide. Bedford / St. Martin's. ISBN: 9781319089689

HAYOT, Eric, 2014. *The Elements of Academic Style: Writing for the Humanities. Columbia University Press.*

HINKEL, Eli, 2003. *Teaching Academic ESL Writing. Practical Techniques in Vocabulary and Grammar. Routledge*

WALLWORK, Adrian, 2016: *English for Academic Research: Vocabulary Exercises. Springer International Publishing.*

Language which is necessary to complete the course: *English*

Notes:
Student's time load: 150 hours;

Combined (in-person study) (15 hours), self-study of theoretical background (25 hours), short written work on the assigned topic focused on the analysis and expression of one's own opinion on the specified problem (15 hours), preparation of a presentation in PPT (15 hours), preparation of written examination papers (50 hours), preparation for the oral examination (30 hours).

In case of interruption of full-time teaching due to UVZ/RUVZ/University/Faculty regulations, the teaching and examination will be conducted in a prescribed distance learning format.

Course evaluation
Total number of students evaluated: 8

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: *PhDr. Miroslava Gavurová, PhD.*

Date of last change: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: *University of Prešov*	

Faculty/university workplace: *Faculty of Arts*	

Code: *1IAA/LMETD*	**Course title:** *Methodology of research in Linguodidactics (profile course)*

Type, scope, and method of educational activity: *Compulsory subject, lecture/seminar, 5/5 per semester, combined method (MS Teams, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking*

Number of credits: 10

Recommended semester: *1. – 6.*

Study grade: *3.*

Prerequisite subjects: —

Conditions for passing the course:
The course is completed with an examination. The prerequisite for participation in the examination is full attendance at lectures and colloquia seminars conducted within the course. The student will prepare a portfolio consisting of:

1. *The preparation of a bibliography related to the topic of the dissertation from full-text foreign language databases in the range of 20 abstracts.*
2. *Processing of bibliography from book sources.*
3. *Preparation of the structure or working content of the dissertation.*
4. *Compiling a theoretical matrix of one topic-forming concept.*
5. *Elaboration of the dissertation research project*

Students may earn a maximum of 40 points for the portfolio. The course is completed by an oral examination for which the student may earn a maximum of 60 points.
Credits will be awarded on the basis of fulfilling all the above requirements according to the grading scale A, B, C, D, E, FX in the sense of the Study Regulations of PU in Prešov.

Learning outcomes:
Acquired knowledge: *the student knows the concepts and basic terminology of research methodology. The student knows the basic principles of research implementation, types of research, research methods, and research ethics. The student is able to define and differentiate between quantitative and qualitative methods and can describe the processes involved in data collection and analysis.*
Acquired skills: *The graduate of the course is able to select an adequate (to meet the objectives of the research) research method, describe the specifics of individual research methods, characterize the principles of selecting a research sample, apply statistical procedures of data analysis, apply the procedures of descriptive statistics, apply the procedures of qualitative data analysis, interpret the obtained data. The graduate of the course is able to formulate a research question, research objectives and hypothesis and is*

able to design a pedagogical research project in accordance with the type of research question. The student is able to critically accept published materials and evaluate their quality.

Acquired competencies: *The graduate of the subject is able to describe and distinguish types of pedagogical research, present the ability of analytical work with the professional literature, compile a theoretical matrix as a basis for analytical work with the professional literature, create their own text of professional character and solve problematic situations independently and in cooperation with partners.*

Course content:
The concept of the methodology of educational sciences.
Basic concepts of educational methodology: scientific research, research method, scientific fact. Types of educational research.
Phases of the research process.
Formulation of the research problem. Types of research problems in educational research. Research hypotheses.
Types of samples in educational research.
Objectivity, validity, and reliability of research.
Characteristics of quantitative methods of educational research (quantitative research paradigm). Characteristics of selected methods.
Characteristics of qualitative methods of educational research (qualitative research paradigm). Characteristics of selected methods.
Introduction to statistical processing and data evaluation.
Basic concepts of descriptive statistics.
Basic concepts of inductive statistics used in educational research.
Methods and approaches for analysis and interpretation of research findings and evaluated data.
Ethics of the researcher.
Philosophical foundations of qualitative research methodology.
Research methods of qualitative research: participant observation, unstructured interview, narrative method, content analysis of human products.
Data collection in qualitative research: types of records, recording, protocols.
Data analysis: segmentation - coding - theory generation, different types of analysis, software.

Recommended literature:
BROWN, J.D. 1988. Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design, Cambridge University Press, Cambridge.
DÖRNYEI, Z. 2007. Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford: New York, NY: Oxford University Press
MACKEY, A. - GASS, S. 2016. Second Language Research: Methodology and Design. Routledge
McKINLEY, J., & ROSE, H. (Eds.). 2020. The Routledge handbook of research methods in applied linguistics. Routledge
PLONSKY, L. (ed.) 2015. Advancing Quantitative Methods in Second Language Research. Routledge.
SELIGER, H. - SHOHAMY, E., 1989, Oxford Applied Linguistics - Second Language Research Methods. Oxford University Press

Language which is necessary to complete the course: *English*

Notes:

student time load: 300 hours - combined study (5), preparation for seminars (75), self-study (70), subject portfolio (150)

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturers: *assoc. prof. PaedDr. Ivana Cimermanová, PhD.*

Date of last change: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

University: *University of Prešov*	
Faculty/university workplace: *Faculty of Arts*	
Code: *1ISM/LDIDS*	**Course title:** *Didactics of the Slovak language (profile course)*
Type, scope, and method of educational activity: *Compulsory subject, lecture/seminar, 10/10, combined method (in person, MS Teams), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking*	
Number of credits: *10*	
Recommended semester: *1. – 6.*	
Study grade: *3.*	
Prerequisite subjects: —	

Conditions for passing the course:
Final evaluation:
An oral examination designed to test the knowledge, skills and competencies listed in the learning outcomes section.
The elaboration of a professional text demonstrating the ability to correlate the knowledge of language didactics with the own research topic.

Learning outcomes:
The student will acquire knowledge, skills and competences deepening and extending his/her existing knowledge of language and communication education in lower and upper secondary education.
Acquired knowledge: *Through acquired knowledge, the student:*
- *can explain the linguistic and psychodidactic background of Slovak language teaching;*
- *can analyse and compare domestic and foreign approaches to first language (L1) teaching and relevant research in the field;*
- *can explain the differences between descriptive-classificatory and communicative-cognitive teaching; knows the needs of literacy development of the pupil;*
- *can characterise the nature of the communicative-cognitive model of first (mother tongue) language teaching and the integrated lesson model;*
- *can analyse the content and process of developing pupils' communicative competence from a linguistic and psychodidactic point of view;*
- *understands the cognitive-communicative principles of school dialogue in first language teaching;*

Acquired Skills: *the student, through the skills acquired:*
- *is able to critically analyse the curriculum and teaching materials of Slovak language teaching;*
- *is able to apply constructivist teaching practices and justify the methods used;*
- *is able to assess the teacher's interaction style in terms of the cognitive demands of the stimuli;*
- *can formulate a relevant research problem and research questions in the field of language-communication education;*

Acquired Competencies: *the student will acquire the competences:*
- *to design educational units based on the current scientific knowledge of*

linguodidactics and psychodidactics;
- critically assess the relevance of theoretical sources and the appropriateness of methodological grasp of a research problem in the field of linguistic-communication education;
- develop a plan for the theoretical and empirical solutions of a research problem in the field of linguistic-communication education.

Course content:

1. Linguodidactics and the cognitive paradigm. Language and cognition: man as an information processing system (functionalism, connectionism, modular approach, holistic approach).
2. Acquisition of linguistic and communicative competence (learning theory, biological maturation, interaction theories, constructivism, cultural context theory).
3. Mechanisms of language reception: decoding and comprehension, models of text comprehension, inferencing as a central component of comprehension, processing of semantic and syntactic information, general and specific knowledge of the recipient, monitoring comprehension, and the role of working memory.
4. Mechanisms of language production: planning, translation, assessment, text monitoring (cognitive process theory); writing as knowledge expression and writing as knowledge transformation; working memory and the writing process.
5. Content and developmental models of literacy, strategies for acquiring functional and complex literacy, and new kinds of literacy (multimodal, multimedia).
6. Synchronic and diachronic view of the concepts of first language teaching in Slovakia and abroad. Relevant research in the field.
7. The content and process of developing the learner's textual competence: interpersonal competence (communicative conventions, dialogic communication), receptive competence (reciprocation of listened, read and multimodal communication), production competence (production of spoken, written and multimodal communication).
8. Sub-linguistic competencies (phonetic-phonological, orthoepic, orthographic, lexical, syntactic) and their supporting role in the development of the learner's textual competence.
9. Model of didactic reconstruction: scientific knowledge, pupils' preconceptions, structuring of the learning environment. The constructivist framework E - U - R.
10. Results of international comparative studies PIRLS and PISA on reading literacy, methods, areas and results of research, place of Slovak pupils in the results and result trend, incentives for teaching practice, limits of studies.
11. The use of electronic dictionaries, voting system, videoconferencing system and Slovak National Corpus in constructivist teaching of mother tongue.
12. Didactic concepts of teaching Slovak as a second or foreign language. Specific didactic principles, content and methodology of teaching Slovak as a non-native language.

Recommended literature:

AWRAMIUK, E., VLČKOVÁ-MEJVALDOVÁ, J., & LIPTÁKOVÁ, Ľ. (2021). Sound form signalization in L1 Polish, Czech and Slovak textbooks: In search of best practices. L1-Educational Studies in Language and Literature, 21, 1-27. https://doi.org/10.17239/L1ESLL-2021.21.01.01

DILLON, J. T. (1982). The Effect of Questions in Education and Other Enterprises. Journal of Curriculum Studies, 14(2), 127-132.

KLIMOVIČ, M., KOVALČÍKOVÁ, I., & LIPTÁKOVÁ, Ľ. (2019). An Educational Model for

Mediation of Pupils´ Executive Functioning during Factual Reading. In O.-S. Tan, B.-L. Chua, & I. Wong (Eds.), Advances in Mediated Learning Experience for 21st Century Education: Competencies, Contexts and Culture (pp. 23-52). Singapore: Cengage Learning Asia.
LIGOŠ, M. (2020). Continuity of traditional and new tendencies in L1 teaching: A scientific essay on the challenges and projections. L1-Educational Studies in Language and Literature, 20, 1-18. https://doi.org/10.17239/L1ESLL-2020.20.01.11
LIPTÁKOVÁ, Ľ. (2019). What developmental linguistics can offer L1 education. An example of the relation between implicit and explicit word-formation knowledge in Slovak speaking children. Contribution to a special issue Linguistics for Language Learning and Teaching, edited by E. Awramiuk and D. Karczewski. Crossroads: a journal of English studies. Issue 24, 1/2019, 12-25. DOI: 10.15290/CR.2019.24.1.02
OAKHILL, J., CAIN, K., & ELBRO, C. (2015). Understanding and Teaching Reading Comprehension. A handbook. Routledge.
TENNENT, W. (2015). Understanding reading comprehension. Processes and Practices. SAGE.
TULASIEWICZ, W., & ADAMS, A. (Eds.) (2005). Teaching the Mother Tongue in a Multilingual Europe (1). London, GB: Continuum.
L1 Educational Studies in Language and Literature. The official journal of the International Association for Research in L1 Education (ARLE).

Language which is necessary to complete the course: *English*

Notes: *student's time load: 300 hours - combined study (15), preparation for seminars (100), self-study of literature (125), final thesis (60)*
For students with specific needs, an individualized approach is provided based on the recommendation of the faculty coordinator for students with specific needs.

Course evaluation
Total number of students evaluated*: 0*

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturers: *prof. PaedDr. Ľudmila Liptáková, CSc.*

Date of last change: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

University: *University of Prešov*	
Faculty/university workplace: *Faculty of Arts*	
Code: *1IRU/LDIDR*	**Course title:** *Didactics of the Russian language (profile course)*

Type, scope, and method of educational activity: *Compulsory subject, lecture/seminar, 10/10 per semester, combined method (in person, MS Teams), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking*

Number of credits: *10*

Recommended semester: *1. – 6.*

Study grade: *3.*

Prerequisite subjects: —

Conditions for passing the course:
Method of evaluation and completion of the study of the subject: *examination*
During the semester, prepare assignments and present solutions to assigned problems (20%), prepare, and lead a professional discussion (20%). Produce a final thesis of 20 pages (20%). Final evaluation: colloquial exam (40%)
Credits will be awarded on the basis that all the above requirements have been met. Grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.

Learning outcomes:
Acquired knowledge:
The graduate of the course can define and interpret the basic concepts of linguodidactics and intercultural didactics. The student knows the strategies for the development of intercultural competence. The student is able to define the current concepts of foreign language education according to the type of culture. Possesses knowledge of the theory of Russian linguodidactics at the level necessary for scientific research and applied research within the discipline.

Acquired skills:
The graduate of the course is able to apply knowledge of contemporary problems in the field of linguodidactics in solving professional tasks. The student will be able to use modern technologies and tools for teaching foreign languages. The student uses the results of research in domestic and foreign linguodidactics and intercultural communication theory in designing the teaching process and teaching materials. Establishes and uses interdisciplinary contexts in solving professional tasks. Discusses selected issues, takes a position, and justifies his/her position.

Acquired competencies:
The graduate of the course is able to systematically and critically analyse problematic situations and develop their solutions. The student is able to use modern communication technologies in a foreign language for academic and professional purposes. The student is able to design a basic educational programme and create scientific and methodological support for its implementation. Is able to use a set of modern research methods to develop the theory of linguodidactics in the context of national and foreign education. Is able to design a research study project and evaluate its perspectives in terms of the contemporary anthropocentric paradigm of education and its conceptual approaches of implementation.

Course content:
1. *Linguodidactics of the Russian language and intercultural didactics. Content, object, subject. Broader and narrower understanding of the concept of intercultural didactics.*
2. *The relationship between culture and education. Development of intercultural competence.*
3. *Educational models from the perspective of collectively and individually focused culture.*
4. *Linguodidactic foundations of foreign language teaching. The model of the secondary linguistic personality. Cognitive prerequisites of linguistic competence.*
5. *Psycholinguistic principles of teaching Russian as a second foreign language.*
6. *Contemporary technologies in Russian language teaching (mobile teaching).*

Recommended literature:

HAMPDEN-TURNER, C. & TROMPENAARS, A. 2000. Building cross-cultural competence. London: Yale University Press.
GUNDARA, J. 2000. Interculturalism, Education and Inclusion. Sage Publications, Thousand Oaks, CA.
MOBILE LEARNING. 2013. In: Proceedings of the international conference. Edited by Inmaculada Arnedillo Sánchez and Pedro Isaías. Lisbon, Portugal.

Language which is necessary to complete the course: *English*

Notes: *student's time load: 300 hours - combined study (15), preparation for seminars (100), self-study of literature (125), final thesis (60)*
For students with specific needs, an individualized approach is provided based on the recommendation of the faculty coordinator for students with specific needs.

Course evaluation

Total number of students evaluated: *2*

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturers: *assoc. prof. Mgr. Anna Petríková, PhD.*

Date of last change: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

University: *University of Prešov*	

Faculty/university workplace: *Faculty of Arts*	

Code: *1IAA/LDIDA*	**Course title:** *Didactics of the English language (profile course)*

Type, scope and method of educational activity: *Compulsory course, lecture/seminar, 10/10 per semester, combined method (in person, MS Teams, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking*

Number of credits: *10*

Recommended semester: *1. – 6.*

Study grade: *3.*

Prerequisite subjects: —

Conditions for passing the course:
Continuous evaluation: During the semester, students will be given assignments to work on and these will be part of the interim assessment: presentation of a selected topic according to the syllabus (20%), leading a discussion on a selected topic (20%), course portfolio with assignments defined in the syllabus (30%).
Final evaluation: colloquial exam (30%)
Credits will be awarded based on completion of all the above requirements. The assessment by grade is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.

Learning outcomes:
Acquired knowledge:
the graduate of the subject knows the specifics of teaching a foreign language at all levels of education, including tertiary and adult education, and is able to apply basic procedures in accordance with these specifics.
Acquired skills:
The student is able to use reflection, evaluate his/her performance and subsequently improve the procedures, methods and forms he/she uses in practice (reflective teaching). He/she is able to update, modify and link the content of the curriculum within the framework of cross-curricular relationships and to create conditions for the development of students' global skills.
Acquired competencies:
The student is able to take responsibility for the differentiation of teaching content as well as teaching practices. Is able to support his/her own decisions regarding the choice of teaching practices and teaching materials with arguments. Can conduct pedagogical research and use the data to qualitatively modify foreign language education.

Course content:
1. *Current trends in foreign language teaching*
2. *Factors influencing the foreign language learning process. Specifics of planning to support higher cognitive processes*
3. *Integration of content and language, global learning, and global skills.*
4. *Development of learners' autonomy.*
5. *Formative assessment, authentic assessment, feedback and its importance*
6. *English as an international language. Plurilingual and pluricultural education.*
7. *E-learning. Specifics of interaction, and communication in the online environment.*

Recommended literature:

BENSON, P., 2011, Teaching and Researching Autonomy. Harlow: Pearson Longman

BURNS, A., Richards.J.C., 2018, Learning English as a Second Language. Cambridge: CUP

CAZDEN, C.B., 2001, Classroom discourse: the language of teaching and learning. 2nd ed. Portsmouth, NH: Heinemann

CARTER, R., NUNAN, D., 2001, The Cambridge Guide to Teaching English to Speakers of Other Languages, Cambridge University Press

CIMERMANOVÁ, I., SEPEŠIOVÁ, M., STRAKOVÁ, Z., 2020, Current issues in content-based teaching. Hradec Králové:Gaudeamus

LIGHTBOWN, P., SPADA, N., 2013, How Languages are Learned. Oxford University Press

LIN, M., Mackay, C.,2004, Thinking through Modern Foreign Languages. Cambridge: Chris Kington Publishing Press

MCKAY, S., 2002, Teaching English as an International Language: An Introduction to the Role of English as an International Language and Its Implications for Language Teaching. OUP

OXFORD, R., 2011, Teaching and Researching Language Learning Strategies, Harlow: Pearson Education Ltd.

SCHARLE, Á., SZABÓ. A., 2000, Learner Autonomy. Cambridge: Cambridge University Press

SINCLAIR, B. et al. (eds.)., 2000, Learner Autonomy, Teacher Autonomy: Future Directions. Longman

WALSH, S., 2011, Exploring classroom discourse: language in action. New York: Routledge

WOODWARD, T., 2001, Planning Lessons and Courses. Cambridge: Cambridge University Press

WOODWARD, T., 2011, Thinking in the EFL Classes. Helbling Languages

Language which is necessary to complete the course: *English*

Notes: *student's time load: 300 hours - combined study (15), preparation for seminars (100), self-study (125), seminar work (60)*

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturers:

prof. Zuzana Straková, PhD.

Date of last change: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty of *Faculty of Arts*	
Course code: *1IG/LDIDN*	**Subject name:** *Didactics of the German language (profile course)*

Type, scope, and method of educational activities:
Compulsory course, lecture/seminar, 10/10 per semester, combined method (face-to-face, MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *10*

Recommended semester/trimester of study: *1. - 6.*

Level of study: *3.*

Prerequisite subjects: -

Conditions for passing the course:
Interim assessment: during the semester students will be given assignments to work on and these will be part of the interim assessment: presentation of a selected topic according to the syllabus (20%), leading a discussion on a selected topic (20%), course portfolio with assignments defined in the syllabus (30%).
Final assessment: colloquial exam (30%)
Credits will be awarded on the basis that all of the above requirements have been met. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU v Prešov.

Learning outcomes:
Acquired knowledge: the graduate of the subject knows the specifics of teaching a foreign language at all levels of education, including tertiary and adult education, and is able to apply basic procedures in accordance with these specifics.
Acquired skills: the graduate of the course is able to apply modern foreign language teaching methods and is able to evaluate students' outcomes in accordance with pedagogical-psychological principles and with an emphasis on formative assessment. The student is able to use reflection, evaluate his/her performance and subsequently improve the procedures, methods and forms he/she uses in practice (reflective teaching). He/she is able to update, modify and link the content of the curriculum within the framework of cross-curricular relationships and to create conditions for the development of students' global skills.
Acquired competencies: can independently solve problem situations as well as professional tasks related to the creation of conditions for the foreign language learning process. Can take responsibility for the differentiation of teaching content as well as teaching practices. Is able to support his/her own decisions regarding the choice of teaching practices and teaching materials with arguments. Can conduct pedagogical research and use the data to qualitatively modify foreign language education.

A brief outline of the course:
1. Current trends in foreign language teaching
2. Factors influencing the foreign language learning process. Specifics of planning to support higher cognitive processes
3. Integration of content and language, global learning, and global skills.

4. Developing learner autonomy. Learner autonomy and learner-centredness.

5 Formative assessment, authentic assessment, feedback, and its importance.

6. German as a mother tongue, foreign language, second language. German, Austrian and Swiss German. Plurilingual and pluricultural education.

7. E-learning. Specifics of interaction, and communication in the online environment.

8. Methods in German language teaching in a historical overview.

9. Grammar in communicative teaching.

10. Vocabulary work in communicative teaching.

Recommended reading:

BENSON, P., 2011, Teaching and Researching Autonomy. Harlow: Pearson Longman

CAZDEN, C.B., 2001, Classroom discourse: the language of teaching and learning. 2nd ed. Portsmouth, NH: Heinemann

LIGHTBOWN, P., SPADA, N., 2013, How Languages are Learned. Oxford University Press

LIN, M., Mackay, C.,2004, Thinking through Modern Foreign Languages. Cambridge: Chris Kington Publishing Press

OXFORD, R., 2011, Teaching and Researching Language Learning Strategies, Harlow: Pearson Education Ltd.

SCHARLE, Á., SZABÓ. A., 2000, Learner Autonomy. Cambridge: Cambridge University Press

SINCLAIR, B. et al. (eds.)., 2000, Learner Autonomy, Teacher Autonomy: Future Directions. Longman

WALSH, S., 2011, Exploring classroom discourse: language in action. New York: Routledge

WOODWARD, T., 2001, Planning Lessons and Courses. Cambridge: Cambridge University Press

Language required for the course: *German and Slovak*

Notes: *student's time load: 300 hours - combined study (15), preparation for seminars (100), self-study (135), seminar work (50)*

Course evaluation:

A	B	C	D	E	FX
0	0	0	0	0	0

Total number of students assessed: 0

Teacher:

assoc. prof. PhDr. Martina Kášová, PhD.

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty: *Faculty of Arts*	
Course code: *1IU/LDIDU*	**Name of course:** *Didactics of the Ukrainian language (profile course)*

Type, scope and method of educational activities: *compulsory subject*   *10 hours lecture/10 hours seminar*   *combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking*
Number of credits: *10*
Recommended semester/trimester of study: *1. - 6.*
Level of study: 3*.*
Prerequisite subjects: -
Conditions for passing the course: *examination*   *The exam is designed to test the knowledge and skills listed in the learning outcomes section. The ability to correlate the acquired knowledge of language didactics with the topic of one's own research will be demonstrated in a professional text related to the dissertation of at least 7 pages.*
Learning outcomes: **Acquired knowledge:** *the graduate of the course can define and interpret the basic concepts of linguodidactics and intercultural didactics. Knows the strategies for the development of intercultural competence. The student is able to define current concepts of foreign language education according to the type of culture. Possesses knowledge of linguistic theory at the level required for scientific research and applied research within the discipline. Can explain the differences between descriptive-classificatory and communicative-cognitive language teaching and characterize the essence of the communicative-cognitive model of Ukrainian language teaching and the integrated lesson model.*   **Acquired skills:** *the graduate of the course is able to apply the acquired knowledge from linguodidactics in solving professional tasks. The student uses modern technologies and tools of foreign language teaching. He/she uses the results of research in domestic and foreign linguodidactics and the theory of intercultural communication in designing the teaching process and teaching materials. Creates and uses interdisciplinary contexts in solving professional tasks. Discusses selected issues, can take a position and justify his/her position and explain the cultural and linguistic-social specificities of teaching the language of a national minority.*   **Acquired competencies: the** *graduate of the course is able to systematically and critically analyse problematic situations and develop a procedure for their solution. The student is able to use modern communication technologies in a foreign language for academic and professional purposes. The student is able to design a basic educational programme and create scientific and methodological support for its implementation. Is able to use a set of modern research methods to develop the theory of linguodidactics in the context of national and foreign education. Is able to design a research study project and evaluate its perspectives in terms of the contemporary anthropocentric paradigm of education and its conceptual approaches of implementation.*

A brief outline of the course:

The content and structure of the Ukrainian language in pedagogical documents.

State education programme.

Textbooks and teaching aids in Ukrainian language and literature for primary and secondary school. Framework curriculum. Didactic principles. Teaching methods. Lesson structure. Lesson typologies.

Methodology of teaching phonetics and spelling.

Teaching lexis and phraseology.

Didactics of teaching word formation.

Didactics of teaching morphology.

Didactics of teaching syntax.

Extra-curricular work in language.

Recommended reading:

BENSON, P., 2011, Teaching and Researching Autonomy. Harlow: Pearson Longman

CAZDEN, C.B., 2001, Classroom discourse: the language of teaching and learning. 2nd ed. Portsmouth, NH: Heinemann

CARTER, R., NUNAN, D., 2001, The Cambridge Guide to Teaching English to Speakers of Other Languages, Cambridge University Press

LIGHTBOWN, P., SPADA, N., 2013, How Languages are Learned. Oxford University Press

OXFORD, R., 2011, Teaching and Researching Language Learning Strategies, Harlow: Pearson Education Ltd.

WALSH, S., 2011, Exploring classroom discourse: language in action. New York: Routledge

Language required for the course: *Ukrainian, Slovak*

Notes: student's time load: *300 hours - combined study (15), preparation for seminars (100), self-study (135), seminar work (50)*

Course evaluation:

A	B	C	D	E	FX
0	0	0	0	0	0

Total number of students assessed: *0*

Teacher: *prof. PhDr. Mária Čižmárová, CSc.*

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty: *Faculty of Arts*	
Course code: *1IAA/LDIVU*	**Name of subject:** *Didactics for university teachers*

Type, scope, and method of educational activities:
Compulsory course, lecture/seminar, 10/10 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *5*

Recommended semester of study: *1. - 6.*

Level of study: *3.*

Prerequisite subjects: -

Conditions for passing the course:
Interim assessment: *during the semester students will be given assignments to work on and these will be part of the interim assessment: presentation of the topic (30%), discussion (20%), project (20%).*
Final assessment: *colloquial exam (30%)*
Credits will be awarded on the basis that all of the above requirements have been met. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU v Prešov.

Learning outcomes: *the graduate of the course will gain an overview of the specifics of the educational process at the university and will be able to apply basic procedures in accordance with these specifics.*
Acquired knowledge: *the graduate of the course knows the specifics of teaching at the tertiary level and understands the principles for the application of active and cooperative learning. The student is able to diagnose the needs of students and has a broad repertoire of teaching methods and practices that he/she can use to achieve his/her goals. Is able to focus on higher levels of cognitive development and can promote critical thinking in students.*
Acquired skills: the *graduate of the subject is able to design and implement teaching in tertiary education by applying modern practices. The student is able to apply reflection on his/her own pedagogical process, evaluate the effectiveness of teaching, identify problematic areas and propose solutions to improve quality.*
Acquired competencies: the *graduate of the course is able to perceive his/her professional growth and to take decisions that will enable him/her to move qualitatively. He/she is able to find support for his/her development within the professional community and also to provide support to colleagues in peer collaboration. The student is able to argue the rationale for his/her own teaching practices and identify appropriate research-based innovations based on critical study of the literature.*

A brief outline of the course:
Forms and methods of teaching at university (lecture, seminar, presentations, discussions, group teaching, active learning, cooperative learning, project solving, problem solving, simulations in language education at university).
Management of the educational process at universities (formulation of subject objectives, formulation of acquired competences, assessment processes and their regularities, specifics of adult education and didactic procedures, teaching in a foreign language, feedback -

possibilities of obtaining it and its importance).

Promoting autonomous learning at universities (goals, practices, importance of autonomous learning)

The use of online education in universities (methods, possibilities and procedures, psychological aspects of distance education, didactic principles for online education, the role of the teacher, the role of the student, typology of learning tasks, preparation of teaching texts and assignments for distance education, ethics of the use of learning resources, testing in online courses).

Recommended reading:

CANDY, (1991). Self-direction for Lifelong Learning. California: Jossey-Bass.

KING, H., 2022, Developing Expertise for Teaching in Higher Education: Practical Ideas for Professional Learning and Development. Routledge.

FRY, H., KETTERIDGE, S., MARSHALL, S. (2003). A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. Routledge, ISBN 13: 978–0–203–89141–4

HURD, S. and LEWIS. T. (2008). Language Learning Strategies in Independent Settings. Bristol - Buffalo – Toronto. Cromwell Press Ltd. 329 p.

LITTLE, D. (2003). Autonomy in language learning Some theoretical and practical considerations. In Ann Swarbricks (ed.). Teaching Modern Languages. Routledge.

STRAKOVÁ, Z. (ed.), 2016, How to Teach in Higher Education: selected chapters. Prešovská univerzita, Prešov

Language required for the course: *English*

Notes: student time burden: hours 150- combined study (15), preparation for seminars (45), self-study (50), seminar work (40)

Evaluation of subjects

Total number of students assessed: *0*

A	B	C	D	E	FX
0	0	0	0	0	0

Teacher: *prof. Zuzana Straková, PhD.*

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty: *Faculty of Arts*	
Course code*: 1IAA/LLGDS*	**Subject name:** *Linguodidactics*
Type, scope, and method of educational activities: *subject of the dissertation examination* *compulsory subject*	
Number of credits: *5*	
Recommended semester of study: *3.-6.*	
Level of study: *3.*	
Prerequisite subjects: *All subjects of the study part specified in the individual study plan of the doctoral student.*	
Conditions for passing the course: *Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above. A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The list of subjects of the dissertation examination is determined by the dean on the basis of the accreditation file. The department conducting the doctoral study programme shall issue a written certificate to the doctoral candidate on the completion and result of the dissertation examination. A doctoral student who has failed the examination (FX) may repeat the examination only once, at the earliest after three months have elapsed. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme. Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).*	
Learning outcomes: *The graduate of the course will be able to:* *- explain the differences between different approaches to education and the teaching of mother tongues, foreign languages and the language of a national minority;* *- explain the nature of the acquisition of linguistic and communicative competence;* *- explain the relationship between language acquisition and language learning;* *- Explain the relationship between approaches in language research and didactic transformation of knowledge;* *- apply knowledge from the subject in their own linguodidactic research.*	
A brief outline of the course: *Linguodidactics and the cognitive paradigm. Language and cognition.* *Language acquisition, linguistic and communicative competence.* *The main theoretical approaches to the interpretation of the language learning process.*	

Mechanisms of speech perception (considerations of the language processor, processing of semantic and syntactic information, text processing, memory functions).
Language production (four communicative activities: production of written and spoken text, perception of read and listened text).
Thought processes and language teaching. International studies on reading literacy.
Language teaching in a cultural context.
Systemic, communicative, cognitive, sociolinguistic, psycholinguistic, pragmalinguistic and linguocultural research on language and didactic transformation in mother tongue, foreign language, and national minority language teaching.

Recommended reading:

Lin, M., Mackay, C., 2004, Thinking through Modern Foreign Languages. Chris Kington Publishing.

Sousa, D. (ed.). 2010, Mind, brain and education: Neuroscience implications for the classroom. Solution Tree Press.

Suhendi, A., & ., P. (2018). Constructivist Learning Theory: The Contribution to Foreign Language Learning and Teaching. KnE Social Sciences, 3(4), 87–95. https://doi.org/10.18502/kss.v3i4.1921

Warner, Ch., Dupuy, B., 2018, Moving toward multiliteracies in foreign language teaching: Past and present perspectives … and beyond. Foreign Language Annals, Volume 51, Issue 1, Spring 2018, pp. 116-128

Language required for the course:
English

Notes: student time burden: hours 150 - self-study and consultation (150)

A	B	C	D	E	FX
0%	*0*	*0*	*0*	*0*	*0*

Total number of evaluated students*: 0*

Teacher:
prof. Zuzana Straková, PhD.
The examination board approved by the Scientific Board of the Faculty of Arts PU

Last change date: *June 2022*

Approved by*: prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty: *Faculty of Arts*	
Course code: *1IAA/LMETD*	**Name of subject:** *Methodology of research in the didactics*
Type, scope, and method of educational activities: *subject of the dissertation examination* *compulsory elective subject*	
Number of credits: *5*	
Recommended semester/trimester of study: *3. - 6.*	
Degree of study: *3.*	
Prerequisite subjects: *All subjects of the study part specified in the individual study plan of the doctoral student.*	
Conditions for passing the course: *The subject of the dissertation examination.* *Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.* *A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The list of subjects of the dissertation examination is determined by the dean on the basis of the accreditation file. The department conducting the doctoral study programme shall issue a written certificate to the doctoral candidate on the completion and result of the dissertation examination. A doctoral student who has failed the examination (FX) may repeat the examination only once, at the earliest after three months have elapsed. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme. Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).*	
Learning outcomes: *By completing the subject of the state examination, the student demonstrates the achievement of the objectives of the individual subjects of the study part of the study programme with overlapping into the ability to put information, knowledge into context, formulate research problems, analytically approach partial problems, deduce threats and weaknesses of the implemented research, design potential solutions, draw conclusions of partial results by applying synthesis, creatively and critically design solutions and plan further research projects, tasks. Present their readiness to describe the specifics of individual research methods, justify their procedures and interpret the data obtained.*	
Brief outline of the course: *The concept of the methodology of educational sciences.* *Scientific research, research method, scientific fact. Types of educational research.*	

Stages of the research process.

Types of research problems in educational research. Research hypotheses.

Types of samples in educational research.

Objectivity, validity, and reliability of research.

Quantitative and qualitative methods of educational research.

Basic concepts of descriptive inductive statistics used in educational research.

Recommended reading:

BROWN, J.D. 1988. Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design, Cambridge University Press, Cambridge.

DÖRNYEI, Z. 2007. Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford: New York, NY: Oxford University Press

MACKEY, A. - GASS, S. 2016. Second Language Research: Methodology and Design. Routledge

McKINLEY, J., & ROSE, H. (Eds.). 2020. The Routledge handbook of research methods in applied linguistics. Routledge

PLONSKY, L. (ed.) 2015. Advancing Quantitative Methods in Second Language Research. Routledge.

SELIGER, H. - SHOHAMY, E., 1989, Oxford Applied Linguistics - Second Language Research Methods. Oxford University Press

Language required for the course:

English

Notes: student time burden: hours 150 - self-study and consultation (150)

Evaluation of subjects

Total number of assessed students 0

A	B	C	D	E	FX
0	0	0	0	0	0

Teacher:

prof. Zuzana Straková, PhD.

The examination board approved by the Scientific Board of the Faculty of Arts PU

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty: *Faculty of Arts*	
Course code: *1IAA/LODZP*	**Course title:** *Defence of Dissertation Thesis*
Type, scope, and method of educational activities: *compulsory subject* *the subject of the state examination*	
Number of credits: *40*	
Recommended semester/trimester of study: 6. - *10.*	
Level of study: *third*	
Prerequisite subjects: *All subjects of the study part specified in the individual study plan of the doctoral student.*	
Conditions for passing the course: *A doctoral student may submit an application for permission to defend his/her dissertation to the Dean if he/she has successfully passed the dissertation examination and has earned at least1 20 credits. The requirements for the dissertation and its defence are documented in the PU Study Regulations in Articles 39 to 43.*	
Learning outcomes: *General provisions, basic concepts, characteristics and formal regulation of theses, ethics and technique of citation and bibliographic references, structure of the thesis, its submission, originality control and accessibility, the scope of the University, its components and the scope of the author of the thesis are contained in the Directive on the requirements of theses, their bibliographic registration, originality control, preservation and accessibility, valid and effective as of January 0118, 2019 (Articles 1 - 10).* **Upon completion of the course, the student will have the competency to:** • in the cognitive area the student can: independently and creatively use professional sources, analyse and evaluate the current state of the solved problems in their field, synthesize and apply the acquired theoretical knowledge in practical educational activities, adequately choose research procedures and functionally apply them, • in the affective domain, the student can: present and defend his/her professional position on problems of educational work and seek ways of solving them, • *in the psychomotor area, the student can: demonstrate his/her linguistic and professional culture and his/her own attitude towards professional problems of his/her studies.*	
A brief outline of the course: *The dissertation has the character of a scientific monograph. It usually contains:* *- theoretical introduction, analysing the current state of scientific knowledge in the field,* *- characteristics of the objectives,* *- a description of the procedures and methods used,* *- results achieved,* *- their evaluation,* *- Discussions,* *- Conclusion,* *- list of literature used.*	
Recommended reading:	

According to the literature determined by the doctoral student's individual study plan.
Language required for the course: *English*
Notes*:* student's time burden: independent home preparation, individual consultations (1200)
Evaluation of subjects   Total number of students assessed: 0

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Teacher: *prof. Zuzana Straková, PhD., the examination board approved by the Scientific Board of the Faculty of Arts PU*
Last change date: *June 2022*
Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty: Faculty of Arts	
Course code: *1IAA/LPPDS*	**Name of subject:** *Written work for the dissertation exam*
Type, scope, and method of educational activities: *the subject of the dissertation examination* *compulsory subject*	
Number of credits: *20*	
Recommended semester/trimester of study: *3.-6.*	
Degree of study: *3.*	
Prerequisite subjects: *All subjects of the study part specified in the individual study plan of the doctoral student.*	
Conditions for passing the course: *The subject of the dissertation examination.* *Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.* *A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The written thesis for the dissertation examination shall be reviewed by a referee. The opponent of the written thesis for the dissertation examination may only be a specialist with the scientific-pedagogical or artistic-pedagogical title of associate professor or professor, or a specialist with the academic title of PhD or an older equivalent, or the scientific rank of DrSc., who is not working at the doctoral candidate's workplace and does not have joint publications with the doctoral candidate.* *The department conducting the doctoral study programme shall issue a written certificate to the doctoral student about the completion and result of the dissertation examination. A doctoral student who fails the examination (FX) may repeat the examination only once, at the earliest after a period of three months. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme.* *Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).*	
Learning outcomes: *The doctoral student demonstrates the ability to correlate knowledge from the study of linguodidactics, research methodology, foreign language, and the broader philosophical, psychological, and socio-cultural knowledge base in his/her own research.*	
Brief outline of the course: *The written thesis for the dissertation examination consists of an overview of the current state of knowledge on the*	

the topic, own theoretical contribution of the doctoral student, analysis of the methodological approach to the solution of the given *issues and dissertation project.*
Recommended reading: *According to the literature determined by the doctoral student's individual study plan.*
Language required for the course: *English*
Notes: student's time burden: independent home preparation, individual consultations (600)
Evaluation of subjects Total number of students assessed: 0

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Teacher: *prof. Zuzana Straková, PhD., dissertation supervisors*
Last change date: *June 2022*
Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty of *Faculty of Arts*	
Course code: *1IAA /LSCLD*	**Course title:** *Selected chapters from Linguodidactics*

Type, scope, and method of educational activities:
Compulsory elective course, lecture/seminar, 10/10 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *8*

Recommended semester/trimester of study: *1.-6.*

Level of study: *3.*

Prerequisite subjects: *-*

Conditions for passing the course:
100-90 %: excellent A (excellent) = 1
89.99 - 80%: above average B (very good) = 1.5
79.99 - 70%: average C (good) = 2
69.99 - 60%: acceptable D (satisfactory) = 2.5
59,99 - 50 %: meeting the minimum criteria E (sufficient) = 3
49.99 - 0 %: not meeting the minimum FX criteria (insufficient)

Continuous assessment: during the semester students will be given assignments to work on and these will be part of the continuous assessment: presentation of a selected topic in the field of linguodidactics (30%), conducting a discussion on the selected topic (20%), elaboration of a project in the field of research (20%).

Final assessment: final colloquial exam (30%)

Learning outcomes:
Acquired knowledge: *the graduate of the course knows the current trends in language pedagogy. He/she understands the role of the research in language education and is able to base their concepts on the evidence from related research fields.*
Acquired skills: *the graduate of the course is able to apply the acquired knowledge from the field of linguodidactics in the subject of English language at all levels of education, and is able to identify the needs of learners and reflect on them by selecting appropriate approaches.*
Acquired competence: *the graduate of the course can independently solve problem situations as well as professional tasks related to the creation of conditions for the foreign language learning process. Can take responsibility for the differentiation of teaching content as well as teaching practices. Is able to support his/her own decisions regarding the choice of teaching practices and teaching materials with arguments. Can conduct pedagogical research and use the data to qualitatively modify foreign language education.*

Brief outline of the course:
- current challenges and perspectives of language pedagogy
- the teacher as researcher
- bilingualism and plurilingualism in Europe and the world
- principles of developing autonomous learning in educational context

Recommended reading:
Holliday, A., 2005, The Struggle to teach English as an International Language *Lin, M., Mackay, C., Thinking through Modern Foreign Languages. Chris Kington Publishing. Press* *McKay, S., 2002, Teaching English as an International Language: An Introduction to the Role of English as an International Language and Its Implications for Language Teaching. OUP* *Sousa, D. (ed.). 2010, Mind, brain and education: Neuroscience implications for the classroom. Solution Tree Press.* *Suhendi, A., & ., P. (2018). Constructivist Learning Theory: The Contribution to Foreign Language Learning and Teaching. KnE Social Sciences, 3(4), 87–95. https://doi.org/10.18502/kss.v3i4.1921* *Warner, Ch., Dupuy, B., 2018, Moving toward multiliteracies in foreign language teaching: Past and present perspectives … and beyond. Foreign Language Annals, Volume51, Issue1, Spring 2018, pp. 116-128* *Woodward, T., 2011, Thinking in the EFL Classes. Helbling Languages*

Language required for the course:

English

Notes: student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

Course evaluation:

A	B	C	D	E	FX
0	0	0	0	0	0

Total number of students assessed: *0*

Teacher:

prof. Zuzana Straková, PhD.

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty: *Faculty of Arts*	
Course code: *1IRU/LAPJA*	**Course title:** *Applied Linguistics*

Type, scope, and method of educational activities: *Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking*
Number of credits: *8*
Recommended semester/trimester of study: *1. - 6.*
Degree of study: *3.*
Prerequisite subjects: *-*
Conditions for passing the course: *Seminar thesis, oral presentation of the thesis, interim evaluation*
Learning outcomes: *The graduate of the course will be able to:*   *Knowledge:*   *Characterize the linguistic discipline, define its subject, include applied linguistics (linguistics) in the system of linguistic disciplines, explain the ability of applied linguistics to substantially enrich and activate the contacts of linguistics with the most diverse scientific disciplines.*   *To outline and describe interdisciplinary research on the functioning of language and its impact on linguistic theory, on the renewal of the conceptual apparatus of contemporary linguistics.*   *Skills:*   *Define and exemplify the components of applied linguistics, such as: Translation theory and practice, machine translation, basic postulates of native and foreign language teaching theory and practice, coding theory, sociolinguistics, political linguistics, terminology and terminography, field linguistics, hypertext technologies, computational linguistics, linguistic criminology, psycholinguistics, cognitive linguistics, artificial language production, text classification and textology, and text symbolization.*   *Competencies:*   *Conduct dialogue and discussion on topics in the field of applied linguistics;*   *Search, process and analyse professional information in the field of applied linguistics and other related disciplines;*   *To think critically and realistically autonomously and to make realistic decisions in solving theoretical and practical problems related to research in the field of applied linguistics.*

Brief outline of the course:
     The need for and areas of applied linguistics. Broader and narrower understanding of the concept of applied linguistics.
     The relationship between linguistics and applied linguistics, their perspectives.
     Application-generative model of grammar
     Perspectives on correctness (academic and popular perspectives)
     Language and languages. Borders and relationships.
     Methodological procedures of applied linguistics
     Omnipotence of context

Corpus linguistics.	

Corpus linguistics.
Context and culture. Discourse analysis.
Communicative approach.
Textual terminology. Sociothermology. Political linguistics.
Linguoculturology.

Recommended literature:

PERRIN, D., KLEINBERGER, U. (eds.): Doing Applied linguistics. Enabling transdisciplinary communication. De Gruyter, Open access: Available at: https://www.degruyter.com/serial/dgc-b/html.

JOHNSON, K., JOHNSON, H: Encyclopedic Dictionary of Applied Linguistics, Oxford/Malden, Massachusetts: Blackwell. 1999.

CABRÉ, M. T.: Terminology. Theory, methods and applications. John Benjamins Publishing Company, 1999 . ISBN 90 272 16347.

COOK, G: Applied Linguistics. Oxford University Press. 2003.

Language required for the course:
English

Notes: student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

Course evaluation:
Total number of assessed students: 3

A	B	C	D	E	FX
0%	*0%*	*0*	*0*	*0*	*0*

Teacher: *prof. PhDr. Ľubomír Guzi, PhD.*

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty/workplace: *Faculty of Arts*	
Course code: *1ISM/LONTR*	**Name of subject:** *Ontogenesis of speech*

Type, scope, and method of educational activities:
compulsory elective subject
5 hours lecture/5 hours seminar
combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *8*

Recommended semester of study: *1. - 6.*

Degree of higher education: *3.*

Prerequisite subjects:

Conditions for passing the course:
(a) preparation of transcripts of two one-hour recordings, linguistic-pragmatic analysis of the transcripts using the coding method, and formulation of a conclusion on the observation of the speech development
(b) a test that demonstrates the knowledge defined in the learning outcomes section
For each part, the student must obtain at least 50% of the specified score. The final grade will be calculated as the average of the sub-assessments and active participation in seminars in proportion to the sum of the maximum and minimum point values determined for each part of the continuous assessment.
It must obtain at least 90 % for an A grade (excellent), 80 % for a B grade, 70 % for a C grade, 60 % for a D grade and 50 % for an E grade. A student who obtains less than 50% will be graded FX.

Learning outcomes:
The graduate of the course will be able to:
− *Explain the differences between different approaches to the interpretation of speech acquisition;*
− *explain the nature of the process of acquisition of grammatical, lexical-semantic and pragmatic competence in the mother tongue;*
− *explain the nature and types of bilingualism;*
− *consider the relationship between social and cultural influences and the development of language;*
− *Reflect on the relationship between child-centred speech and child speech;*
− *characterize the diagnostic tools for speech development used in Slovakia;*
− *explain the links and differences between language acquisition and language learning.*

A brief outline of the course:

Language acquisition as a subject of developmental psycholinguistics.

Contemporary conceptions of language acquisition (Piaget, Vygotsky, Chomsky, rationalist, empiricist, interactionist, constructivist interpretations).

Constructing linguistic and communicative competence:

Grammatical competence (nominal and verbal categories, early syntax, theory of natural morphology and ontogeny of speech), lexico-semantic competence (early lexical development, production and comprehension, acceleration versus continuous development, gender differences), pragmatic competence (development of pragmatic functions of utterances and means of expression). Development of narrative skills.

Child-centered speech, language input.

Social and cultural determinants of speech development. Bernstein's theory of the social conditioning of children's language codes.

Bilingualism, its sources and types.

Research records for all the above topics.

Diagnosis of speech development.

Recommended reading:

KESSELOVÁ, J.: Self-reference in early speech of children speaking Slovak [elektronický dokument]. Journal of Language and Cultural Education, roč. 6, č. 2, 2018, s. 14 – 35.

STEPHANY, U. – VOEĬKOVA, M. (eds.): Development of Nominal Inflection in First Language Acquisition*: A Cross-Linguistic Perspective. Studies on language acquisition. Zväzok 30. Berlín: Walter de Gruyter 2009. 460 s.*

TOMASELLO, M.: *Constructing a Language: A Usage-Based Theory of Language Acquisition*, Harvard University Press 2003.

Language required for the course:

English

Notes: student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

Evaluation of subjects

Total number of students assessed:

A	B	C	D	E	FX
0	0	0	0	0	0

Teacher: *prof. PhDr. Daniela Slančová, CSc.*

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	

Faculty/workplace: *Faculty of Arts*	

Course code: *1ISMK/LPSLI*	**Name of subject:** *Psycholinguistics*

Type, scope, and method of educational activities:
Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *8*

Recommended semester of study: *3*. *- 6.*

Degree of higher education: *3.*

Prerequisite subjects: -

Conditions for passing the course:
Interim evaluation:
- presentation part: to present the results of two foreign studies in the field of psycholinguistics, which are thematically related to the topic of the dissertation
- knowledge part: a test demonstrating that the student has acquired the knowledge specified in the learning outcomes part
For each part, the student must obtain at least 50% of the specified score. The final grade will be calculated as the average of the sub-assessments and active participation in seminars in proportion to the sum of the maximum and minimum point values determined for each part of the continuous assessment.
It must obtain at least 90 % for an A grade (excellent), 80 % for a B grade, 70 % for a C grade, 60 % for a D grade and 50 % for an E grade. A student who obtains less than 50% will be graded FX.

Learning outcomes:
The graduate of the course will be able to:
−*can explain the key terms of psycholinguistics*
−*to understand the unconscious processes taking place during language use*
−*explain the mechanism of perceptual acquisition and language production*
−*to orient oneself in different interpretations of the mental representation of language*
−*use knowledge from psycholinguistics when thinking about the intercultural understanding of a text*
−*use psycholinguistic terminology in their own research*
−*assess the topic of your dissertation from the perspective of psycholinguistic aspects*
−*is able to navigate the results of psycholinguistic research using scientific databases*

A brief outline of the course:

The subject and methods of psycholinguistics, its relation to cognitive grammar, cultural anthropology and the theory of the linguistic image of the world.

Language acquisition and language learning. Intact speech development and delayed/disturbed speech-language pathology. Pathology and aphasia. Diagnostic tools for speech screening.

Use of language. Mechanisms of speech production and perception. Four communicative activities (production of written and spoken text, perception of read and listened to text).

A mental representation of language in the brain (key questions: how elements of the language system are organized, how language elements are processed in the brain, which properties of language make it possible to store language elements in memory and retrieve them quickly from there).

The relationship between language, thought and verbal behaviour. Linguistic relativism.

Language as a way of "seeing" the world. Intercultural understanding of a text.

Linguistic and psychological aspects of communication. Communication and game theory. Communication in transactional analysis.

Inference and interference.

Cognitive prototype, stereotype and prejudice.

Individual and culturally conditioned associations, connotations and collocations. Language and language users' values.

Recommended reading:

BARTCZAK, M. – HAMAN, E. – BANASIK-JEMIELNIAK, N.: Developmental Psycholinguistics: Old Questions, New Answers. Psychologie and Language Communication, 2020, roč. 24, č. 1, s. 70 – 78.

MENN, L.: Psycholinguistics: Introduction and Applications. Plural Publishing, Inc 2017.

URDANETA, L. – LORENZO, J.: Spanish-English Writing Structure Interferences in Second Language Learners. GIST Education and Learning Research Journal 2011, roč. 8, s. 158 –179.

Language required for the course: *English*

Notes: student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

Evaluation of subjects

Total number of students assessed:

A	B	C	D	E	FX
0	0	0	0	0	0

Teacher:

prof. PhDr. Daniela Slančová, CSc.

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

College: *University of Prešov*	
Faculty/workplace: *Faculty of Arts*	
Course code: *1IAA/ LSCPR*	**Course title:** *Sociopragmatics*

Type, scope, and method of educational activities:
Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *8*

Recommended semester of study: *3. - 6.*

Degree of higher education: *3.*

Prerequisite subjects: -

Conditions for passing the course:
Continuous assessment:
During the semester students acquire theoretical knowledge from lectures and texts assigned for reading in the area of sociopragmatics which they demonstrate in discussions and presentations of their own examples (50%/50 points). They prepare a project in which they analyze their sociopragmatic data based on their own choice and present it for a critique (40%/40 points).
Final assessment: Students take a final examination (10%/10 points). The overall evaluation follows the University´s classification scale: A - 100-90% / points, B - 89-89% / points, C- 79-70% / points, D - 69-60% / points , E - 59-50% / points, FX - 49% / points and less.

Learning outcomes:
Knowledge:
Students master the conceptual apparatus of contemporary sociopragmatics with a special emphasis on the area of politeness Politeness Theory). They know its place in the contemporary pragmalinguistic research and its relationship to other areas of interdisciplinary linguistic research. They know the tools, methods and procedures of socio-pragmatic analysis of a variety of uses of language.
Skills:
Students are able to identify pragmatic (Theory of Speech Acts. Presupposition. Implicature. Cooperative principle) and sociopragmatic (Politeness principle) aspects of spoken and written utterances and to describe and interpret them. They can gain new information about the current state of international research and its developmental trends in the field of sociopragmatics and use it in the analysis and understanding of discourses. By applying knowledge in solving new tasks based on their own research data, they contribute to the refinement of analytical tools and procedures and the overall development of the research field.
Competences:
    – *Students are able to apply the acquired knowledge and skills in the analysis of assigned tasks as well as data from their own communicative practice. They develop their own project, present and defend it in a critical discussion. In the project they are able to analyze, explain and interpret the process of making interpersonal meaning in speech activities of their choice. Students are able to use the set of knowledge and skills in their own communication practice. They are able to identify a research problem, design and*

plan a procedure for its solution, prepare a report on it, submit it to the international scientific community in the form of a scientific publication and contribute thus to the development of this field of science.

A brief outline of the course:
- *Defining Pragmatics. Selected topics of pragmatics: implicature (Greek and Neo-Greek periods), theory of speech acts, politeness theory. Politeness theory as a key topic of sociopragmatics/interpersonal pragmatics. Developmental periods of politeness theory: modernist (Leech, Brown-Levinson), postmodernist (Watts and Locher), and interactive (Haugh). Politeness as a social practice (Kádár and Haugh). Current state and perspectives of Politeness theory.*

Recommended reading:

Bargiela-Chiappini, F. and D. Z. Kádár (eds.): Politeness Across Cultures. Macmillan,

Culpeper, J., and Haugh, M. (2014). Pragmatics and the English Language. Basingstoke: Palgrave Macmillan.

Culpeper, J., Haugh, M., Kádár, D.Z. (Eds.). 2017. The Palgrave Handbook of Linguistic (Im)politeness. Palgrave Macmillan.

Eelen, G. (2001). A Critique of Politeness Theories. Manchester: St. Jerome Publishing.

Ferenčík, M. (2011). Doing (im)politeness in the Media. Prešov: FF PU.

Ferenčík, M. (2017). I´m not Charlie:(Im)politeness evaluations of the Charlie Hebdo attack in an internet discussion forum. Journal of pragmatics.

Ferenčík, M. (2020a). Lectures in pragmalinguistics (nepublikované prednášky)

Ferenčík, M. (2020b). Politeness and social change: The metapragmatics of Slovakia´s 2018 'decent revolution'. Journal of pragmatics.

Ferenčík, M. (2021). Lectures in pragmalinguistics (unpublished lecture synopses)

Hickey, L. and Stewart, M. (eds.) (2005). Politeness in Europe. Clevedon: Multilingual Matters Ltd.

Kádár, D. (2017). Politeness in Pragmatics. Available at:
http://oxfordre.com/linguistics/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-218

Kádár, D., Haugh, M. 2013. Understanding Politeness. Cambridge: CUP.

Huang, Y. 2007. Pragmatics. Oxford: OUP.

Leech, G. 2014. The Pragmatics of Politeness. Oxford: OUP.

Locher, M.A. 2013. Politeness. In: The Encyclopedia of Applied Linguistics, Edited by Carol A. Chapelle. Blackwell Publishing Ltd.

Locher, M.A. - Watts, R.J. 2005. Politeness theory and relational work. Journal of Politeness Research 1: 9-33.

Locher, M. A., Graham, S. (Eds). 2010. Interpersonal Pragmatics. De Gruyter Mouton

Peccei, J.S. 1999. Pragmatics. London and New York: Routledge.

Verschueren, J. 2009. Introduction. The pragmatic perspective. In J. Verschueren and J-O. Östman (eds.) Key Notions in Pragmatics. Amsterdam-Philadelphia: John Benjamins, 1-27.

Watts, R. J., Ide, S. and Ehlich, K. (eds.) (1992). Politeness in Language: Studies in its History, Theory and Practice. Berlin: Mouton de Gruyter.

Watts, R. J. (2003). Politeness. Cambridge: Cambridge University Press.

Language required for the course: *English*

Notes: student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

Evaluation of subjects

Total number of students assessed: *0*

A	B	C	D	E	FX
0	0	0	0	0	0

Teacher: *prof. PhDr. Milan Ferenčík, CSc.*

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: *University of Presov*	
Faculty: *Faculty of Arts*	
Course code: *1IAA/LKORP*	***Course title:*** *Corpora in Language Teaching*

Type, scope, and method of educational activities:
Form of teaching: 5 lectures/5 seminars
Method: combined (face-to-face, Moodle, MS Teams), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *8*

Recommended semester/trimester of study: *3.– 6.*

Degree of study: *3*

Prerequisite subjects: *-*

Conditions for passing:
Continuous assessment:
Student delivers 2 projects – one focused on the verification of the abilities to search in corpora and the abilities to use the corpora research tools, one focused on using corpora in language teaching. In the second one students have to reason the selection of the activities. The third component of the evaluation is the practical sample of using corpora in language teaching in the form of microteaching.
The final grade is a sum of the results of the continuous assessment. The evaluation is done according to a 6-point criterion-referenced grading scale (A, B, C, D, E, Fx) according to the Study Regulations of the University of Presov.

Learning outcomes:
Knowledge: Course attendees understands and can use the conceptual apparatus of corpus linguistics. Students will master the basics of corpus linguistics, types of corpora and can explain how to use corpora in language classroom.
Skills: Course attendees are able to identify, design and use individual types of corpora. They will understand the process of annotation and will be able to analyse their own text corpora using the method of concordancing. They will also know how to compile and use parallel bilingual and multilingual corpora for translation and teaching practice.
Competences: Course attendees are able to apply the theoretical knowledge and concepts to their own research and learning-

Course content:
Corpus linguistics. Basic methods used in CL.
Types, structure and building (electronic) corpora.
Possibilities of utilizing corpus data to describe characteristic linguistic phenomena for theoretical and practical didactic purposes.
DDLL (Data-driven language learning).
Annotation of corpora and utilization of concordancing programmes for practical analysis of electronic texts.
Individual analysis od selected text corpora for translation practice.

Literature:
AIJMER, K. 2009. Corpora and Language Teaching. Amsterdam: John Benjamins.
BAKER, P. – Hardie, A. – McEnery, T.: A glossary of corpus linguistics. Edinburgh : Edinburgh University Press Ltd, 2006. ISBN 10-0-7486-2403-1

Corpora and Corpus Linguistics (2006). http://www.athel.com/corpus.html

KENNEDY, G.: An introduction to corpus linguistics. London; New York : Longman, 1998.

McCARTHY, M.: From Corpus to Course Book. [online]. 2004. Cambridge : Cambridge University Press. Available at: <http://www.cambridge.org/us/esl/touchstone/teacher/images/pdf/CorpusBookletfinal.pdf>

McEnery, Tony; Andrew Wilson: Corpus Linguistics. (2nd edition). Edinburgh, Edinburgh University Press, 2001.

Michigan Corpus of Spoken Academic English. (2007). http://quod.lib.umich.edu/m/micase

O´KEEFFE, A. – McCarthy, M. – Carter, R.: From Corpus to Classroom: Language Use And Language Teaching. Cambrige : Cambridge University Press, 2007.

REPPEN, R. 2010. Using Corpora in the language classroom. Cambridge.

SINCLAIR, J.: Corpus, Concordance, Collocation. Oxford : Oxford University Press, 1991.

SINCLAIR, J.: How to Use Corpora in Language Teaching. Amsterdam; Philadelphia : John Benjamins B.V., 2004.

Language required for the course: *English*

Notes: student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

Evaluation of subjects

Total number of assessed students:

A	*B*	*C*	*D*	*E*	*FX*
0	0	0	0	0	0

Lecturer: *doc. PaedDr. Ivana Cimermanová, PhD.*

Date of last change: *April 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	

Faculty: *Faculty of Arts*	

Course code: *1IAA/LINKO*	**Course title:** *Intercultural communication*

Type, scope, and method of educational activities:
Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *8*

**Recommended semester of study*: 3.-6.*

Degree of higher education: *3.*

Prerequisite subjects: ---

Conditions for passing the course:
Colloquia on the assigned topics will be held during the semester. Active participation in discussions will account for 40% of the final grade. The final assessment will include the development of an analytical essay (30%) and its presentation (30%). The awarding of credits and the final assessment grade will be in accordance with the grading scale A, B, C, D, E, FX according to the Study Regulations of the University of Prešov in Prešov.

Learning outcomes:
The graduate of the course will be able to:
- *Identify cultural conventions in speech act and communication in a narrower and broader sense;*
- *Identify the specifics of nonverbal communication of different cultures, with an emphasis on British and American culture;*
- *Evaluate cultural differences between metaphors, emotions and their interpretation across cultures and apply the knowledge gained to the creative act of linguistic and translational communication;*
- *to use sensitively methods, procedures, axioms of intercultural communication for the purpose of own personal and communicative growth.*

A brief outline of the course:
1. The relationship between language and culture
2. National characteristics determining communication: cultural, politeness, linguistic and translational conventions.
3. Nonverbal communication: the affinity between nonverbal communication and language, proxemics and kinesics
4. Communication and intercultural communication: communication through concrete and abstract signs, imaginary and illusory signs
5. Intercultural differences: schemas, images and culture
6. Translation as intercultural communication: the cultural turn in translatology and its

impact on the interdisciplinarity of research

7. Metaphor, emotion, culture and translation: cultural differences between metaphors, emotions and their interpretation

8. Contemporary models of culture, (im)politeness and interculturality in the coordinates of linguo-translatology.

Recommended reading:

HOLLIDAY, A., J. Kullman and M. Hyde. 2004. *Intercultural Communication: an Advanced Resource Book.* London and New York: Routledge.

HUBSCHER-DAVIDSON, S. 2018. *Translation and Emotion: A Psychological Perspective.* New York and London: Routledge.

KECSKES, I. 2013. *Intercultural Pragmatics.* OUP.

KÖVECSES, Z. 2005. *Metaphor in Culture. Universality and Variation.* CUP.

KÖVECSES, Z. 2006. *Language, Mind, and Culture. A Practical Introduction.* OUP.

KÖVECSES, Z. 2000. *Metaphor and Emotion. Language, Cultural and Body in Human Feeling.* CUP.

LONG, J. 2012. *Changes of Translation Definition and Turns of Translation Studies In: Cross-Cultural Communication 8(5), 35-43.*

ROJO, A. 2017. *The Role of Emotions. In The Handbook of Translation and Cognition,* edited by John W. Schwieter, and Aline Ferreira, 369-385. New Jersey: John Wiley & Sons.

SCOLLON, R. and S. Wong Scollon. 2011. *Intercultural Communication. A Discourse Approach.* 3rd. ed. John Wiley & Sons.

Language required for the course*: English*

Notes: student time burden: hours 240- combined study (5), preparation for seminars (55), self-study (80), portfolio with presentations (100)

Course evaluation:

Total number of students assessed: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Teacher: *assoc. prof. PhDr. Klaudia Bednárová-Gibová, PhD.*

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty: *Faculty of Arts*	
Course code: *1IAA/ LIAJV*	**Name of subject:** *Intercultural aspects of language education*

Type, scope, and method of educational activities:
Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *5*

Recommended semester/trimester of study: *1. - 6.*

Degree of study *3.* :

Prerequisite subjects:
-

Conditions for passing the course:
Continuous assessment: during the semester students will be given assignments to work on and these will be part of the continuous assessment: leading a discussion (20%), developing a project - analysis of teaching material (20%).
Final assessment: final exam (30%), presentation of a unit proposal focusing on selected intercultural aspects (30%)
Credits will be awarded on the basis that all the above requirements have been met. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov. Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).

Learning outcomes:
Acquired knowledge: *the graduate of the course is able to identify aspects of cultural representations in teaching materials, and will be aware of ways how to introduce intercultural aspects in language teaching.*
Acquired skills: the *graduate of the course is proficient in procedures for increasing intercultural awareness and is able to process cultural representations in teaching materials in order to increase the cultural awareness of learners in foreign language education.*
Acquired competencies: *can independently solve a simple research problem, and design a simple action research with the orientation on intercultural aspects.*

A brief outline of the course:
- the relationship between language, culture and foreign language acquisition
- cultural differences and cultural overlaps
- the impact of English as an international language on cultural penetration
- teaching AJ from an intercultural perspective
- intercultural aspects of teaching materials - representation of cultural generalisations and stereotypes
- the application of intercultural awareness-raising practices

Recommended reading:
Byram,M. & Fleming,M., 1998, Language Learning in Intercultural Perspective. Cambridge University Press

Maine, F., Vrikki, M., 2021, Dialogue for Intercultural Understanding, Springer *McKay, S., 2002, Teaching English as an International Language: An Introduction to the Role of English as an International Language and Its Implications for Language Teaching. OUP* *McConachy, T., Golubeva, I., Wagner, M., 2022, Intercultural Learning in Language Education and Beyond: Evolving Concepts, Perspectives and Practices. Multilingual Matters* *Rosa M. Rodríguez-Izquierdo, 2018, Researching the links between social-emotional learning and intercultural education: strategies for enacting a culturally relevant teaching. Intercultural Education Volume 29, 2018 - Issue 5-6, pp. 609-623*

Language required for the course:
English

Notes: student time burden: hours 240- combined study (5), preparation for seminars (55), self-study (80), portfolio with presentations (100)

Evaluation of subjects

Total number of assessed students 0

A	B	C	D	E	FX

Teacher: *prof. Zuzana Straková, PhD.*

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty: *Faculty of Arts*	
Course code: *1IAA/LMOTE*	**Name of subject:** *Modern technologies in the foreign language process*

Type, scope, and method of educational activities:
Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking

Number of credits: *8*

Recommended semester/trimester of study: *3.-6.*

Degree of study: *3.*

Prerequisite subjects: *-*

Conditions for passing the course:
During the semester, students will be given tasks to work on and these will be part of the mid-term assessment: presentation of the elaboration of the selected topic (30%), leading a discussion on the selected topic (20%), elaboration of a proposal for the use of modern technologies in the tertiary level (20%), final exam (30%).
Credits will be awarded on the basis that all of the above requirements have been met. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU v Prešov.

Learning outcomes:
Acquired knowledge: the *graduate of the course knows the basic concepts and methodological knowledge related to computer-assisted instruction, blended and online learning. The student understands the philosophy of online education, management of e-learning courses, and creation of interactive elements and techniques aimed at creating interactive digital exercises respecting didactic and psycho hygienic principles and principles of processing didactic materials.*
Acquired skills: the *graduate of the subject can create e-learning courses respecting the learner and his/her needs, create interactive exercises and implement them appropriately in teaching. They have an overview of testing tools and can choose the right tools to verify the learner's knowledge.*
Acquired competencies: *the graduate of the course is able to teach students with the application of modern foreign language teaching practices and is able to evaluate their outcomes in accordance with pedagogical-psychological principles.*

A brief outline of the course:
1. Modern technologies in foreign language education.
2. Didactic aspects of the use of modern technologies in language education.
3. Computer-Assisted Language Learning (CALL) Mobile Language Learning (MALL).
4. Virtual learning environment. Types. Didactic principles.
5. Interactivity in e-learning

Recommended reading:
BUDHAIR, S.S. & SKIPWITH, K. (2017). Best practices in engaging online learners through active and experiential learning strategies. London: Routledge
CIMERMANOVÁ, I. 2021. Using digital education tools in interactive online teaching at

secondary schools. Prešov : vydavateľstvo PU

COOPERMAN, L. (2017). The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor. Netherlands: Chandos.

GRAF, Sabine. 2007. Adaptivity in Learning Management systems Focussing on Learning Styles. Viedeň : Technische Universität Wien, 2007

HOWLAND, J., JONASSEN, D. H., & MARRA, R. M. (2014). Meaningful Learning with Technology. Harlow: Pearson.

KUMPULAINEN K., WRAY, D. Classroom Interactions and Social Learning. Routledge 2002, ISBN 0-203-45156-2

MUIRHEAD, B. (2001). Interactivity research studies. In: Educational Technology a Society, 4(3). Available at: , retrieved: October 03, 2012.

PORITZ, J.A. & REES, J. (2017). Education Is Not an App: The Future of University Teaching in The Internet Age. London: Routledge.

SALMON, G. (2002). E-tivities: the key to active only learning. Sterling, VA : Stylus Publishing Inc. ISSN 0 7494 3686 7

SALMON, G. (2003). E-moderating: The Key to Teaching and Learning Online. London: Kogan Page. 180 pages, softcover. 2nd ed.ISBN 0 415 33544 2 (paperback)

THORNE, Kaye. 2003. Blended Learning: How to Integrate Online and Traditional Learning. Londýn : Kogan Page, 2003. ISBN 0 7494 3901 7

Language required for the course:
English

Notes: student time burden: hours 240- combined study (5), preparation for seminars (55), self-study (80), portfolio with presentations (100)

Course evaluation:
Total number of students assessed: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Teacher: *assoc. prof. PaedDr. Ivana Cimermanová, PhD.*

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: *University of Prešov*	
Faculty of *Faculty of Arts*	
Course code: *1IAA/LMETD*	**Name of subject:** *Methodology of research in linguodidactics*
Type, scope, and method of educational activities: *subject of the dissertation examination* *compulsory elective subject*	
Number of credits: *5*	
Recommended semester/trimester of study: *3. - 6. (according to ISP)*	
Degree of study: *3.*	
Prerequisite subjects: *All subjects of the study part specified in the individual study plan of the doctoral student.*	

Conditions for passing the course:

The subject of the dissertation examination.

Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.

A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The list of subjects of the dissertation examination is determined by the dean on the basis of the accreditation file. The department conducting the doctoral study programme shall issue a written certificate to the doctoral candidate on the completion and result of the dissertation examination. A doctoral student who has failed the examination (FX) may repeat the examination only once, at the earliest after three months have elapsed. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme. Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).

Learning outcomes:

Upon completion of the course, the student is able to:

− *present the ability to work analytically with the literature,*
− *compile a theoretical matrix as a basis for analytical work with the literature,*
− *create your own text of a professional nature,*
− *describe and distinguish types of pedagogical research,*
− *is able to formulate a research question, research objectives and research hypothesis,*
− *is able to design a pedagogical research project in accordance with the type of research question,*
− *select an adequate (to meet the objectives of the research) research method,*
− *describe the specifics of individual research methods,*
− *characterise the principles of survey sampling,*

–	*apply statistical data analysis procedures,*
–	*apply the procedures of descriptive statistics,*
–	*apply qualitative data analysis procedures*
–	*interpret the data obtained.*

Brief outline of the course:

The concept of the methodology of educational sciences.

Basic concepts of educational methodology: scientific research, research method, scientific fact. Types of educational research.

Phases of the research process.

Formulation of the research problem. Types of research problems in educational research. Research hypotheses.

Types of samples in educational research.

Objectivity, validity, and reliability of research.

Characteristics of quantitative methods of educational research (quantitative research paradigm). Characteristics of selected methods.

Characteristics of qualitative methods of educational research (qualitative research paradigm). Characteristics of selected methods.

Introduction to statistical processing and data evaluation.

Basic concepts of descriptive statistics.

Basic concepts of inductive statistics used in educational research.

Methods and approaches for analysis and interpretation of research findings and evaluated data.

Ethics of the researcher.

Philosophical foundations of qualitative research methodology.

Research methods of qualitative research: participant observation, unstructured interview, narrative method, content analysis of human products.

Data collection in qualitative research: types of records, recording, protocols.

Data analysis: segmentation - coding - theory generation, different types of analysis, software.

Recommended reading:

Brown, J.D., Rodgers, T.S.: Doing Second Language Research. OUP, 2002

Dörnyei, Z.: Research Methods in Applied Linguistics. OUP, 2007

MACKEY, A. - GASS, S. 2016. Second Language Research: Methodology and Design. Routledge

McKINLEY, J., & ROSE, H. (Eds.). 2020. The Routledge handbook of research methods in applied linguistics. Routledge

Pokrivčáková, S.: Research in Foreign Language Education. MSD Brno, 2012

Wallace, M.: Action Research for Language Teachers. CUP. 2003

Language required for the course:

English

Notes: student time burden: hours150 - self-study and consultation (150)

Evaluation of subjects

Total number of assessed students 0

A	B	C	D	E	FX
0	0	0	0	0	0

Teacher: *prof. Zuzana Straková, PhD., examination committee approved by the Scientific Board of the Faculty of Arts PU (in appendix III.4b)*

Last change date: *June 2022*

Approved by: *prof. Zuzana Straková, PhD.*