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INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ ALTM/25	Name: Analysis and Interpretation of Literary Texts
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: - During the semester, the student will give an interactive presentation on a selected topic (50% of the total grade). Assessment criteria: - expertise - interactivity - group interaction - form requirements - The student will submit a written paper that elaborates on a selected topic (50% of the total grade). Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%. Total student workload: 140-175 hours. Out of this, seminars represent 26 hours, preparation for seminars 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation of seminar work 40 - 50 hours.	
Results of education: Knowledge: - The student will have an understanding of what it means to interpret a literary text and how this skill can be developed. - The student will know the basic concepts, background, and methods of interpreting a literary text. - The student will be able to characterize the main idea of the literary works analyzed and the social, political, and cultural context in which they were written. - The student will have extensive knowledge and the literary process. Skills: - The student will be able to independently interpret selected literary works. - The student will be able to recognize the motivational networks that connect the works. - The student will be able to correctly apply basic interpretive methods in his/her own research, professional, or school practice. - The student will be able to recognize his/her own level of competence in the field, - The student will be able to present and explain to pupils the basic concepts, background and aims of different strategies of interpretation of literary texts.	

Competencies:

- The student knows the historical-cultural and social characteristics of literature.
- The student will be able to expand his/her theoretical-methodological knowledge in the field of methodology of interpretation of literary texts.
- The student will be able to independently plan his/her own education and deepen his/her knowledge, which he/she will apply in professional practice.
- The student will be able to create an inspiring atmosphere necessary to convey different perceptions of literature and to provide an overview of possible approaches to the interpretation of literary texts.

Brief syllabus:

1. The concept of interpretation - What does it mean to interpret, how can this skill be developed?
2. Compositional and narratological analysis - Narrato-poetic analysis of literary works
3. Literary genres and their analysis - Types and genres of poetry (literature) and their systematization.
4. Hermeneutics - What is a text? What message does it conceal or convey? What is its meaning for us? Revealing diachronic relationships
5. Intermediality - What is the relationship of a literary work to other media?
6. Motivical analysis - Exploring the motivical networks that connect individual works
7. Critical theories - What is the relationship between expression and the text and its implications
 - What norms does the text rely on - What critical means can be used to reveal contradictions in the text
8. Ideological-critical analysis - Presence and ideologies in works
9. Non-hermeneutic interpretations - A review of dominant categories and practices
10. Ecocritical analysis - Relationship of the literary work with the natural world
11. Discourse analysis - The role of discourse in the process of meaning-making
12. Complexity of a literary work. Anthropological and non-anthropological issues of interpretation
 - How complex relationships are formed in literary works.
13. On what basis do we select interpretive practices? Does an educator have to choose between different practices?

Literature:

- KESERŰ, J. 2016. Bevezetés az irodalomtudományba. Komárom: Selye János Egyetem, Tanárképző Kar. ISBN 978-80-8122-174-3.
- BÓKAY, A. 2006. Bevezetés az irodalomtudományba. Budapest: Osiris. ISBN 963-389-883-8.
- ZEMPLÉNYI, F. – KULCSÁR SZABÓ, E. – JÓZAN, I. – JENEY, É. – BÓNUS, T. 2004. Látókörök metszése. Budapest: Gondolat Kiadó. ISBN 9639500445.
- KULCSÁR SZABÓ, E. 1994. Az új kritika dilemmái. Budapest: Balassi Kiadó, ISBN 963 7873 75 9
- SZEGEDY-MASZÁK, M. 2011. Az újraolvasás kényszere. Bratislava: Kalligram, ISBN 978 80 8101 427 7
- BEDNANICS, G. – HANSÁGI, Á. – VADERNA, G. (red.) 2013. Az olvasás labirintusában. Budapest: Historia Litteraria Alapítvány – Ráció Kiadó. ISBN 978-615-5047-50-3
- BENYOVSZKY, K. 2019. Megközelítési szempontok a populáris irodalom és kultúra tanulmányozásához. Nyitra: Nyitrai Konstantin Egyetem. ISBN 978-80-558-1399-8
- DE MAN, P. 2000. Esztétikai ideológia. Budapest: Janus - Osiris. ISBN 963 379 523 0
- N. TÓTH A. – PETRES CSIZMADIA, G. (red.) 2015. Módszertani szöveggyűjtemény az irodalom oktatásához. Nyitra: Nyitrai Konstantin Filozófus Egyetem. ISBN 978-80-558-0744-7
- VOJTEK S. 2017. Olvasóközpontú irodalomtanítás. Tanulmányok. Budapest: Két Egér Könyvek. ISBN 978-615-5694-02-8

POLGÁR Anikó: The Oleander Bush at Delphi, the Minotaur in the Bullring: Nature, myth, and cultural memory in the Works of Gábor Devecseri. In: Hungarian Studies Yearbook. Warsaw: SCIENDO, 2023, Roč. 5, č. 1, s. 51-61 ISSN 2668-7542.

POLGÁR Anikó: Stereotypes in the Hungarian translations of contemporary Finnish poetry. In: Ezhegodnik Finno-Ugorskikh Issledovanií: Yearbook of Finno-Ugric Studies. Ishevsk: Udmurt State University, 2023, Roč. 17, č. 2, s. 245-254 ISSN 2224-9443.

POLGÁR Anikó: Ráfogások Ovidiusra: fejezetek az antik költészet magyar fordítás- és hatástörténetéből. 1. vyd. Bratislava: Kalligram, 2011. ISBN 978-80-8101-491-8.

POLGÁR Anikó: Catullus noster: Catullus-olvasatok a 20. századi magyar költészetben. 1. vyd. Bratislava: Kalligram, 2003. ISBN 80-7149-557-3.

Language, knowledge of which is necessary to complete a course:
Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher: Dr. habil. PaedDr. József Keserű, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ APAJ/25	Name: Academic Writing in English
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 100-120 hours Out of this, seminars represent 26 hours, preparation for seminars and the test (self-study, reading of selected scientific articles and chapters) 30 - 36 hours, preparation of a seminar work on a selected topic 14 - 18 hours, preparation for tests 30 - 40 hours. The subject ends with evaluation. During the semester, students fulfill the following requirements: active participation in seminars, solving of tasks and exercises, preparation of a written assignment (a short research essay on a chosen and agreed on topic) (40 points), and writing a midterm and an end-of-term test (30 points each). The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student understands the directives for creating academic writing and knows the rules of English academic style. • The student is familiar with the course of preparing and completing academic work to devise and prepare a scientific task in writing. • The student is aware of the rules for using sources in academic work, the ways of citation, and knows the legitimate techniques of paraphrasing and using quotations with accurate references. Skills: <ul style="list-style-type: none"> • The student applies theoretical knowledge about academic style to the preparation of academic work in writing or speech for the presentation in practice designed for an academic occasion. • The student selects appropriate sources for academic work and uses them effectively to support his/her thoughts in the academic work to be prepared. • The student can appropriately paraphrase the ideas from the various sources in academic style and correct language. 	

- The student devises the structure of his/her dissertation according to academic design and expresses his/her ideas in in proper writing in the abstract, in the discussion and empirical part and in the conclusion.

Competencies:

- The student has mastered the procedures, skills and strategies of academic writing in the English language and knows how to practically use and apply them when writing a dissertation and other scientific texts in an academic environment.

Brief syllabus:

The subject develops the students' knowledge and skills needed for academic writing. It helps them in their academic study to produce appropriate written work meeting the requirements of academic style. This is achieved by practicing the rules of English academic language through completing tasks of writing academic texts, like abstracts, introductions, conclusions. This involves the structuring of paragraphs and putting them together in an essay. Connected to this, students learn the rules for using academic sources and how to cite them in the form of summarizing, paraphrasing or quoting and providing the proper ways of referencing. Altogether, the subject prepares students to use proper academic style and language structure, vocabulary and grammar, when preparing their dissertation.

List of main topics:

1. What is academic writing? Experience with writing in English
2. Preparing to write: brainstorming ideas
3. Paragraph structure: development of a paragraph
4. Writing a description: method and procedure
5. Expressing opinions and argumentation, discussion of view points
6. The structure of an essay: composition and formatting
7. Formulating the main idea and arguments; research question
8. Writing an abstract; writing an outline
9. Introductions and conclusions
10. Organizing thoughts: cohesion and consistency
11. Presentation of data: interpretation and analysis
12. Academic style: presentation and formulation of ideas, the basics of punctuation
13. Paraphrasing and summarizing, quotations, referencing

Literature:

Zemach, Dorothy E. & Rumisek, Lisa A. (2005). *Academic Writing from Paragraph to Essay*. (1st ed.) London: Macmillan. ISBN 978-1-4050-8606-6.

Osmond, Alex (2013). *Academic Writing and Grammar for Students*. (1st ed.) London: SAGE Publications. ISBN 978-1-4462-1091-8.

Csölle, Anita & Kormos, Judit (2002). *A Brief Guide to Academic Writing*. Budapest: Műszaki Könyvkiadó. ISBN 9631630781.

Bailey, Stephen (2011). *Academic Writing: A Handbook for International Students*. (3rd ed.) Abingdon: Routledge. ISBN 978-0-415-59581-0.

Pallant, Anne (2012). *English for Academic Study - Writing: Course Book*. (1st ed.) Reading, England: Garnet Publishing. ISBN 978 1 90861 439 1.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 2

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. Gábor Vilmos Gyóri, PhD.,					
Date of last update: 30.03.2025					
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ APLI/25	Name: Applied Linguistics
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 7	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 100-120 hours Out of this, lectures represent 26 hours, preparation for lessons (self-study, reading of selected scientific articles and chapters) 60 - 81 hours, preparation for the exam 89 - 103 hours. During the semester, students fulfil the following requirements: - compulsory and active participation in lectures and seminars, - analysis of weekly topics based on set texts for reading (self-study, reading of selected scientific articles and chapters) at seminars, - fulfilment of partial tasks and tasks, The course ends with a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student has a comprehensive knowledge of the field of applied linguistics in general. • The student is familiar with and can characterize the various areas of applied linguistics in detail. • The student knows the main methods of research in the field of applied linguistics. • The student is familiar with current theories and approaches in applied linguistics. Skills: <ul style="list-style-type: none"> • The student explains and analysis the major linguistic theories applied linguistic works with and plans their research work based on this. • The student is familiar with the various methods employed in applied linguistics and has therefore the skill to implement these and base their research on these methods. Competencies: <ul style="list-style-type: none"> • Based on the acquired knowledge and these skills, the student has the competence to identify phenomena that might be either problematic or especially supportive for the various theories and is therefore able to productively engage in high-quality research in the field of applied linguistics. 	

- The student uses knowledge to work with the different theories of applied linguistics in their empirical research.

Brief syllabus:

The course addresses recent approaches to applied linguistics, and it will explore the key controversies, philosophical debates, theoretical commitments, and guiding assumptions that frame contemporary applied linguistics. The main goals of the course are:

- to foster an informed professional outlook on the field of applied linguistics in general
- to provide a broader background about the field of applied linguistics in general
- to introduce students to the different schools of applied linguistics
- to describe the beliefs and myths that surround language and its relation to society
- to introduce students to some of the main methods and results of applied linguistics
- to familiarize students with common concepts and terminologies within the field
- to bring students up-to-date with current theories and approaches in applied linguistics.
- to introduce students to some of the key debates in applied linguistics in the different subfields.

List of main topics:

1. A general introduction to the field of Applied Linguistics; Areas of Applied Linguistics.
2. Pragmatics: the study of language use and language behaviour; Communicative competence.
3. Studying language use: Discourse and discourse analysis.
4. Cognitive linguistics: Using metaphor and metonymy in discourse.
5. Collecting data for applied linguistic research: The empirical method of compiling a corpus.
6. Sociolinguistics: The study of language from a sociological perspective; Social factors influencing language use.
7. Psycholinguistics: The study of how knowledge of language and linguistic behaviour relates to psychological processes in the mind, including the process of language acquisition.
8. Lexicography and phraseology
9. Internet and corpus linguistics, Corpora, The Web as a corpus.
10. Using a corpus to study spoken and written language; analyzing corpora
11. Conversation Analysis; Gender and conversational interaction; 'Politeness' theory.
12. World languages; Language contact; Pidgins and creoles;
13. Learning languages in a global context; Multilingualism and bilingualism; Language policy and planning.

Literature:

- Cook, G. (2003). Applied linguistics. Oxford: Oxford University Press. 134 s. ISBN 0 19 4375986.
- Davies, A. (2012). An introduction to applied linguistics: From practice to theory. 2nd ed. Edinburgh: Edinburgh University Press. 199 s. ISBN 978 0 7486 3355 5
- Groom, N., & Littlemore, J. (2011). Doing applied linguistics: A guide for students. London - New York: Routledge - Taylor&Francis Group. 210 s. - ISBN 978-0-415-56642-1
- Hall, C.J., Smith, P.H., & Wicaksono, R. (2011). Mapping applied linguistics: A guide for students and practitioners. London - New York: Routledge - Taylor&Francis Group. 418 s. - ISBN 978-0-415-55913-3

Language, knowledge of which is necessary to complete a course:

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 3

A	B	C	D	E	FX
33.33	33.33	33.33	0.0	0.0	0.0
Teacher: Dr. habil. Gábor Vilmos Gyóri, PhD., Dr. habil. Anna Tóthné Litovkina, PhD.,					
Date of last update: 30.03.2025					
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ APMJ/25	Name: Academic Writing in Hungarian
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student prepares a part or chapter of the dissertation in written form in the range of 10-15 pages, which must meet all the criteria and requirements set for this type of scientific work and must respect the basic structure of the original scientific work. The student may receive 100 points for a written thesis prepared in this way. Criteria for evaluation of the written part, chapter of the thesis or scientific study: - Analysis, elaboration of relevant national and international sources related to the topic of the dissertation (40 points), - appropriateness, accuracy, relevance of the sources used (40 points) - level, content, originality, formal aspect of the thesis (20 points). Grading scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E - 50-59%	
Results of education: During the course the student will gain an overview of the rules, requirements, criteria for writing scientific, professional and scientific-pedagogical papers, the correct use of literary sources. During the seminars, the student also deepens and develops his/her scientific-research and scientific-pedagogical competences. Knowledge: - The student will know the specifics of academic writing - The student will know the ethics, methodology, and professional language of scholarly work, - has a thorough knowledge of the theoretical knowledge in relation to the chosen topic of the dissertation, - has knowledge of quantitative and qualitative approaches, - can synthesise his/her acquired theoretical knowledge with practical experience. Skills: - The student is able to work with relevant national and international scientific and pedagogical sources, - The student is able to work with relevant source databases, - The student is able to design own research project, - The student is able to use relevant approaches to evaluate quantitative and qualitative research findings,	

- The student is able to formulate and compose his/her own professional, scientific, scientific-pedagogical text.

Attitudes:

- The student takes into account social, scientific and ethical aspects when formulating research intentions and conducting research,
- is aware of professional ethics in the scientific research environment.
- The student is autonomous in the process of processing new knowledge and information, which is complemented by analytical-critical reflection,
- analyses, re-evaluates and uses his/her knowledge in theory and practical applications for the development of pedagogical theory and practice.

Brief syllabus:

1. Formal and content criteria of a scientific text
2. Research work and collection of material
3. Types of sources and publications.
4. Periodicals, journals.
5. Typology of text editions
6. Critique of sources
7. Types of scientific publications
8. Ethical issues in research
9. Scientific research and the Internet
10. Structure of scientific work
11. Supporting claims, argumentation, proof
12. Use of literature

Literature:

GYURGYÁK János. A tudományos írás alapjai: Útmutató szemináriumi és tudományos diákköri értekezést, szakdolgozatot és disszertációt íróknak. Budapest: Osiris Kiadó, 2019. ISBN 978 963 276 349 1.

GYURGYÁK János Szerkesztők és szerzők kézikönyve. Budapest: Osiris Kiadó, 2000. (Osiris kézikönyvek, ISSN 1416-6321). - ISBN 963 379 227 4.

ACZEL, Richard. Hogyan írjunk esszét? Budapest: Osiris Kiadó, 2006. ISBN 963 389 693 2.

L. ACZÉL Petra Retorika: A szóból épült gondolat – Gyakorlókönyv. Budapest: Krónika Nova Kiadó. - 2004. ISBN 963 9128 73 2.

QUINTILIANUS, M. F. Szónoklattan, prekl. Tamás Adamik, Zoltán Csehy, Rita Kopeczky, József Krupp, Anikó Polgár, Éva Tordai. Bratislava: Kalligram. 2008. ISBN 978-80-7149-961-9

CICERO Összes retorikaelméleti művei. prekl. Tamás Adamik, Zoltán Csehy, József Krupp, Klára Kisdi, Mónika Mezei, Anikó Polgár. Bratislava: Kalligram. 2012. ISBN 978-80-8101-617-2

Language, knowledge of which is necessary to complete a course:

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 2

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

Teacher: doc. Mgr. Anikó Polgár, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ AUTO/25	Name: Self-Regulated Learning
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 140-175 hours Out of this, seminars represent 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation of seminar work 40 - 50 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: - compulsory and active participation in seminars, - analysis of weekly topics based on set texts for reading (self-study, reading of selected scientific articles and chapters) at seminars, - fulfilment of partial tasks and tasks, - a presentation on a selected topic, - writing a seminar work, The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: · The student knows, identifies and characterizes teaching methods and forms supporting the active learning of foreign languages, the possibilities and limits of their use. · The student has broad-spectrum knowledge about the support of learners' autonomy within the framework of foreign language teaching. · The student can explain the differences between different types of motivation and motivational theories. Skills: · The student critically evaluates and solves the most urgent problems of modern foreign language teaching. · The student applies techniques for presenting language content and techniques for developing language skills and learner' self-regulated learning in practice.	

- The student writes lesson plans focusing on the development of self-regulated learning.
 - The student writes lesson plans focusing on the development of grammar, vocabulary, speaking, reading, listening and writing with the help of ICT.
 - The student uses the material background of educational activities at school, school facilities, uses didactic and audio-visual aids.
 - The student implements activities and techniques to present and practice grammar structures, vocabulary and the four skills and to increase student motivation.
 - The student critically evaluates and selects appropriate didactic activities and materials for teaching speaking, reading, listening and writing and for the development of learner autonomy.
- Competencies:
- The student organizes and provides educational activities with an emphasis on the fulfilment of learning tasks based on acquired knowledge and skills.
 - The student evaluates the achievement of goals according to the established criteria for the success of the learners, taking into account their developmental and individual differences and possibilities.
 - The student has basic practical experience in managing educational activities and teaching different groups of learners.

Brief syllabus:

1. Foreign language learning strategies. Motivation in foreign language learning.
2. Definitions of learner autonomy, self-regulated and self-directed learning
3. Theories of self-regulated learning
4. Autonomy as a sociocultural process
5. Teacher autonomy for learner autonomy
6. Learning spaces, structure and agency in EFL course design
7. Classroom practices improving learner autonomy
8. Promoting self-regulated learning through technology
9. Extensive reading activities
10. Extensive listening activities
11. Life-long learning
12. Designing learning projects and case studies
13. Mentoring and counselling

Literature:

- Murray, G. – Xuesong, A. G. – Lamb, T. 2011. Identity, Motivation and Autonomy in Language Learning. Bristol: Multilingual Matters.
- Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.
- Ur, P. 1999. A Course in Language Teaching. Cambridge University Press.
- Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU.
- Puskás, A. 2022. The Methodology of Teaching English as a Foreign Language I. Zsigárd: Bymoon.
- Harmer, J. 1991. The Practice of English Language Teaching. London: Longman.
- Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford University Press.
- Richards, J.C. – Rodgers, T.S. 2001. Approaches and Methods in Language Teaching. Cambridge University Press.
- Larsen-Freeman, D. 2000. Techniques and Principles in Language Teaching. Oxford University Press.
- Puskás, A. 2020. Improving Creativity in the EFL Classroom. Brno: Tribun EU.

<p>Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press. Richards, J. C. – Farrell, T. S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press.</p>					
<p>Language, knowledge of which is necessary to complete a course: English</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p>Teacher: doc. PaedDr. Andrea Puskás, PhD.,</p>					
<p>Date of last update: 30.03.2025</p>					
<p>Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ CIT1/25	Name: Work cited in a CC, Web of Science, SCOPUS database
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: 1 - citation in a publication registered in citation indexes	
Results of education:	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ CIT2/25	Name: Work cited in lower type of publication
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: 2 - citation in a publication, including citation in a publication registered in databases other than citation indexes 3 - review and art criticism in a publication	
Results of education: Credits awarded for registered citation.	
Brief syllabus: not current	
Literature: is not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ DICJ/25	Name: The Methodology of Teaching Foreign Languages
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 7	
Recommended semester/trimester of study: 3.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 175-210 hours Out of this, lectures represent 13 hours, seminars represent 13 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 60 - 81 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation for the exam 65 - 75 hours. During the semester, students fulfil the following requirements: - compulsory and active participation in lectures and seminars, - analysis of weekly topics based on set texts for reading (self-study, reading of selected scientific articles and chapters) at seminars, - fulfilment of partial tasks and tasks, - a presentation on a selected topic The subject ends with an exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student has knowledge about teaching grammar and vocabulary. • The student can explain the principles of teaching speaking, reading, listening and writing in English as a foreign language classes. • The student knows, identifies and characterizes teaching methods and forms supporting the active learning of foreign languages, the possibilities and limits of their use. • The student has broad-spectrum knowledge about teaching foreign languages for different target groups. • The student can explain the concepts and principles of assessment and testing and can list the most effective methods and forms of alternative assessment. Skills: <ul style="list-style-type: none"> • The student critically evaluates and solves the most relevant problems of modern foreign language teaching. 	

- The student applies techniques for presenting language content and techniques for developing language skills in practice.
- The student writes lesson plans focusing on the improvement of grammar, vocabulary, speaking, reading, listening and writing.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids.
- The student implements activities and techniques to present and practice grammar structures, vocabulary items and the four skills.
- The student critically evaluates and selects appropriate didactic activities and materials for teaching speaking, reading, listening, writing and pronunciation.

Competencies:

- The student organizes and implements educational activities with an emphasis on the fulfilment of learning tasks based on acquired knowledge and skills.
- The student evaluates the achievement of the goals according to the established criteria for the success of learners, taking into account their developmental and individual differences and possibilities.
- The student has basic practical experience in managing educational activities and teaching different groups of learners.

Brief syllabus:

1. New approaches in teaching grammar in teaching foreign languages. Language games.
2. Aspects of teaching vocabulary.
3. Teaching speaking. Development of communication competence.
4. Development of language skills: listening and reading comprehension.
5. Writing. Tasks, strategies and types of activities.
6. Development of cooperation, problem-solving skills, creativity and critical thinking.
7. Teaching materials, didactic aids.
8. Evaluation. Testing, types of tests, test design. Validity and reliability. Placement tests. Giving a grade. Alternative assessment.
9. Teaching different age groups. Teaching a foreign language for special purposes.
10. Teaching students with special needs.
11. Information and communication technology, innovations and future directions in language teaching. Teaching online courses. Web applications in language teaching.
12. Supporting self-regulated learning of foreign languages.
13. Literature and foreign languages. Using literary texts to develop language skills (reading and speaking).

Literature:

- Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.
- Ur, P. 1999. A Course in Language Teaching. Cambridge University Press.
- Brown, S. – Larson-Hall, J. 2015. Second Language Acquisition Myths: Applying second language research to classroom teaching. Ann Arbor: University of Michigan Press.
- Kontra, M. H. E. Á. 2006. Topics in the Methodology of Teaching EFL. Budapest: Okker.
- Lightbown, P. M. – Spada, N. 2013. How Languages are Learned. Fourth edition. Oxford University Press.
- Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon.
- Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU.

<p>Puskás, A. 2022. The Methodology of Teaching English as a Foreign Language I.. Zsigárd: Bymoon.</p> <p>Harmer, J. 1991. The Practice of English Language Teaching. London: Longman.</p> <p>Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford University Press.</p> <p>Richards, J.C. – Rodgers, T.S. 2001. Approaches and Methods in Language Teaching. Cambridge University Press.</p> <p>Larsen-Freeman, D. 2000. Techniques and Principles in Language Teaching. Oxford University Press.</p> <p>Puskás, A. 2020. Improving Creativity in the EFL Classroom. Brno: Tribun EU.</p> <p>Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press.</p> <p>Richards, J. C. – Farrell, T. S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press.</p> <p>Puskás, A. Teaching during the pandemic in higher education: An online drama course for teacher trainees of English as a foreign language. In: AD ALTA: Journal of Interdisciplinary Research. Hradec Králové: Magnanimitas akademické sdružení, 2021, Roč. 11, č. 1, 239-244 [tlačaná forma] [online]. ISSN 1804-7890. ISSN (online) 2464-6733.</p> <p>Puskás, A. 2017. Assessing Young Learners in the English Language Classroom. Szeged: Belvedere Meridionale.</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p>Teacher: doc. PaedDr. Andrea Puskás, PhD.,</p>					
<p>Date of last update: 30.03.2025</p>					
<p>Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ DPO/25	Name: Dissertation with defense
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 40	
Recommended semester/trimester of study: 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: <p>The student can apply to defend the dissertation if he/she has obtained at least 140 credits. The defense of the dissertation must be submitted no later than three years after the beginning of the study (doctoral student in the full-time form of study).</p> <p>The dissertation is the final work and together with the defense of the dissertation they are considered as one subject. After defending the dissertation, the doctoral student will receive 40 credits. The goals and organization of the final thesis are regulated by internal regulations (Študijný poriadok Univerzity J. Selyeho/ Study Regulations of J. Selye University, Všeobecné zásady doktorandského štúdia Univerzity J. Selyeho/ General Principles of Doctoral Studies of J. Selye University, Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho/ Rector's Directive on Modification, Registration, Accessibility and Archiving of Final Theses at J. Selye University which are specified by the Dean's Directives).</p> <p>The dissertation has the character of an original scientific work. The dissertation (without appendices) should not exceed 170 pages. The condition for submitting an application for permission to defend a dissertation, in addition to the above requirements, is proof of publication output at least in category "A-", must have at least one publication registered either in WoS or in Scopus database.</p>	
Results of education: <p>The graduate of doctoral studies is qualified to perform scientific research and more complex science project and development activities in his/her field. He/she can focus on more general pedagogical topics and problems or on a specialized didactic area. He/she is also qualified to lead courses and educate teachers and pedagogical staff in the further education of pedagogical staff on the given field.</p>	
Brief syllabus: <ol style="list-style-type: none"> 1. The presence of a two-thirds majority of all members of the dissertation defense committee is required at the dissertation defense. 2. The opponents participate in the dissertation defence. If one of them is unable to attend the defence for particularly serious reasons, the defence may be held provided that the absent opponent has given a favourable opinion and that all members present agree that the defence should be held in the absence of that opponent. In such a case, the opinion of the absent opponent shall be read 	

out during the defence. The defence may not proceed if two opponents are absent or if there are two negative opinions.

3. In the case of one negative opinion, the dissertation defence may take place. In this case, the presence of the respective opponent is required at the defence.

4. If at least 2 negative opinions have been drawn up on the dissertation, the defence may be held only after the deficiencies mentioned in the opinions have been eliminated and the dissertation has been reassessed by the already approved opponents.

5. If a doctoral student cannot attend the defence on the appointed date for serious health reasons, he/she must apologise to the Dean in advance. In such a case, the dean, in agreement with the chairperson of the thesis committee, shall set an alternative date for the defence and notify the participants.

6. The defence of the dissertation shall be conducted by the chairperson of the defence committee; in an exceptional case, the chairperson may delegate the defence to another member of the defence committee who is also a member of the defence committee. Neither the opponent nor the supervisor shall conduct the defence, even if they are members of the thesis committee.

7. The dissertation defence is public. As a rule, its course is as follows:

- (a) Opening,
- b) introduction of the candidate,
- c) presentation of the objectives, results and contribution of the dissertation,
- d) statement of the result of the originality check,
- e) presentation of the supervisor's report,
- f) presentation of the referees' reports,
- g) the doctoral student's opinion on the comments of the referees,
- h) discussion.

Literature:

The literature on the researched issue of the dissertation according to the individual plan of the doctoral student approved by the supervisor. The current UJS Rector's Directive on final, rigorous, and habilitation theses, available on the university's website. THE DEAN'S DIRECTIVE CRITERIA FOR THE EVALUATION OF THE DISSERTATION AND ITS DEFENCE AT THE FACULTY OF EDUCATION J. SELYE UNIVERSITY

Language, knowledge of which is necessary to complete a course:

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher:

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ DRAM/25	Name: Educational Drama and Drama Techniques in Teaching English as a Foreign Language
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 140-175 hours Out of this, seminars represent 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation of seminar work 40 - 50 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: - compulsory and active participation in seminars, - analysis of weekly topics based on set texts for reading (self-study, reading of selected scientific articles and chapters) at seminars, - fulfilment of partial tasks and tasks, - a presentation on a selected topic, - writing a seminar work, The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: · The student identifies, enumerates and characterizes a wide range of drama techniques in teaching English as a foreign language. · The student has broad-spectrum knowledge about the essence of planning educational activities. · The student explains the theoretical and practical connections of the methodology of teaching English as a foreign language using drama techniques. · The student knows teaching methods and forms supporting active learning, the development of creativity, the communication skills and critical thinking of students in English language classes. · The student characterizes and illustrates the communicative approach to teaching foreign languages and the position of educational drama and drama techniques within this approach. Skills:	

- The student applies drama techniques to develop English language skills and competences in practice.
- The student integrates knowledge of drama techniques into organizing, planning and providing lessons for different age groups of learners.
- The student uses the material background of educational activities at school, school facilities, and uses didactic and audio-visual aids for the implementation of drama techniques.
- The student implements, adapts and improves drama techniques in the presentation and practice of grammatical structures, vocabulary and communication activities and communication competences.

Competencies:

- The student organizes, ensures and flexibly adapts educational activities with an emphasis on drama techniques.
- The student incorporates the knowledge of drama pedagogy into the didactic system of the English language and literature subject.
- The student plans and organizes workshops and drama projects for students with the purpose of motivating and developing their language skills and competences.

Brief syllabus:

1. Motivational strategies in the foreign language classroom.
2. Language learning anxiety. The methods and tools of reducing language learning anxiety.
3. Psychology in language learning and teaching.
4. The most commonly used drama techniques in the EFL classroom.
5. Linear drama and process-oriented drama.
6. Drama as self-expression. Developing social skills and emotional intelligence.
7. Physical movement in the EFL classroom.
8. Improving cooperation with drama. Group dynamics. Group formation processes. Leadership and group roles.
9. Improving communication and speaking skills with drama techniques.
10. Teaching grammar and vocabulary with the help of drama techniques.
11. Improving language skills with drama techniques.
12. Teaching inclusion and democratic values through interactive drama activities.
13. Drama projects and workshops.

Literature:

- Maley, Allan – Duff, Alan. 2004. Drama Techniques in Language Learning. Cambridge University Press.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Tom Godfrey: DRAMA in ENGLISH LANGUAGE TEACHING: A WHOLE-PERSON LEARNING APPROACH. 2010.
Available at: <https://tomgodfrey.wordpress.com/2010/08/15/drama-in-english-language-teaching-a-whole-person-learning-approach/>
- Almond, Mark. 2005. Teaching English With Drama : How to use drama and plays when teaching - for the professional English language teacher. Brighton: Pavilion Publishing.
- Wilson, Ken. 2012. Drama and Improvisation. Oxford: Oxford University Press.
- Richards, Jack C. – Farrell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.
- Puskás, Andrea. Using Drama Techniques and Games in Teaching Grammar to Young Learners in the EFL Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2016: "Súčasný aspekt vedy a vzdelávania" - Sekcie pedagogických vied. = A Selye

János Egyetem 2016-os "Korszerű szemlélet a tudományban és az oktatásban" Nemzetközi Tudományos Konferenciájának tanulmánykötete - Pedagógiai szekciók Komárno: Univerzita J. Selyeho, 2016, CD-ROM, s. 389-404. ISBN 973-80-8122-187-3.,

Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.

Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon.

Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.

Csikszentmihályi, M. 2013. The Psychology of Discovery and Invention. New York : Harper Collins Publishers.

Carter, P. – Russell, K. 2003. Psychometric testing : 1000 Ways to Assess your Personality, Creativity, Intelligence and Lateral Thinking. New York : John Wiley & Sons.

Cremin, T. – Reedy, D. – Bearne, E. – Dombey, H. 2006. Teaching English Creatively. Second edition. Oxon: Routledge.

Lane, J. 2006. The Spirit of Silence: Making Space for Creativity. Foxhole, Dartington: Green Books.

Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.

Ur, P. 1999. A Course in Language Teaching. Cambridge University Press.

Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU.

Puskás, A. 2022. The Methodology of Teaching English as a Foreign Language I. Zsigárd: Bymoon.

Harmer, J. 1991. The Practice of English Language Teaching. London: Longman.

Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford University Press.

Richards, J.C. – Rodgers, T.S. 2001. Approaches and Methods in Language Teaching. Cambridge University Press.

Larsen-Freeman, D. 2000. Techniques and Principles in Language Teaching. Oxford University Press.

Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press.

Puskás, A. Teaching during the pandemic in higher education: An online drama course for teacher trainees of English as a foreign language. In: AD ALTA: Journal of Interdisciplinary Research. Hradec Králové: Magnanimitas akademické sdružení, 2021, Roč. 11, č. 1, 239-244 [tlačaná forma] [online]. ISSN 1804-7890. ISSN (online) 2464-6733.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher: doc. PaedDr. Andrea Puskás, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ DSP/25	Name: Dissertation exam - written work
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 10	
Recommended semester/trimester of study: 5., 6..	
Level of study: III.	
Prerequisites:	
<p>Conditions for passing the subject: Student of doctoral study can apply for the dissertation examination if he/she has obtained at least 60 credits, of which 40 credits for studies and 20 credits for the scientific part. The Study Regulations of J. Selye University and the Dean's Directive No. 2/2017 clearly declare the requirements, criteria and describe the circumstances for the successful completion of the study and the implementation of the final work. Other conditions for granting consent to take the dissertation examination: submission of a printed study report with an overview of the credits obtained, completion of compulsory subjects. The doctoral student registers for the dissertation examination on the prescribed form no later than in the 5th semester of the full-time form of study. It takes place before a dissertation examination commission appointed by the dean. The written work for the dissertation exam has at least 1.5 author's sheets (30 pages) and contains in particular: the aim of the dissertation, the current state of knowledge (research) on the issue, analysis and justification of the methodological approach selected for solving the issue, outline of the theoretical foundations of the future solution, formulation of hypotheses and proposal of research strategy, the contribution of the work, overview of the studied literature on the given issue, elaboration of partial results from the first year of solving the problem, structure of the future dissertation (dissertation project). Written work requires 1. elaboration of the reviewer's report of the dissertation thesis appointed by the dean of the faculty on the basis of the supervisor's proposal and after the opinion of the chairman of the examination committee. The opponent/reviewer of the dissertation thesis may be a university teacher in the position of professor, or the position of associate professor, or an expert with an academic degree of PhD. (or its older equivalent), which has no joint publications with the doctoral student, 2. statement of the supervisor. During the dissertation defense, the student should be able to respond and argue to the questions and recommendations of the reviewer/opponent and the supervisor. The dissertation exam consists of the dissertation thesis, its defense, and oral examination.</p>	
<p>Results of education: In the dissertation thesis the student of the doctoral study is able to demonstrate his/her skill in working with literature, mastering research methods, and interpreting partial and holistic results of the dissertation. S/he is able to formulate the theoretical basis and objectives of the dissertation. Can respond to questions and suggestions of the opponent and the supervisor, argue,</p>	

and defend the dissertation thesis. The dissertation exam consists of the dissertation thesis, its defense, and oral examination, for which the student will receive 10 credits.

Brief syllabus:

Dissertation thesis for dissertation exam, its defense.

Literature:

The literature on the subjects according to the topic of the dissertation is provided in the information sheets of the subjects. The literature on the researched issue of the dissertation according to the individual plan of the doctoral student approved by the supervisor.

Language, knowledge of which is necessary to complete a course:

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher:

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KAJ/DAM/ DSU/25		Name: Dissertation exam - oral part			
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present					
Number of credits: 10					
Recommended semester/trimester of study: 5., 6..					
Level of study: III.					
Prerequisites:					
Conditions for passing the subject: The theoretical part of the dissertation exam is the oral exam according to the approved syllabi forms. The subject of the oral exam is the subject "Theoretical and practical aspects of teaching languages".					
Results of education: During the oral exam, the student is able to answer questions formulated in the form of a broadly conceived problem by integrating knowledge from the completed subjects of the study part of the doctoral study and the topic of the dissertation. The demonstrated knowledge is assessed according to the results of the public vote of the examination committee. For the subject Theoretical and practical aspects of teaching languages, the student will receive 10 credits.					
Brief syllabus:					
Literature: The literature on the subjects according to the topic of the dissertation is provided in the information sheets of the subjects. The literature on the researched issue of the dissertation according to the individual plan of the doctoral student approved by the supervisor.					
Language, knowledge of which is necessary to complete a course: English, Hungarian or Slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher:					
Date of last update: 30.03.2025					
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ HUMF/25	Name: Humor, Phraseology and Paremiology in Language Teaching
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 140-175 hours (seminars) Out of this, seminars represent 26 hours, preparation for seminars (self-study, reading of selected scientific articles, books and chapters, watching videos) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation for the exam 40 - 50 hours. During the semester, students fulfil the following requirements: - active participation in seminars, - analysis of weekly topics based on set texts for reading (self-study, reading of selected scientific articles, books and chapters, watching videos) at seminars, - a presentation on a selected topic The subject ends with a written exam. Course grade will be based on classroom participation, presentation on a selected topic, as well as final written exam: 1. Presentation (30%) 2. Classroom participation. During the classes students are supposed to talk about the topics given as their homework. Their homework is primarily based on lectures/interviews from Youtube, and from books and articles. Students' accuracy, fluency, knowledge of topics discussed during the course, as well as their ability to summarize the ideas given as a homework and give their own ideas will all be evaluated. (40%) 3. Final written exam (30%) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows the basic terminology and taxonomies within paremiology, phraseology and humor studies • The student understands the scope of phraseology, paremiology and humor research and their relationship to language teaching and language learning 	

- The student is familiar with the characteristics and basic concepts of phraseology, phraseography, paremiology and paremiography.
 - The student will be able to give some examples of proverbs, sayings, expressions and idioms from different areas of English and American culture.
 - The students are familiar with the best well-known proverbs, sayings, idioms and collocations
- Skills:
- The student can demonstrate familiarity with various methods employed in humor and proverb research and how they might be used in language teaching
 - The student can critically read and evaluate published research in humor and proverb studies
 - The students will be able to plan classroom activities based on the knowledge of proverbs and idioms, as well as various humor genres.
 - The student can use the most popular proverbs, sayings, idioms and expressions of the English language.
 - The student can independently interpret the most well-known proverbs and sayings.
 - The student can use the most well-known proverbs, sayings and expressions in English as a foreign language classes to practice language skills and competences.
- Competencies:
- Based on acquired knowledge and skills, the students will be able create the right attitudes towards language learning in their future students.
 - The student uses knowledge and skills in planning, designing and organizing various educational activities.
 - Based on acquired knowledge and skills, the student formulates the basic principles of teaching foreign languages.
 - The students are able to show their ability to use proverbs, idioms and humor in real life and in the language classroom.

Brief syllabus:

The main goals of the course are to provide students with theoretical background of English phraseology and paremiology (study of proverbs), and to extend students knowledge of frequently used proverbs, sayings, idioms and collocations. The students will learn what these proverbs mean, when and where they are used, and how to apply them to a concrete situation.

The course also concentrates on humor research, on humor and its genres. Last but not least, the course teaches students the ways in which humor, phraseology and paremiology can be integrated in learning environments, and introduces practical techniques and presents a research supported gamut of available options for implementing such learning.

List of main topics:

1. Phraseology, phraseography, paremiology, paremiography.
2. Proverbs, collocations and idioms.
3. Dictionaries of proverbs, collocations and idioms.
4. Proverbs about education, learning, family, time, procrastination, patience, haste, money, marriage, optimism, success, hope, pessimism, etc.
5. What is Humor? Definitions and types of humor. Genres of humor. Jokes, puns, humorous stories, memes. Verbal humor and non-verbal humor.
6. Laughter yoga.
7. Identifying humor, comprehending humor, producing humor, and responding to humor.
8. Phraseology and paremiology in the language classroom.
9. Activities and games that involve proverbs, phrases and collocations. How to use them in the language classroom?
10. Humor and language education. Humor theories and language learning. Psychological and cognitive benefits of humor in language learning

11. Humor in language classrooms. Humor in language learning. Humor and vocabulary. Humor and reading skills. Humor and listening skills. Humor and writing skills. Humor and speaking skills.
12. Practical strategies for integrating humor in EFL/ESL teaching. Selecting appropriate humor for different proficiency levels. Activities and games that involve humor. Using jokes, puns, memes and humorous stories in the classroom.
13. Teaching with humor. Teaching about humor. Laughter yoga in the classroom.

Literature:

- EFL Cafe. (2024, July 15). The Role of Humor in EFL/ESL Language Learning. EFLCafe.net. <https://eflcafe.net/the-role-of-humor-in-efl-esl-language-learning/>
- T. Litovkina, Anna (2000). A Proverb a Day Keeps Boredom Away. Szekszárd-Pécs: IPF–Könyvek.
- T. Litovkina, Anna (2004a). Once upon a Proverb: Old and New Tales Shaped by Proverbs. Szekszárd: privately published.
- T. Litovkina, Anna (2017). Teaching Proverbs and Anti-Proverbs. Komarnó: J. Selye University Faculty of Education. (excerpts)
- Fiedler, Sabine (2015) Proverbs and Foreign Language Teaching: In: Hrisztalina Hrisztova-Gotthardt & Melita Aleksa Varga (eds.), Introduction to Paremiology: A Comprehensive Guide to Proverb Studies. Warsaw: De Gruyter Open, 294-325.
- T. Litovkina, Anna (2016). “Do You Serve Lawyers and Politicians Here?”: Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komarnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna (2023). Angol és amerikai közmondások gyakorlókönyve - 230 feladat 450 angol közmondás megismeréséhez és helyes használatához. Workbook of English and American Proverbs for Students - 230 exercises for an understanding and proper use of 450 English proverbs. Budapest: Tinta Könyvkiadó, 170 pp.
- T. Litovkina, Anna (2023): Practice Makes Perfect: Workbook of English and American Proverbs for Students. Budapest: Tinta Könyvkiadó.
- T. Litovkina, Anna & Wolfgang Mieder (2005). “A közmondást nem hiába mondják”. Vizsgálatok a proverbiumok természetéről és használatáról. Budapest: Tinta Könyvkiadó.
- T. Litovkina, A., & Mieder, W. (2006). Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém.
- Móriková, Eva. A humor biológiája és hatása a pedagógiai folyamatokban = Biológia humoru a jeho vplyv na pedagogické procesy / - Komárno : Selye János Egyetem, 2009. - DM.2532-PF.09.30A.2D. - 38s.
- Peter Medgyes: Laughing Matters. Humour in the Language Classroom, Cambridge-University Press, 2002. - 270 s. - ISBN 0521799600.
- Varga János. Humor az angolban-Humour in english / - 1. vyd. - Budapest : Corvina Kiadó, 2000. - 83s. - ISBN 963 13 4898 9.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD.,
Date of last update: 30.03.2025
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ IMIK/25	Name: Intermedial and Intercultural Communication
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student will give an interactive presentation on the chosen topic during the semester. - Assessment criteria: - the content of the presentation: correct and up-to-date coverage of the chosen topic, work with literature, etc. - verbal and non-verbal expression: factual and terminological accuracy, and professional handling of the subject, expression, eye contact, etc. - use of visual, acoustic and audiovisual tools: digital presentations (structure, keywords, illustrations, etc.), short recordings, videos, etc. - interactivity and group work Total student workload: 140-175 hours. Out of this, seminars represent 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation of seminar work 40 - 50 hours. Scale of assessment: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), under 50%: Fx. No credit is given to students who do not achieve 50%.	
Results of education: Knowledge: - Students will learn about media cultural techniques, optical media, audiovisual media and their relationship to cultural mediation. - Students will become familiar with the archiving systems of literature and communication and the phenomena of interculturality. - Students will be able to define concepts such as intermediality, multimedia, transmediality and transculturality. - The student will be competent to characterise the components of communication processes. Skills: - Students will be able to navigate the world of networks and understand the processes of cultural transformation through the media. - Students will be capable of analysing the phenomena of communication processes related to issues of intermediality and interculturality.	

- After receiving the doctoral degree, the student will be able to apply the knowledge acquired in the field of intermediality and interculturality to the field of linguodidactics.

Competences:

- Students will be able to follow the latest advancements in media theory and cultural research and effectively expand their own professional knowledge.

Brief syllabus:

1. The epistemological foundations of communication
2. Communication as participation
3. Media cultural techniques, cultural mediation
4. Intermediality, multimedia, transmedia
5. Interculturality and transculturalism
6. Audiovisual media and their relationship with communication
7. Mass media and mass communication
8. Network, new media, social media
9. Social media communication
10. Intercultural communication
11. Media and communication research practices
12. Activism and communication in participatory culture

Literature:

- B. BERNÁTH et. al. 2012. Média, kultúra, kommunikáció, Libri, Budapest, ISBN 978-963-310-103-2.
- CLICK, M. A. – SCOTT, S. ed. 2018. The Routledge Companion to Media Fandom, Routledge, London and New York. ISBN 978-0-367-52806-5.
- GLÓZER R. 2022. Részvétel, média, kultúra, Gondolat – PTE, Budapest – Pécs. ISBN 978-963-556-409-5.
- H. NAGY, P. 2018. Médiumközi relációk, NAP Kiadó, Dunaszerdahely. ISBN 978 80 8104 072 6.
- H. NAGY, P. 2013. Párhuzamos mintázatok, NAP Kiadó, Dunaszerdahely. ISBN 978 80 8104 062 7.
- H. NAGY, P. 2008. A betűcivilizáció szétrobbantása. Szombathy Bálint szupergutenbergi univerzuma, Ráció Kiadó, Budapest. ISBN 978 963 9605 50 3.
- H. NAGY, P. – MURIN, M. – CSERES, J. 2008. PARAF. Juhász R. József költészetéről és performanszairól, Ráció Kiadó – Magyar Műhely Kiadó, Budapest. ISBN 978 963 9605 45 9.
- HORÁNYI Ö. szerk. 2007. A kommunikáció mint participáció, Typotex, Budapest. ISBN 978-963-9664-33-3.
- KLAUSZ M. – SÁRINGER V. 2022. Újgenerációs közösségi média felületek és kommunikáció, kozossegi-media.com, Veszprém. ISBN 978-615-01-4956-1.
- TORBÓ A. 2024. Fikció, transzmédia, aktivizmus, SZIF, Budapest. ISBN 978-615-6617-01-9
- POLGÁR Anikó: The Oleander Bush at Delphi, the Minotaur in the Bullring: Nature, myth, and cultural memory in the Works of Gábor Devecseri. In: Hungarian Studies Yearbook. Warsaw: SCIENDO, 2023, Roč. 5, č. 1, s. 51-61 ISSN 2668-7542.
- POLGÁR Anikó. Új alakokká vált testek: Devecseri Gábor és az ovidiusi Átváltozások In: Ókor: folyóirat az antik kultúrákról: the Journal on the Antique Cultures. Budapest: Gondolat Kiadó, 2017, Roč. 16, č. 3, s. 54-65. ISSN 1589-2700.

Language, knowledge of which is necessary to complete a course:

Hungarian

Notes:

Evaluation of subjects					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. Péter Nagy, PhD.,					
Date of last update: 30.03.2025					
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ INKU/25	Name: Language Use and Intercultural Communication
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 140-175 hours Out of this, seminars represent 26 hours, preparation for seminars and the test (self-study, reading of selected scientific articles and chapters) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation of seminar work 40 - 50 hours. The subject ends with evaluation. During the semester, students fulfill the following requirements: active participation in seminars, a presentation on one of the topics (30 points), preparation of a written assignment (a research paper on a chosen and agreed on topic) (40 points), and writing a test at the end of the course (30 points). The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student identifies the given intercultural context for the required type of intercultural communication. • The student knows the variables and the particular ways of language use in different intercultural situations. • The student has the appropriate knowledge to collect information about various practices, traditions, and values of other cultures for an effective intercultural communicative interaction. Skills: <ul style="list-style-type: none"> • The student displays appropriate skills of usage of linguistic patterns and acts in correct ways in various intercultural situations. • The student has the skill to adjust to a wide variety of situations to be encountered under divers intercultural circumstances. • The student uses appropriate ways of verbal and non-verbal communicative behaviour in intercultural situations. Competencies:	

- The student appreciates the different beliefs and values from other cultures and understands their divers characteristics and applies this understanding in intercultural communicative interactions.

Brief syllabus:

The subject area gives a theoretical and practical introduction to the process of intercultural communication. The subject discusses the bases of culture and cultural differences, language differences and their relationship with culture, the characteristics of verbal and non-verbal communication, linguistic and pragmatic aspects of communication, and the cultural aspects of the relationship between language and thought. The material of the subject introduces students to the use of communicational and compensational strategies during the use of a foreign language in intercultural situations.

List of main topics:

1. What is culture? Learning and social interaction.
2. What is communication? Non-verbal and verbal communication.
3. Culture as a context for communication.
4. Variables in intercultural communication.
5. Cultural and linguistic relativity: culture’s influence on perception.
6. Linguistic and pragmatic meaning: the cross-cultural approach.
7. Linguistic ambiguity and inferencing from a cultural point of view.
8. Speech acts in intercultural context.
9. Intercultural aspects of cooperative communication.
10. Intercultural aspects of speech as social interaction.
11. Politeness and cultural differences.
12. Intercultural competence in communicative discourse.
13. Overcoming barriers in intercultural communication.

Literature:

Coyle, Do; Hood, Philip & Marsh, David (2010) CLIL: Content and Language Integrated Learning. (1st ed.) Cambridge: Cambridge University Press. ISBN 978-0-521-13021-7.
 Gibson, Robert (2000). Intercultural Business Communication. Oxford: Oxford University Press. ISBN 0194421805.
 Gill, Simon & Čaňková, Michaela (2003). Oxford Basics Intercultural Activities. Oxford: Oxford University Press. ISBN 0 19 442178 3.
 Hofstede, Geert; Hofstede, Gert Jan & Minkov, Michael (2010) Cultures and Organizations: Software of the Mind, Intercultural Cooperation and Its Importance for Survival. (1st ed.) New York: McGraw Hill. ISBN 978-0-07-166418-9.
 Meyer, Erin (2015). The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures. (1st ed.) New York: Public Affairs. ISBN 978-1-61039-276-1.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher: Dr. habil. Gábor Vilmos Győri, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ KREK/25	Name: Improving Creativity and Critical Thinking in Teaching English as a Foreign Language
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 140-175 hours Out of this, seminars represent 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation of seminar work 40 - 50 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - compulsory and active participation in seminars, - analysis of weekly topics based on set texts for reading (self-study, reading of selected scientific articles and chapters) at seminars, - fulfilment of partial tasks and tasks, - a presentation on a selected topic, - writing a seminar work, The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> · The student knows the principles of the development of creativity and critical thinking within the framework of the English as a foreign language lesson. · The student knows the procedures of the creative teaching of grammar, vocabulary, speaking, reading, listening and writing in the English as a foreign language classroom. · The student knows, identifies and characterizes teaching methods and forms supporting the creative learning of foreign languages, the possibilities and limits of their use. · The student has broad-spectrum knowledge about the development of critical thinking in the teaching of foreign languages. · The student knows how to characterize teaching methods and forms suitable for the development of creativity and critical thinking in English lessons. Skills:	

- The student critically evaluates and solves the most urgent problems of modern foreign language teaching.
- The student applies techniques for presenting language content and techniques for developing language skills in practice in the context of developing creativity and critical thinking.
- The student writes lesson plans focusing on the development of creativity and critical thinking.
- The student writes lesson plans focused on the development of creativity and critical thinking within the teaching of grammar, vocabulary, speaking, reading, listening and writing.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids.
- The student implements activities and techniques to present and practice grammatical structures and vocabulary and the four skills in the context of improving creativity and critical thinking.
- The student critically evaluates and selects appropriate didactic activities and materials for teaching speaking, reading, listening, writing for the development of creativity and critical thinking.

Competencies:

- The student organizes and provides educational activities with an emphasis on the fulfilment of learning tasks based on acquired knowledge and skills.
- The student evaluates the achievement of goals according to the established criteria for the success of the learners, taking into account their developmental and individual differences and possibilities.
- The student has basic practical experience in managing educational activities and teaching different groups of learners.

Brief syllabus:

1. Definitions of creativity and creative thinking. Theories of creativity.
2. Teaching English as a foreign language through stories
3. Case-based teaching and learning. Problem-solving activities. Philosophy-based language teaching.
4. Creative strategies of conflict-resolution. Perspective-taking and promoting tolerance in the EFL classroom.
5. Collaboration and case studies. Group dynamics.
6. Developing creativity through drama. Physical movement.
7. Definitions of critical thinking. Classroom practices.
8. Improving critical thinking with literary texts
9. Online learning strategies. Building online learning communities. ICT tools in the EFL classroom
10. Humour in teaching English as a foreign language
11. Creativity and assessment. Self-assessment
12. Creativity, critical thinking and learner autonomy
13. Neuroscience and foreign language teaching. Interdisciplinary approaches.

Literature:

- Csikszentmihályi, M. 2013. The Psychology of Discovery and Invention. New York : HarperCollins Publishers.
- Puskás, A. 2020. Improving Creativity in the EFL Classroom. Brno: Tribun EU.
- Carter, P. – Russell, K. 2003. Psychometric testing : 1000 Ways to Assess your Personality, Creativity, Intelligence and Lateral Thinking. New York : John Wiley & Sons.
- Cremin, T. – Reedy, D. – Bearne, E. – Dombey, H. 2006. Teaching English Creatively. Second edition. Oxon: Routledge.
- Lane, J. 2006. The Spirit of Silence: Making Space for Creativity. Foxhole, Dartington: Green Books.

- Schiering, M. S. 2016. Teaching Creative and Critical Thinking: An Interactive Workbook. Lanham: Rowman & Littlefield.
- Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.
- Ur, P. 1999. A Course in Language Teaching. Cambridge University Press.
- Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU.
- Puskás, A. 2022. The Methodology of Teaching English as a Foreign Language I. Zsigárd: Bymoon.
- Harmer, J. 1991. The Practice of English Language Teaching. London: Longman.
- Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford University Press.
- Richards, J.C. – Rodgers, T.S. 2001. Approaches and Methods in Language Teaching. Cambridge University Press.
- Larsen-Freeman, D. 2000. Techniques and Principles in Language Teaching. Oxford University Press.
- Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press.
- Richards, J. C. – Farrell, T. S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press.
- Puskás, A. 2016. The Challenges and Practices of Teaching Young Learners. Komárno: Univerzita J. Selyeho.
- Puskás, A. 2017. Assessing Young Learners in the English Language Classroom. Szeged: Belvedere Meridionale.
- Puskás, A. Teaching during the pandemic in higher education: An online drama course for teacher trainees of English as a foreign language. In: AD ALTA: Journal of Interdisciplinary Research. Hradec Králové: Magnanimitas akademické sdružení, 2021, Roč. 11, č. 1, 239-244 [tlačaná forma] [online]. ISSN 1804-7890. ISSN (online) 2464-6733.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 2

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

Teacher: doc. PaedDr. Andrea Puskás, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ KUMV/25	Name: Conference – active participant at an international or abroad scientific conference
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Conference - active participation in an international or foreign scientific conference.	
Results of education: Student will be a Member of a Board of a scientific conference. His/her name and affiliation will be published in the conference programme.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 5	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ LDMJ/25	Name: The Methodology of Teaching Hungarian Language
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: <p>The student writes two tests (15-15 points) during the semester: the first half of the diligence period, the second in the last week of the diligence period (the two tests together amount to 30 points). In addition, the student provides an interactive reference on a chosen topic within the framework of lingvodidactics (20 points). If justified, the student has the opportunity to replace the interactive reference with seminar work; this on any subject within lingvodidactics. The latter must be submitted no later than the 10th week of the diligence period. Seminar work can be rewarded with 20 points. In order to take an oral exam, a student must earn at least 50% of the points that the student can earn during the diligence period (a. m. 25 out of 50). This amount of points is collected by the student from the tests and interactive referee (or seminar work). The theoretical knowledge of the student is evaluated in the form of an oral exam. By successfully passing the oral exam, the student can score another 50 points (50% of the total score of the assessment). The maximum score that can be achieved by completing the subject is 100 points (2 x 15 points for the tests, 20 points for the interactive referee, 50 points for the oral exam).</p> <p>In justified cases, the student has the opportunity to replace the oral exam with a written exam. The score that can be obtained by passing the written exam is up to 50 points.</p> <p>Evaluation criteria for the tests to be carried out in the course of the diligence period:</p> <ul style="list-style-type: none"> – mastery of the knowledge of theoretical topics according to the curriculum of the subject – skills in preparation for the teaching process – application of theoretical knowledge <p>Evaluation criteria for the referee:</p> <ol style="list-style-type: none"> 1. the content of the referee: choice of topic, purpose of the referee, work with literature, etc. (4 points) 2. verbal and nonverbal manifestation: logical, systematic, intelligible explanation, professionalism in the mode of expression, etc. (4 points) 3. use of ICT tools: digital presentation (structure, keywords, images, etc.), interactivity of the presentation, etc. (4 points) 4. cooperation with students (questions, quiz, tests, assignments, etc.) (4 points) 5. Timeframe: 15–20 minutes (4 points) <p>Evaluation criteria for seminar work:</p>	

1. formal arrangement: structure, language, professionalism in the mode of expression, spelling, etc. (10 points)

2. Content part: topicality of the topic, purpose of the work, work with literature, professional reference method, etc. (10 points)

Evaluation criteria for the oral/written exam:

proof of theoretical knowledge and skills

Assessment scale: A (100% – 90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), pod 50%: Fx. A student who completes below 50% will not receive the credits for absolving the subject.

Total student workload: 5 credits = 140 -175 hours (contact teaching: 26 hours, study of literature: 39-74 hours, preparation for midterm tests: 25 hours, preparation for oral report: 20 hours, preparation for oral exam: 30 hours).

Results of education:

Knowledge:

By absolving the subject, the student acquires theoretical knowledge from the range of subject lingvodidactics of the Hungarian language. You will gain insight into the educational process of mother tongue education in all grades of primary school, secondary school, university and the most important pedagogical documents. The knowledge gained allows him to evaluate the educational process.

Skills:

– The student is able to relate the knowledge system of linguistics disciplines to the methodology of teaching the mother tongue.

– The student is able to prepare pedagogical documents, e.g. complex lesson plan, thematic plan, syllabus for the teaching process based on his/her linguistic knowledge, educational programs and standards.

– The student is able to develop the lingvodidactics of students.

Competences:

– The listener will have socially solvency civic attitudes; and with a positive attitude towards the students.

– The student is able to accept the sociocultural and linguistic diversity of society and relate positively to them.

– The student is able to justify his/her own pedagogical activity in the teaching/application of the knowledge acquired by lingvodidactics, as well as to reassess or defend them in a constructive way.

– The student becomes competent in the sovereign planning of activities that contribute to effective and conscious oral, nonverbal and written communication, as well as the critical thinking of the future student.

– The student will be able to formulate scientific problems independently, seeing them in context, to think analytically about specific problems.

– The student becomes able to carry out pedagogical work in view of the diversity of the educated population.

– The student will have a broad knowledge of the different characteristics of the development of individuals resulting from the health or social disadvantage of the pupils. He is aware of the tasks arising from the special treatment of gifted students.

– The student will be able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teacher-educator process under the conditions of inclusive education, and to follow their professional recommendations and decisions.

– The student will be able to follow and accept new scientific knowledge of lingvodidactics.

– The student will have a need to continue his or her own professional development.

Brief syllabus:

1. Lingvodidactics of the Hungarian language as a scientific discipline, its place in pedagogical science, basic concepts
2. Selected chapters from the history of Hungarian language teaching
3. Theory and practice of contemporary education in Hungarian mother tongue in Slovakia from a lingvodidactics perspective
4. State educational programme, educational standards, teaching aids, textbooks of the subject Hungarian language and literature in public education
5. Specific tasks of mother tongue teaching
6. Questions of principle in the teaching of certain linguistic phenomena (relationship between subject and predicate, position position, system of adverbs in Hungarian)
7. Procedures for applying language skills, types of language analysis, synthetic exercises
8. The relationship of speech and reading development with comprehension. Development of reading comprehension. Linguistic Questions of Text Analysis
9. Activities with text in education in the mother tongue
10. Teaching the creation and composition of written text
11. New trends in mother tongue education.
12. ICT tools in Hungarian lessons.
13. Evaluation of mother tongue skills, national pedagogical measurements in the subject of Hungarian language and literature

Literature:

- ADAMIKNÉ JÁSZÓ Anna 2002. Anyanyelvi nevelés az abécétől az érettségiig. Budapest: Trezor Kiadó.
- ANTALNÉ SZABÓ Ágnes–LACZKÓ Krisztina – RAÁTZ Judit 2015. Szakpedagógiai körkép I.: Anyanyelv- és irodalompedagógiai tanulmányok. Eötvös Loránd Tudományegyetem, Budapest. ISBN 978-963-284-603-3.
- BOZSIK Gabriella–DOBÓNÉ BERENCSI Margit–ZIMÁNYI Árpád 2006. Anyanyelvi antárgy-pedagógiánk vázlat. EKF Líceum, Eger.
- CSAPÓ Benő 2004. Tudás és iskola. Budapest: Műszaki Könyvkiadó.
- CSAPÓ Benő (szerk.) 2002. Az iskolai tudás. Budapest: Osiris Kiadó.
- FALUS Iván 1998. Didaktika. Budapest: Nemzeti Tankönyvkiadó.
- HEGEDŰS Rita 2019. Magyar nyelvtan. Formák, funkciók, összefüggések. Tinta Könyvkiadó, Budapest.
- IMRÉNYI András–KUGLER Nóra–LADÁNYI Mária–MARKÓ Alexandra–Tátrai Szilárd–TOLCSVAI NAGY Gábor 2017. Nyelvtan. Osiris Kiadó, Budapest. ISBN 978 963 276 291 3
- KERESZTY, O. 2008. Új utak, szemléletmódok, módszerek a pedagógiában. Kaposvári Egyetem, Kaposvár. ISBN 978-963-9541-08-5.
- KESZLER Borbála (szerk.) 2000. Magyar grammatika. Nemzeti Tankönyvkiadó, Budapest. ISBN 963 19 4573 1
- KESZLER Borbála–LENGYEL Klára 2009. Magyar grammatikai gyakorlókönyv. Nemzeti Tankönyvkiadó, Budapest. ISBN 978 963 19 6259 8
- KIEFER Ferenc (főszerk.) 2006. Magyar nyelv. Akadémiai Kiadó, Budapest. ISBN 963 05 8324 0
- KUBÍKOVÁ, E.–LŐRINCZ, J.–NÉMETHOVÁ, Cs. 2016. Kommunikációs zavarok az iskolás korban. Univerzita J. Selyeho, Komárno.
- SIMON Szabolcs 2015. Fejezetek az anyanyelvi tantárgy-pedagógiából. Selye János Egyetem Tanárképző Kara, Komárom.

SZABÓMIHÁLY Gizella 2011. A magyar nyelvű oktatás Szlovákiában a rendszerváltozás után. In: Bartha Csilla–Nádor Orsolya–Péntek János (szerk.), Nyelv és oktatás kisebbségben. Kárpát-medencei körkép. Tinta Könyvkiadó, Budapest. 279–316.

TÓTH Péter–HORVÁTH Kinga 2021. Didaktika. Bevezetés az oktatás elméletébe. Selye János Egyetem Tanárképző Kar, Komárom.

ZIMÁNYI Árpád (red.) 2004. Szöveggyűjtemény az anyanyelvi tantárgy-pedagógia tanításához. Eger: EKF Líceum.

ZSOLNAI József 2005. A tudomány egésze. A magyar tudomány tudománypedagógiai szemléje. Budapest: Műszaki Kiadó.

Language, knowledge of which is necessary to complete a course:

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 2

A	B	C	D	E	FX
50.0	50.0	0.0	0.0	0.0	0.0

Teacher: doc. Mgr. Anikó Polgár, PhD., Szabolcs Simon, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ LDUP/25	Name: Literary Translation in the Process of Teaching Literature
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student will give an interactive presentation on a selected topic (50% of the total grade). Assessment criteria: <ul style="list-style-type: none"> - expertise - interactivity - group interaction - form requirements The student will submit a written paper that elaborates on a selected topic (50% of the total grade). Total student workload: 140-175 hours. Out of this, seminars represent 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation of seminar work 40 - 50 hours. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student will have knowledge of the history of Hungarian translation, the role of translation in language teaching, and the role of literary translation in the teaching of literature. - The student will know the basic concepts of literary translation and the typology of translation. - The student will have a broad knowledge of the role of ancient authors in the history of Hungarian literary translation, and the cultural dimensions of translation. Skills: <ul style="list-style-type: none"> - The student identifies the links between approaches to literary translation and the teaching of world literature, and integrates knowledge about the specifics of artistic translation into his/her own professional work. - The student integrates the information gained about different theoretical backgrounds into a comprehensive view of his/her future profession. - The student is able to analyse phenomena related to school translation methods and to recognise types of translation. Competencies:	

- The graduate of the course is capable of critical reflection in evaluating approaches to the basic concepts of the relationship between the basic concepts of translation theory and methodology.
- The graduate of the course will be able to formulate his/her own positions in the field of the teaching of literature and the history of literary translation, to critically revise and constructively defend them.
- The student will be able to keep in touch with current developments in the study of the history of Hungarian translation and to continue his/her own professional development effectively.

Brief syllabus:

1. The role of literary translation in the teaching of literature.
2. The relationship between the history of literature and the history of literary translation.
3. Historical dimensions of the teaching of literature.
4. The role of ancient authors in the history of Hungarian literary translation.
5. Translation and literalness.
6. School translation methods and their influence on the language of artistic translation.
7. Literal translation, artistic translation, paraphrase, imitation.
8. Translation and stylistic exercises.
9. Differences between translation of poetry and prose.
10. Specifics of translation of poetic and sacred texts.
11. Cultural dimensions of translation.
12. Translation and text analysis.

Literature:

- SZABÓ Ede: A műfordítás. Budapest: Gondolat Kiadó, 2010. ISBN 978-963-329-133-7.
- ARDAMICA Zorán: Fejezetek a műfordítás elméletéből. Dunaszerdahely: Nap Kiadó, 2012. ISBN 978-80-8104-052-8.
- LŐRINCZ Julianna: Kultúrák párbeszéde. Pandora Könyvek 10. Eger: Líceum Kiadó, 2007.
- KABDEBŐ Lóránt: A fordítás és intertextualitás alakzatai. Budapest: Anonymus, 1998. ISBN 963 7966 57 9.
- SZEGEDY-MASZÁK Mihály: A megértés módozatai: fordítás és hatástörténet. Budapest: Akadémiai Kiadó, 2003. ISBN 963 05 8030 6.
- POLGÁR Anikó: Catullus noster: Catullus-olvasatok a 20. századi magyar költészetben. 1. vyd. Bratislava: Kalligram, 2003. ISBN 80-7149-557-3.
- POLGÁR Anikó: Ráfogások Ovidiusra: fejezetek az antik költészet magyar fordítás- és hatástörténetéből. 1. vyd. Bratislava: Kalligram, 2011. ISBN 978-80-8101-491-8.
- POLGÁR Anikó. Új alakokká vált testek: Devecseri Gábor és az ovidiusi Átváltozások In: Ókor: folyóirat az antik kultúrákról: the Journal on the Antique Cultures. Budapest: Gondolat Kiadó, 2017, Roč. 16, č. 3, s. 54-65. ISSN 1589-2700.
- POLGÁR Anikó: Stereotypes in the Hungarian translations of contemporary Finnish poetry. In: Ezhegodnik Finno-Ugorskikh Issledovanii: Yearbook of Finno-Ugric Studies. Ishevsk: Udmurt State University, 2023, Roč. 17, č. 2, s. 245-254 ISSN 2224-9443.
- POLGÁR Anikó: The Oleander Bush at Delphi, the Minotaur in the Bullring: Nature, myth, and cultural memory in the Works of Gábor Devecseri. In: Hungarian Studies Yearbook. Warsaw: SCIENDO, 2023, Roč. 5, č. 1, s. 51-61 ISSN 2668-7542.

Language, knowledge of which is necessary to complete a course:

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 1

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. Mgr. Anikó Polgár, PhD.,					
Date of last update: 30.03.2025					
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ LITA/25	Name: Literary Texts in Teaching English as a Foreign Language
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 140-175 hours Out of this, seminars represent 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation of seminar work 40 - 50 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - compulsory and active participation in seminars, - analysis of weekly topics based on set texts for reading (self-study, reading of selected scientific articles and chapters) at seminars, - fulfilment of partial tasks and tasks, - a presentation on a selected topic, - writing a seminar work, The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> · The student knows how to use literary texts in teaching English as a foreign language. · The student can explain the principles of using literary texts for the improvement of grammar, vocabulary, speaking, reading, listening and writing in the English as a foreign language classes. · The student knows, identifies and characterizes teaching methods and forms supporting the active learning of foreign languages, the possibilities and limits of their use. · The student has broad-spectrum knowledge about teaching foreign languages using literary texts. · The student can explain the differences between different interpretation methods. Skills: <ul style="list-style-type: none"> · The student critically evaluates and solves the most urgent problems of modern foreign language teaching. 	

- The student applies techniques for presenting language content and techniques for developing language skills in practice.
- The student writes lesson plans focusing on the development of literary competence.
- The student writes lesson plans focusing on the development of grammar, vocabulary, speaking, reading, listening and writing by using literary texts.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids.
- The student implements activities and techniques to present and practice grammatical structures and vocabulary and the four skills in the context of literature and literary texts.
- The student critically evaluates and selects appropriate didactic activities and materials for teaching speaking, reading, listening, writing and pronunciation.

Competencies:

- The student organizes and provides educational activities with an emphasis on the fulfilment of learning tasks based on acquired knowledge and skills.
- The student evaluates the achievement of goals according to the established criteria for the success of the learners, taking into account their developmental and individual differences and possibilities.
- The student has basic practical experience in managing educational activities and teaching different groups of learners.

Brief syllabus:

1. The role of literature in the foreign language classroom. Literary competence.
2. Theories and approaches to using literature in the EFL classroom.
3. Images of schools and the education system in literary texts
4. Otherness, identity and tolerance. Using literary texts to promote tolerance
5. Therapeutic writing and writing as therapy
6. Literary criticism, critical approaches to literature and interpretation strategies
7. Character education with literature. Case studies in character. Presenting and solving moral dilemmas.
8. Improving reading strategies and reading skills with literary texts
9. Poetry in the EFL classroom
10. Materials design: novels and short stories
11. Drama in the EFL classroom
12. Creative writing
13. Literature and adaptation. Adaptations of literary texts in their potential in the foreign language classroom

Literature:

- Collie, J. – Slater, S. 2010. Literature in the Language Classroom. Cambridge University Press.
- Bohlin, K. E. 2005. Teaching Character Education through Literature: Awakening the Moral Imagination in Secondary Classrooms. New York: Routledge.
- Knowles, E. – Smith, M. 2006. Character Builders: Books and Activities for Character Education. Westport, Connecticut: Libraries Unlimited Incorporated.
- Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.
- Ur, P. 1999. A Course in Language Teaching. Cambridge University Press.
- Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU.
- Puskás, A. 2022. The Methodology of Teaching English as a Foreign Language I. Zsigárd: Bymoon.

Harmer, J. 1991. The Practice of English Language Teaching. London: Longman.
 Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford University Press.
 Richards, J.C. – Rodgers, T.S. 2001. Approaches and Methods in Language Teaching. Cambridge University Press.
 Larsen-Freeman, D. 2000. Techniques and Principles in Language Teaching. Oxford University Press.
 Puskás, A. 2020. Improving Creativity in the EFL Classroom. Brno: Tribun EU.
 Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press.
 Richards, J. C. – Farrell, T. S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press.
 Puskás, A. 2014. Female Identity in Feminist Adaptations of Shakespeare. Budapest: Tinta.
 Puskás, A. Encounters of Generations and Low/High cultures: Intercultural Communication in Amy Tan's The Joy Luck Club = Контакты поколений из низко- и высококонтекстных культур: аспекты межкультурной коммуникации в романе Эми Тан «The Joy Luck Club / Puskás, Andrea [Autor, UJSPFKAJ, 100%]. – [angličtina]. – [OV 020]. – [ŠO 7320]. – [článok]. – [recenzované]. – SCO
 In: Žurnal Sibirskogo federal'nogo universiteta. Gumanitarnye nauki [textový dokument (print)] [elektronický dokument] . – Krasnoyarsk (Ruská federácia) : Sibirskiy Federalnyy Universitet. – ISSN 1997-1370. – ISSN 2313-6014. – Roč. 85, č. 1 (2025), s. 12-20 [tlačená forma] [online]

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher: doc. PaedDr. Andrea Puskás, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ MEKR/25	Name: The Methodology of Creative Writing
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student will give an interactive presentation on a selected topic (50% of the total grade). Assessment criteria: <ul style="list-style-type: none"> - expertise - interactivity - group interaction - form requirements The student will submit a written paper that elaborates on a selected topic (50% of the total grade). Total student workload: 140-175 hours. Out of this, seminars represent 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation of seminar work 40 - 50 hours. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: Upon successful completion of the course, students will gain an understanding of the concept of creativity, a framework of what creativity is, its manifestations and principles, and how it can be used in education. On completion of the course, students will acquire a basic knowledge of poetry and prose writing and its practical application. Skills: The student will be able to use the acquired theoretical knowledge of creative writing in the classroom and in writing his/her own texts. He/she will acquire certain practices to improve literary and creative competences, while also producing creative products himself/herself. Competencies: Students will be able to formulate their own opinions and develop their own attitudes in the field of creative writing, and will be able to critically review and constructively defend their own opinions. The student will be able to monitor current developments in creative writing and use them effectively to further his/her own professional development.	

Brief syllabus:

1. Theoretical foundations of creative writing, its communication and socio-cultural aspects.
2. Factors of creativity, creative thinking, principles of creativity development.
3. Activities to promote creative writing.
4. Creative writing in the classroom.
5. Conflicts, motivations, interconnections in story construction.
6. Narrative and genre stereotypes.
7. Creative writing and rhetoric. Techniques of argumentation, argument and counter-argument. Argumentation in different roles.
8. Stylistic aspects of creative writing.
9. Compositional issues in fiction.
10. Dialogue, conversation and drama.
11. Characteristics of poetic texts.
12. Associativity, poetic imagery, imitation.

Literature:

- HEDGE, T. 2017. Writing. Oxford: Oxford University Press. 2. ed. ISBN 978 019 442190 4.
- SHUSTERMAN, Richard. Pragmatista esztétika. A szépség megélése és a művészet újragondolása. Bratislava: Kalligram, 2003. ISBN 80-7149-588-3.
- HORVÁTH, Viktor. A vers ellenforradalma, A versírás és versfordítás tanulása és tanítása. Budapest: Magvető, 2014. ISBN 978-963-142-909-1.
- L. ACZÉL Petra 2004. Retorika: A szóból épült gondolat – Gyakorlókönyv. Budapest: Krónika Nova Kiadó. - ISBN 963 9128 73 2.
- QUINTILIANUS, M. F. 2008. Szónoklattan, prekl. Tamás Adamik, Zoltán Csehy, Rita Kopeczky, József Krupp, Anikó Polgár, Éva Tordai. Bratislava: Kalligram. - ISBN 978-80-7149-961-9
- CICERO 2012. Összes retorikaelméleti művei. prekl. Tamás Adamik, Zoltán Csehy, József Krupp, Klára Kisdi, Mónika Mezei, Anikó Polgár. Bratislava: Kalligram. - ISBN 978-80-8101-617-2
- CSEHY, Z. – POLGÁR, A. 2018. Gyakorlati magyar verstan. Praktická príručka maďarskej verzológie. Bratislava: Univerzita Komenského. ISBN 978-80-223-4521-7

Language, knowledge of which is necessary to complete a course:

Hungarian

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher: doc. Mgr. Anikó Polgár, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ OKAJ/25	Name: Academic Communication in English
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 140-175 hours Out of this, seminars represent 13 hours, preparation for seminars and the test (self-study, reading of selected scientific articles and chapters) 50 - 71 hours, preparation of presentation on a selected topic 37 - 41 hours, preparation of seminar work 40 - 50 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: active participation in seminars, a presentation on one of the topics (30 points), preparation of a written assignment (a research paper on a chosen and agreed on topic) (40 points), and writing a test at the end of the course (30 points). The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is familiar with the principles of English academic style and knows its rules of application in communication. • The student understands and knows the correct academic vocabulary and grammar to be used in professional oral and written communication. • The student knows the rules and standards of constructing academic texts in proper academic English. Skills: <ul style="list-style-type: none"> • The student employs the appropriate academic English style to be used in academic work when preparing a presentation or writing a paper. • The student can formulate his/her ideas in good academic English to communicate his/her research effectively to academic audience. • The student is capable of appropriately paraphrasing and summarising ideas from the sources used and discussing them in correct academic English. Competencies:	

- The student is proficient in oral and written academic communication in English and employs academic English style with correct grammar and vocabulary for professional interaction in an academic environment.

Brief syllabus:

The subject teaches useful study strategies and provides practical advice to guide the students' preparation for academic communication. It focuses on preparing students for participation in both oral and written academic communication. The subject puts strong emphasis on improving the students' speaking and writing skills and developing it to the level expected in academia. This is achieved by practicing the rules of English academic language, concentrating on both vocabulary and grammar in order to develop the students' knowledge of language in this the area. The students have the opportunity to practice giving a presentations, writing a literature review and essay, and participate in discussions involving the use of academic English.

List of main topics:

1. Specific and general academic English
2. Basic conventions of academic writing in English
3. Academic arguments and modes of argumentation
4. Grammatical construction of the sentence, types of clauses
5. Grammar, punctuation and conventions of academic writing
6. Formulating research questions, thesis statements and topic sentences
7. How to include the right amount of information in sentences
8. How to formulate ideas in sentences: using clauses and noun phrases
9. Text construction: phrases, sentences, paragraphs
10. Paragraphing and ordering the information
11. Linking clauses and sentences: anaphora and cataphora
12. Developing academic presentation competence
13. Essay development: introduction, body, conclusion

Literature:

Sahanaya, Wendy; Lindeck, Jeremy & Stewart, Richard (2002). ELTS Preparation and practice: Reading and Writing Academic Module. (1st ed.) Oxford: Oxford University Press, ISBN 0 19 554093 X.

Uhl Chamot, Anna & O'Malley, J. Michael (1994). The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach. (1st ed.) New York: Addison-Wesley. ISBN 0-201-53963-2.

Hyland, Ken (2006). English for Academic Purposes: An Advanced Resource Book. (1st ed.) London: Routledge. ISBN 0-415-35870-1.

Jordan, R. R. (2006). English for Academic Purposes. (1st ed.) Cambridge: Cambridge University Press. ISBN 0-521-55618-X.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher: Dr. habil. Gábor Vilmos Gyóri, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ OPC1/25	Name: Professional work related to pedagogical activities 1.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 3., 5., 7.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ OPC2/25	Name: Professional work related to pedagogical activities 2.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department.	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ OPC3/25	Name: Professional work related to pedagogical activities 3.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 3., 5., 7.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ OPC4/25	Name: Professional work related to pedagogical activities 4.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department.	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ OPC5/25	Name: Professional work related to pedagogical activities 5.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 3., 5., 7.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department.	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ OPC6/25	Name: Professional work related to pedagogical activities 6.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is the performance of professional activities in the field of study Pedagogy of the relevant department and in agreement with the supervisor and the head of the department.	
Results of education: The graduate of the course is able to perform professional activities at the department. Credits are awarded by the tutor for professional work related to pedagogical activities.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ OPON/25	Name: Opponet of a Scientific Student Conference thesis; membersip in a Scientific Student Conference commission
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Opponet of a Scientific Student Conference thesis; membersip in a Scientific Student Conference commission	
Results of education: Student will actively assist during Scientific Student Activity (evaluate, sit in a commission, etc.).	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 1	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PSRD/25	Name: Project – member of an national scientific project team
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Project - co-solver of a domestic scientific project.	
Results of education: Student will be a member of a home based scientific research team.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PSRZ/25	Name: Project – member of an abroad scientific project team
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Project - co-investigator of a foreign scientific project.	
Results of education: Student will be a member of an international scientific research team.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PUB1/25	Name: Publication 1.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 30	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student as an individual author of top publications V1 - scientific output of publishing activity as a whole : Scientific monograph (individual authorship) V1 - scientific output of publishing activity as a whole : Critical source edition (individual authorship) V1 - scientific output of publishing activity as a whole : Critical annotated translation (individual authorship) V3 - scientific output of publishing activity from journal : Article from an event (individual, peer-reviewed publication) V3 - scientific output of publishing activity from a journal : Article (in Scopus, WoS database) O3 - professional output of publishing activity from a journal : Article (individual, peer-reviewed publication) O3 - professional output of publishing activity from a journal : Article (in Scopus, WoS database) P1 - pedagogical output of publishing activity as a whole : Textbook for schools (individual authorship)	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 2	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PUB2/25	Name: Publication 2.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 25	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Co-authorship of publications V1 - scientific output of publication activity as a whole : Book (co-author or editor of scientific book) V1 - scientific output of publication activity as a whole : Proceedings (co-author or editor of scientific proceedings) V3 - scientific output of publication activity from a journal : Article from an event (co-author in a peer-reviewed journal) O3 - professional output of publication activity from a journal : Article (co-author, peer-reviewed journal) P1 - pedagogical output of publication activity as a whole : Textbook for schools (co-author) P1 - pedagogical output of publication activity as a whole : Scriptum (individual author) P1 - pedagogical output of publication activity as a whole : Textbook for schools (primary and secondary)	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 1	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PUB3/25	Name: Publication 3.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 20	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Individual authorship or co-authorship V2 - scholarly output of publication as part of an edited book or proceedings : Chapter O1 - scholarly output of publication as a whole : Author of book publication O1 - scholarly output of publication as a whole : Author of an overview work O1 - professional output of publishing activity as a whole : Author of an anthology (stand-alone) O1 - professional output of publishing activity as a whole : Editor of a catalogue of works of art O1 - professional output of publishing activity as a whole : Editor of a dictionary, encyclopaedia O1 - professional output of publishing activity as a whole : Editor of a dictionary, encyclopaedia : Editor of a dictionary, encyclopaedia, encyclopaedia : Editor of proceedings O2 - professional output of publishing activity as part of a book publication or proceedings : Chapter P1 - pedagogical output of publishing activity as a whole : Scriptum (co-author) P1 - pedagogical output of publishing activity as a whole : Teaching text (primary and secondary schools) P1 - pedagogical output of the publishing activity as a whole : Workbook (primary and secondary schools) P1 - pedagogical output of the publishing activity as a whole : Didactic manual (primary and secondary schools) P2 - pedagogical output of the publishing activity as part of a textbook or script : Chapter	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	

a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PUB4/25	Name: Publication 4.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 15	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Individual authorship or co-authorship V2 - scholarly output of a publication as part of an edited book or proceedings : Contribution V3 - scholarly output of a publication from a journal : Article, study (non-curated journal, journal outside the database) O2 - scholarly output of a publication as part of a book publication or proceedings : Contribution O3 - scholarly output of a publication from a journal : Article, study (non-curated journal, journal outside the database) U1 - artistic output of a publication as a whole : book publication (alone)	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 1	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PUB5/25	Name: Publication 5.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Individual authorship or co-authorship of scientific or scholarly works V1 - scientific output of publishing activity as a whole : Catalogue of works of art V2 - scientific output of publishing activity as part of an edited book or proceedings : Abstract from an event V2 - scientific output of a publication activity as part of an edited book or proceedings : Poster from an event V3 - scientific output of a publication activity from a journal : Poster from an event V3 - scientific output of a publication activity from a journal : Abstract (on its own, without study) O2 - scientific output of a publication activity as part of a book or proceedings : Abstract (on its own, without study) : Abstract from an O2 event - professional output of a publication activity as part of a book publication or proceedings : Author of a poster from the event O2 - professional output of the publication activity as part of a book publication or proceedings : Participant in an anthology O3 - professional output of the publication activity from a journal : Abstract from the event O3 - professional output of the publication activity from a journal : Poster from the event U1 - artistic output of the publication activity as a whole : anthology U1 - artistic output of the publication activity as a whole : catalogue of works of art U1 - artistic output of the publication activity as a whole : dramatic work U1 - artistic output of the publication activity as a whole : fiction U2 - artistic output of the publication activity as part of a book publication or collection : chapter	
Results of education: Credits awarded for registered publications.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	

a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PUB6/25	Name: Publication 6.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: O2 - professional output of publishing activity as part of a book publication or proceedings : Author of review O3 - professional output of a publication from a journal : Author of review	
Results of education: Student's review in scientific journals EDI. The publication has to be affiliated to the JSU and has to be registered in the system of the JSU Library.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 1	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PUB7/25	Name: Publication 7.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: U3 - artistic output of a publication from a journal : Article I1 - other output of a publication as a whole : publications that cannot be classified in category V, O, P, U or D I2 - other output of a publication as part of a publication or proceedings : parts that cannot be classified in category V, O, P, U or D I3 - other output of a publication from a journal : articles that cannot be classified in category V, O, P, U or D	
Results of education: Any other type of publication. The publication has to be affiliated to the JSU and has to be registered in the system of the JSU Library.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PVC1/25	Name: Teaching Activity 1.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 3., 5., 7.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching activity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 2	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PVC2/25	Name: Pedagogical Activity 2.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching activity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 1	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PVC3/25	Name: Pedagogical Activity 3.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 3., 5., 7.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching activity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PVC4/25	Name: Teaching Activity 4.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching activity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PVC5/25	Name: Teaching Activity 5.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 3., 5., 7.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching activity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PVC6/25	Name: Teaching Activity 6.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Student would assist at his/her peer's teaching activity.	
Results of education: The graduate of the course is able to lead a lesson.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PVRD/25	Name: Project – leader of a national scientific project
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 8	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Project - lead researcher of a domestic scientific project.	
Results of education: Student will be the leader of a home based international scientific research team.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ PVRZ/25	Name: Project – leader of an abroad scientific projec
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 10	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Project - lead researcher of a foreign scientific project.	
Results of education: Student will be the leader of an international scientific research team.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ REDA/25	Name: Editorial work – individual or in a team
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6., 7., 8..	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Editorial work individually or in a team.	
Results of education: The student actively participates in professional editorial work, performs editorial or compilation activities individually or in cooperation.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ SAJV/25	Name: Sociocultural Aspects of Language Variation and Change
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 100-120 hours Out of this, seminars represent 13 hours, preparation for seminars and the test (self-study, reading of selected scientific articles and chapters) 30 - 49 hours, preparation of presentation on a selected topic 14 - 18 hours, preparation of seminar work 30 - 40 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: active participation in seminars, a presentation on one of the topics (30 points), preparation of a written assignment (a research paper on a chosen and agreed on topic) (40 points), and writing a test at the end of the course (30 points). The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows the background causes for variation between the language use of speakers based on socio-cultural and areal conditions and distinguishes between social and geographical dialect. • The student describes the circumstances in the language environment bringing about new perspectives that necessitate new ways of reference to entities in the speakers' surroundings due to sociocultural development. • The student identifies the different semantic mechanisms occurring in particular changes of meaning and their cognitive bases. Skills: <ul style="list-style-type: none"> • The student explains the processes that underlie the different courses of change and the relationships between pragmatic factors and the extension of meanings. • The student recognizes and distinguishes the various sociocultural factors responsible for the occurrence of novel language use resulting in conventionalized expressions with time. 	

- The student analyses the diverse socio-cultural aspects causing the emergence of linguistic categories valid at the cultural level.

Competencies:

- The student demonstrates the skill of applying theoretical knowledge of socio-culturally induced semantic development to practical explanations of specific semantic changes based on the various mechanisms of meaning extension.

Brief syllabus:

The subject provides an introduction to the study of language in its social and cultural setting while taking account of language diversity. It will examine relevant features of socially determined language variation and the cultural nature of language change, especially semantic change focusing on the consequences of changes in the natural and socio-cultural reality and environment of speakers and the role of human thought and cognition. The subject also deals with how socio-cultural aspects influence language use with reference to differences across individuals, social and communicative context and cultural perspectives.

List of main topics:

1. Language, culture and communication
2. Symbols and cultural categorization
3. Socio-cultural aspects of language and the emergence of cultural categories
4. Changes in meaning and new cultural categories
5. Sociocultural influence on the emergence of meaning
6. Social aspects of linguistic meaning
7. Sociolinguistics and dialectology: the study of linguistic variation
8. Speech and social interaction
9. Cultural and linguistic relativity of meaning
10. Language and the sociocultural context
11. Speech acts in a socio-cultural perspective
12. Cultural variation in semantic conceptualizations
13. The interconnection of pragmatic and cultural aspects of meaning change

Literature:

Chambers, J. K. & Trudgill, Peter (2009). *Dialectology*. (1st ed.) Cambridge: Cambridge University Press. ISBN 978-0-521-59646-6.

Lim, Lisa & Ansaldo, Umberto (2016). *Languages in Contact: Key Topics in Sociolinguistics*. (1st ed.) Cambridge : Cambridge University Press. ISBN 978-0-521-76795-8.

Chambers, J. K. (2009) *Sociolinguistic Theory: Linguistic Variation and Its Social Significance*. (1st ed.) Oxford: Wiley-Blackwell. ISBN 978-1-4051-5246-4.

Győri, Gábor (2023) *An Introduction to the Study of Language: A Cognitive and Usage-based Approach*. (1st ed.) Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-481-2.

Fortson, Benjamin W. (2004). *Indo-European Language and Culture: An introduction*. (1st ed.) Malden: Blackwell Publishing. ISBN 9 781405 103169.

Deutscher, Guy (2011). *Through the Language Glass: Why the World Looks Different in Other Languages*. (1st ed.) London: Arrow. ISBN 9780099505570.

Language, knowledge of which is necessary to complete a course:

English, Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. Gábor Vilmos Gyóri, PhD.,					
Date of last update: 30.03.2025					
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ SOLI/25	Name: Sociolinguistics and Language Learning
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 140-175 hours (seminars) Out of this, seminars represent 26 hours, preparation for seminars (self-study, reading of selected scientific articles, books and chapters, watching videos) 50 - 71 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation for the exam 40 - 50 hours. During the semester, students fulfil the following requirements: - compulsory and active participation in seminars, - analysis of weekly topics based on set texts for reading (self-study, reading of selected scientific articles, books and chapters, watching videos) at seminars, - a presentation on a selected topic The subject ends with a written exam. Course grade will be based on classroom participation, presentation on a selected topic, as well as final written exam: 1. Presentation (30%) 2. Classroom participation. During the classes students are supposed to talk about the topics given as their homework. Their homework is primarily based on lectures/interviews from Youtube, and from books and articles. Students' accuracy, fluency, knowledge of topics discussed during the course, as well as their ability to summarize the ideas given as a homework and give their own ideas will all be evaluated. (40%) 3. Final written exam (30%) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows the basic terminology and taxonomies within sociolinguistics • The student knows the basic issues concerning language acquisition and the relations between the language and the social situation 	

- The student will identify, explain and analyze the sociolinguistic factors which affect language learning
- The student explains the influence of sociolinguistic theories on the practice of foreign language teaching.
- The student can explain how various social, cultural, and affective factors influence language acquisition
- The student understands the scope of sociolinguistics and its relationship to language teaching and language learning
- The students will develop a greater understanding and appreciation of the role of various sociolinguistic factors in language learning.

Skills:

- The student can demonstrate familiarity with various methods employed in sociolinguistics and how they might be used in language teaching
- The student can define main linguistic problems related to social variables (e.g. issues of politeness or discrimination)
- The student can critically read and evaluate published research in sociolinguistics
- The students will be able to plan classroom activities based on the knowledge they acquire.
- The student implements knowledge about various sociolinguistic theories, concepts and principles in practice.

Competencies:

- Based on acquired knowledge and skills, the students will create the right attitudes towards language learning in their future students.
- The student uses knowledge and skills in planning, designing and organizing various educational activities.
- Based on acquired knowledge and skills, the student formulates the basic principles of teaching foreign languages.

Brief syllabus:

The course addresses recent approaches to sociolinguistics, and it explores the key controversies, philosophical debates, theoretical commitments, and guiding assumptions that frame contemporary sociolinguistics. The course explores the variety of ways in which social context influences language acquisition, language learning and language teaching. The course offers an overview of the core topics of sociolinguistics, as well as provides a basic introduction to the most important methods used in sociolinguistic research and analysis, and how they can be related to language learning.

The main goals of the course are:

- to teach students the basic terms within sociolinguistics
- to develop students' awareness of the relations between social variables defining a language user (e.g. geography, social status, age, education, gender, or culture) and linguistic variables (pronunciation, lexis, grammar, style, register, etc.) and their influence on perceiving the interlocutor
- to develop students' ability to choose and interpret the applied linguistic strategies
- to foster an informed professional outlook on the field of sociolinguistics in general
- to provide a broader background about the field of sociolinguistics in general.
- to introduce students to the different schools of sociolinguistics
- to describe the beliefs and myths that surround language and its relation to society
- to introduce students to some of the main methods and results of sociolinguistics
- to familiarize students with common concepts and terminologies within the field
- to bring students up-to-date with current theories and approaches in sociolinguistics
- to introduce students to some of the key debates in sociolinguistics in the different subfields.

List of main topics:

1. What is sociolinguistics? Interdisciplinary character of sociolinguistics. Sociolinguistics and related disciplines.
2. Language variants. Defining a language and a dialect. Language standardisation. Language variety and change.
3. Sociolect and register. Components of register. Register and style. Style types. Variation and style.
4. Contact between languages and its possible effects: survival of a language, decline and death of a language. Bilingualism and its typology. Bilingualism and diglossia. Switching and mixing codes. Multilingualism and multiculturalism.
5. Language and culture. Language and interaction. Discourse analysis.
6. English as a Lingua Franca (ELF). World languages. Language contact. The birth of new languages: pidgins and creoles.
7. Language policy and planning. The place and significance of culture in foreign language education.
8. Language and cognition. Politeness in language. The concept of face. Politeness theories. Politeness and cultural context.
9. Language and gender. Sexism in language. Linguistic discrimination.
10. L1 acquisition. Language and education. Multilingual and bilingual education.
11. L2 acquisition: psychological and social conditions, bilingualism and cross-linguistic transfer.
12. Research approaches in sociolinguistics: collecting and analysing data.
13. Language attitudes and foreign language education. Inclusion of culture in foreign language lessons. The contribution of language planning to foreign language education. Curriculum development. Sociolinguistics and teacher education.

Literature:

- Bell, Allan. The Guidebook to Sociolinguistics - 1. vyd. - Oxford: Wiley-Blackwell, 2014. - 367 s. - ISBN 978-0-631-22866-0. (Selected chapters)
- Cook, G. (2003). Applied linguistics. Oxford: Oxford University Press. 134 s. ISBN 0 19 4375986. (Selected chapters)
- Coupland, Nikolas. Sociolinguistics : Theoretical Debates - 1. vyd. - Cambridge: Cambridge University Press, 2016. - 458 s. - ISBN 978-1-107-06228-3. (Selected chapters)
- Davies, A. (2012). An introduction to applied linguistics: From practice to theory. 2nd ed. Edinburgh: Edinburgh University Press. 199 s. ISBN 978 0 7486 3355 5 (Selected chapters)
- Groom, N., & Littlemore, J. (2011). Doing applied linguistics: A guide for students. London - New York: Routledge – Taylor & Francis Group. 210 s. - ISBN 978-0-415-56642-1 (Selected chapters)
- Hall, C.J., Smith, P.H., & Wicaksono, R. (2011). Mapping applied linguistics: A guide for students and practitioners. London - New York: Routledge - Taylor&Francis Group. 418 s. - ISBN 978-0-415-55913-3 (Selected chapters)
- Lim, Lisa, Umberto Ansaldo. Languages in Contact: Key topics in sociolinguistics - 1. vyd. - Cambridge : Cambridge University Press, 2016. - 237 s. - ISBN 978-0-521-76795-8. (Selected chapters)
- Mesthrie, Rajend, Joan Swann, Ana Deumert, William L. Leap. Introducing Sociolinguistics - 1. vyd. - Edinburgh : Edinburgh University Press, 2013. - 500 s. - ISBN 978-0-7486-3844-4. (Selected chapters)
- Mesthrie, Rajend. The Cambridge Handbook of Sociolinguistics /. - 1. vyd. - Cambridge : Cambridge University Press, 2018. - 530 s. - ISBN 978-1-108-45608-1. (Selected chapters)
- Spolsky, Bernard. Sociolinguistics / - 6. vyd. - Oxford : Oxford University Press, 2010. - 130 s. - ISBN 0194372111. (Selected chapters)

Stockwell, Peter. Sociolinguistics : A resource book for students / - 2. vyd. - New York : Routledge, 2007. - 254 s. - ISBN 978-0-415-40127-2. (Selected chapters)
 Van Herk, Gerard. What is Sociolinguistics? - 1. vyd. - Oxford : Wiley-Blackwell, 2012. - 243 s. - ISBN 978-1-4051-9318-4.
 Wardhaugh, Ronald. Szociolingvisztika. 1. vyd. - Budapest : Osiris Kiadó, 2005. - 364 s. - ISBN 9633893879.
 Xiaoyang Shu. Sociolinguistics in Language Learning and Language Teaching. Teaching Center, Zhejiang Radio & TV University, Hangzhou, China. Open Access Library Journal > Vol.6 No.11, November 2019.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ SVP1/25	Name: Study / research Stay 1.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 3., 5., 7.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The student is able to complete a long-term study stay, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ SVP2/25	Name: Study / research Stay 2.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ SVP3/25	Name: Study / research Stay 3.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 3., 5., 7.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ SVP4/25	Name: Study / research Stay 4.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ SVP5/25	Name: Study / research Stay 5.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 3., 5., 7.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ SVP6/25	Name: Study / research Stay 6.
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2., 4., 6., 8.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: The student participates in a domestic or foreign study trip or research trip.	
Results of education: The condition for completing the course is a long-term stay of the student, preferably at a foreign university / partner / research institution.	
Brief syllabus: not current	
Literature: not current	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 30.03.2025	
Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ TOCJ/25	Name: Language Acquisition Theories and Foreign Language Teaching Methods
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 7	
Recommended semester/trimester of study: 1.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 175-210 hours Out of this, lectures represent 13 hours, seminars represent 13 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 60 - 81 hours, preparation of presentation on a selected topic 24 - 28 hours, preparation for the exam 65 - 75 hours. During the semester, students fulfil the following requirements: - compulsory and active participation in lectures and seminars, - analysis of weekly topics based on set texts for reading (self-study, reading of selected scientific articles and chapters) at seminars, - fulfilment of partial tasks and tasks, - a presentation on a selected topic (students choose from teaching methods from the collection provided by the teacher, emphasize advantages/disadvantages, benefits) The subject ends with a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: <ul style="list-style-type: none"> · The student has basic knowledge of foreign language acquisition theories. · The student defines the basic didactic terms, concepts and methodological principles of teaching foreign languages. · The student characterizes foreign language teaching methods, the history and development of foreign language teaching methods. · The student explains the influence of second and foreign language acquisition theories on the practice of foreign language teaching. Skills: <ul style="list-style-type: none"> · The student integrates and critically evaluates teaching methods, their advantages and disadvantages. 	

- The student implements knowledge about individual teaching methods, concepts and principles in practice.
- The student justifies didactic decisions based on the primary principles of foreign language teaching.

Competencies:

- Based on acquired knowledge and skills, the student formulates the basic principles of teaching foreign languages.
- The student uses knowledge and skills in planning, designing and organizing educational activities.

Brief syllabus:

Course content is divided into three main thematic units. Students first deal with general themes of language learning and teaching such as factors affecting success in foreign language learning, learning styles, motivational differences or learner groups. After discussing the most influential theories of first and second language acquisition (e.g. behaviourism, cognitivism, nativism, interaction theories, etc.), students will get acquainted with the most famous language teaching methods. Students will become familiar with some of the main theories and trends that have influenced the practice of foreign language teaching in recent decades.

List of main topics:

1. Factors influencing learning second and foreign languages.
2. Motivation. Learning styles. The theory of multiple intelligences.
3. Theories of second and foreign language acquisition.
4. The influence of second language acquisition theories on language teaching.
5. History and context of foreign language teaching.
6. Grammar-translation method. Audio-lingual method. Direct method.
7. Humanistic methodologies: Community Language Learning, Suggestopedia.
8. Humanistic methodologies II.: TPR, Silent Way.
9. Communicative approach to language teaching.
10. Task-Based Language Teaching.
11. Content-oriented language teaching, CLIL.
12. The latest methods and approaches in teaching foreign languages.
13. New theories, challenges and trends in foreign language teaching.

Literature:

Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.

Ur, P. 1999. A Course in Language Teaching. Cambridge University Press.

Brown, S. – Larson-Hall, J. 2015. Second Language Acquisition Myths: Applying second language research to classroom teaching. Ann Arbor: University of Michigan Press.

Dörnyei, Z. – Schmidt, R. 2002. Motivation and Second Language Acquisition. Second edition. University of Hawaii: United States of America.

Ellis, R. 2017. Second Language Acquisition. Oxford University Press.

Kontra, M. H. E. Á. 2006. Topics in the Methodology of Teaching EFL. Budapest: Okker.

Lightbown, P. M. – Spada, N. 2013. How Languages are Learned. Fourth edition. Oxford University Press.

Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon.

Puskás, A. 2022. The Methodology of Teaching English as a Foreign Language I. Zsigárd: Bymoon.

Harmer, J. 1991. The Practice of English Language Teaching. London: Longman.

Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford University Press.
 Richards, J.C. – Rodgers, T.S. 2001. Approaches and Methods in Language Teaching. Cambridge University Press.
 Larsen-Freeman, D. 2000. Techniques and Principles in Language Teaching. Oxford University Press.
 Puskás, A. 2020. Improving Creativity in the EFL Classroom. Brno: Tribun EU.
 Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press.
 Richards, J. C. – Farrell, T. S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press.
 Puskás, A. 2016. The Challenges and Practices of Teaching Young Learners. Komárno: Univerzita J. Selyeho.

Language, knowledge of which is necessary to complete a course:

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 4

A	B	C	D	E	FX
75.0	0.0	0.0	0.0	0.0	25.0

Teacher: doc. PaedDr. Andrea Puskás, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/DAM/ VYS/25	Name: Research Methods in Education
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 7	
Recommended semester/trimester of study: 2.	
Level of study: III.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 7 credits: 175–210 hours 26 hours of participation in contact hours (lectures, seminars); 60 hours for preparation of a research project, educational activities, and assignments given during lessons; 89–124 hours of self-study, literature processing, preparation of a presentation, and writing a reflection or report on the acquired knowledge, skills, and their relevance to the graduate's profile. Conditions for completion: The course is completed with an exam, which includes: active participation in classes (10%), continuous fulfilment of assigned tasks during the semester (10%), submission and presentation of the research project (40%), demonstration of understanding of methodological principles in an oral exam (40%). The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education:	
Brief syllabus: 1. Research paradigms and methodological approaches in didactic research 2. Formulating the research problem, objectives, hypotheses and research questions 3. Academic integrity and research ethics 4. Sources for research – scientific databases, repositories, and other tools 5. Use of artificial intelligence in research	

6. Data collection in quantitative research: questionnaires, tests, structured observation
7. Data collection in qualitative research: interview, focus group, open observation
8. Types and characteristics of variables, creation of a database.
9. Statistical data processing – descriptive statistics and basic visualizations
10. Statistical data processing – inferential statistics and hypothesis testing
11. Qualitative data analysis – thematic analysis, coding and interpretation of data
12. Development of a research instrument – design, piloting, revision
13. Summary and project presentation

Literature:

- BABBIE, E. 2008. A társadalomtudományi kutatás gyakorlata. Ford. KENDE, G. Budapest: Balassi Kiadó. ISBN 978-963-506-764-0.
- BELL, J., WATER, S. 2018. Doing Your Research Project: A Guide for First-time Researchers. London: McGraw-Hill Education. ISBN 978-0-335-24338-9
- CHRÁSKA, M. 2016. Metody pedagogického výzkumu: Základy kvantitativního výzkumu. Praha: Grada. ISBN 978-80-247-5326-3
- DAVIES, M., HUGHES, N. 2014. Doing a Successful Research Project: Using Qualitative or Quantitative Methods. Hampshire: Palgrave Macmillan. ISBN 978-1-137-30642-5
- FALUS, I. 2000. Bevezetés a pedagógiai kutatás módszereibe. Budapest: Műszaki Könyvkiadó. ISBN 963 16 2664 4
- HENDL, J. 2016. Kvalitativní výzkum. Základní teorie, metody a aplikace. Praha: Portál. ISBN 978-80-262-0982-9
- PORÁČOVÁ, J., NAGY, M., ZAHATŇANSKÁ, M., MYDLÁROVÁ BLAŠČÁKOVÁ, M., TAKÁCSOVÁ-SOPKOVÁ, M., SEDLÁK, V. 2011. Biometria živočíchov a človeka. Prešov: Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied. 357 s. ISBN 978-80-555-0475-9.

Language, knowledge of which is necessary to complete a course:

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 1

A	B	C	D	E	FX
0.0	100.0	0.0	0.0	0.0	0.0

Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,

Date of last update: 30.03.2025

Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.