

CONTENS

1. 20th and 21st Century English and American Poetry.....	43
2. Applied Linguistics.....	2
3. Children's and Young Adult Literature.....	12
4. Communication Skills for English Teachers.....	31
5. Drama Techniques in Teaching English as a Foreign Language.....	15
6. English Language, Literature and Methodology.....	57
7. Film and Literature.....	22
8. Master's Thesis Seminar.....	18
9. Master's Thesis and Defense.....	40
10. Phraseology.....	25
11. Teaching Practice IV.....	45
12. Teaching Practice V.....	49
13. Teaching Practice VI.....	53
14. Teaching Young Learners.....	59
15. The Culture and History of Ireland.....	28
16. The History of American Literature in the 20th and 21st Century.....	8
17. The History of English Literature in the 20th and 21st Century.....	5
18. The Methodology of Teaching English as a Foreign Language.....	33
19. The Methodology of Teaching English as a Foreign Language II.....	36

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ APLI/22	Name: Applied Linguistics
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, lectures represent 13 hours and seminars 26 hours. Preparation for seminars 34 - 45 hours (weekly assigned chapters or articles to read and materials with questions), completing homework 26 - 30 hours, preparation for the exam 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars (assignments, discussions, debates...) - analysis and comparison of two research papers of own choice on English as a Lingua Franca. - analysis of language learning motivation models, presentation of findings in class. - compilation of a short interview followed by a personal interview with the teacher at the training school about experiences with students with special needs and the attitudes of the respective school After meeting the requirements, students take a written exam at the end of the semester. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows and characterizes the psychological and sociological aspects of learning foreign languages. • The student knows, identifies and describes the individual characteristics of learners and the special educational needs of learners. • The student knows and characterizes theories of motivation in the field of teaching foreign languages and the Common European Framework of Reference for Languages. Skills: <ul style="list-style-type: none"> • The student critically evaluates and solves the most urgent problems and issues of modern foreign language teaching in the context of applied linguistics. • The student applies knowledge about language learning, student specifics and theory when planning and implementing activities in the context of applied linguistics on a practical level. Competencies:	

- The student independently plans and implements activities that expand knowledge about socio-cultural and linguistic processes and their influence on language use.

Brief syllabus:

This introductory course aims to give students an overview of the major issues in applied linguistics and to equip future language teachers with the background knowledge necessary for grounding their teaching practice in theory. Important topics to be dealt with include second language acquisition theories, communicative competence, individual variables in language learning, language testing, psycholinguistics, discourse analysis, pragmatics, aspects of sociolinguistics and corpus linguistics. The course takes an interactive, lecture cum seminar format, which means that students do get input in the lectures, but they are also responsible for working on their own. In the seminars, they have an opportunity to discuss the issues raised in the lecture and the assigned readings and work cooperatively on tasks and activities.

List of Topics:

1. Introduction to the course: What is Applied Linguistics?
2. Theories of Second Language Acquisition
3. Communicative competence
4. Corpus Linguistics
5. Discourse and Discourse Analysis
6. Pragmatics and pragmatic success in EFL
7. English as a Lingua Franca
8. Sociolinguistics: Language policy
9. Being bilingual or multilingual
10. Individual differences: Motivation
11. Psycholinguistics: Language loss
12. Language learning difficulties
13. Language Testing and the CEFR

Literature:

Cook, G. (2003). Applied linguistics. Oxford: Oxford University Press. 134 s. ISBN 0 19 437598 6.

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:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 31

A	B	C	D	E	FX
9.68	45.16	32.26	6.45	6.45	0.0

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Gábor Vilmos Gyóri, PhD.

Date of last update: 17.05.2023

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/AJdm/ DAL2/22	Name: The History of English Literature in the 20th and 21st Century
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading literary works or chapters from literary works, working out tasks and assignments) 21 - 28 hours, preparation for quizzes and mini-tests 8 - 12 hours, presentation preparation 4 - 8 hours, exam preparation 28 - 33 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - participation in lectures, active participation in seminars - participation in two mini-tests during the semester - short presentation on a selected topic: It should focus on the topic, the author, the analysis of the literary work and the historical, cultural and literary background of the respective author and literary work. <ul style="list-style-type: none"> - reading selected literary works: <ol style="list-style-type: none"> 1. Virginia Woolf: Moments of Being. The New Dress 2. James Joyce: Eveline. A Painful Case 3. Samuel Beckett: Waiting for Godot 4. George Orwell: 1984 5. John Fowles: The Collector 6. David Lodge: Hotel des Boobs 7. Malcolm Bradbury. The History Man 8. Anthony Burgess. A Clockwork Orange 9. John Osborne. Look Back in Anger 10. Harold Pinter. The Caretaker 11. Julian Barnes: The History of the World in 10½ Chapters # Chapter 1 12. Salman Rushdie: Shame 13. Salman Rushdie: The Prophet's Hair 14. Kazuo Ishiguro: A Family Supper 15. Robert Galbraith: The Cuckoo's Calling Successful completion of written tests and presentations is a condition for participation in the oral 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%

Results of education:

Knowledge:

- The student explains the characteristic features of the individual historical and developmental stages of English literature from the beginning of the twentieth century to the present day.
- The student characterizes current literary trends and differences between individual literary genres in the context of English literature.
- The student names and characterizes the main representatives of English literature from the beginning of the twentieth century to the present day and can name the most important literary works of the most important authors.

Skills:

- The student presents his/her own opinions in the context of the history of English literature from the beginning of the twentieth century to the present day in English.
- The student interprets the most important literary works from the history of English literature from the beginning of the twentieth century to the present day.
- The student collects, analyses and synthesizes information about literary figures, literary works in various publications and on the Internet.
- The student critically evaluates the current cultural and literary background of the English language.

Competencies:

- The student integrates knowledge and skills about the historical-cultural, moral, literary and social contexts and peculiarities of the English language and literature at the application level.
- The student utilizes knowledge and skills about the history of English literature and flexibly engages them in the further development of his/her knowledge, skills and competences.

Brief syllabus:

The lectures provide students with theoretical knowledge about the development of English literature from the beginning of the twentieth century to the present day. At the seminars, students deal with practical tasks and worksheets. The main themes of the course will focus on modern and postmodern literature with particular attention to the theories of scholars such as David Lodge, Ihab Hassan, John Barths, Roland Barthes, Gerard Genette, Northrop Frye and Brian McHale. Students get a basic overview of different critical approaches to literary texts, such as New Historicism, Post-Colonialism, feminist literary criticism, and critically evaluate current trends and processes in English literature.

Lectures:

1. Modernism in English literature
2. The modern novel. Basic principles and methods. Virginia Woolf
3. The period of High Modernism, memory and consciousness. James Joyce
4. Samuel Beckett and the Theatre of the Absurd
5. Postmodernism. Constructing reality. Intertextuality.
6. The political novel. Graham Greene. George Orwell. Aldous Huxley
7. The campus novel. David Lodge. Malcolm Bradbury
8. The experimental novel. Angus Wilson. Bryan Stanley William Johnson. Christine Brooke-Rose. Anthony Burgess
9. British drama in the twentieth century. The Angry Young Men movement. John Osborne. Edward Bond. Tom Stoppard. Caryl Churchill. Harold Pinter
10. New Historicism. J. G. Ballard, Julian Barnes, John Fowles

11. Post-Colonialism. Magical Realism. Salman Rushdie
 12. Feminist literary criticism. Iris Murdoch, Doris Lessing, Angela Carter.
 13. Contemporary British authors. Ian McEwan, Douglas Adams, Kazuo Ishiguro. Robert Galbraith
- Seminars:
1. Modernism in poetry, William Butler Yeats. Imagism, Ezra Pound, T. S. Eliot, W. A. Auden, Dylan Thomas
 2. Virginia Woolf: Moments of Being. The New Dress
 3. James Joyce: Dubliners (Eveline, A Painful Case)
 4. Samuel Beckett: Waiting for Godot
 5. George Orwell: 1984
 6. David Lodge: Hotel des Boobs
 7. Anthony Burgess: A Clockwork Orange
 8. Harold Pinter: The Caretaker
 9. Salman Rushdie: The Prophet's Hair
 10. Julian Barnes: The History of the World in 10½ Chapters - Chapter 1: The Stowaway
 11. John Fowles: The Collector
 12. Kazuo Ishiguro: A Family Supper
 13. Robert Galbraith: The Cuckoo's Calling

Literature:

Sanders, Andrew: The Short Oxford History of English Literature. Third edition. New York: Oxford University Press. 2004.
 G.C. Thornley, Gwyneth Roberts: An Outline of English Literature. Harlow: Longman, 2003.
 Alexander, Michael: A History of English Literature. London : Palgrave Macmillan, 2007.
 Cox, Michael: The Concise Oxford Chronology of English Literature. Oxford: Oxford University Press, 2005.
 Puskás, Andrea. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta, 2014.
 McHale, Brian. Postmodernist fiction. London: Routledge, 2003.

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 37

A	B	C	D	E	FX
35.14	27.03	8.11	8.11	5.41	16.22

Teacher: doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 17.05.2023

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/AJdm/ DAM2/22	Name: The History of American Literature in the 20th and 21st Century
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading literary works or chapters from literary works, working out tasks and assignments) 21 - 28 hours, preparation for quizzes and mini-tests 8 - 12 hours, presentation preparation 4 - 8 hours, exam preparation 28 - 33 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - participation in lectures, active participation in seminars - participation in two mini-tests during the semester - short presentation on a selected topic: It should focus on the topic, the author, the analysis of the literary work and the historical, cultural and literary background of the respective author and literary work. <ul style="list-style-type: none"> - reading selected literary works: <ol style="list-style-type: none"> 1. Henry James. The Beast in the Jungle, 2. Ernest Hemingway: The End of Something 3. Ernest Hemingway: The Undeafated 4. Ernest Hemingway: Cat in the Rain 5. F. Scott Fitzgerald: The Great Gatsby 6. William Faulkner. The Sound and the Fury 7. Vladimir Nabokov. Spring in Fialta 8. J. D. Salinger: The Catcher in the Rye 9. Alice Walker: Everyday Use 10. Richard Brautigan: In Watermelon Sugar 11. Thomas Pynchon: The Crying of Lot 49 12. Kurt Vonnegut: Cat's Cradle 13. Woody Allen: The Kugelmass Episode 14. Woody Allen: The Lunatic's Tale 15. Bernard Malamud: The Prison 16. Paula Vogel: Desdemona: A Play About a Handkerchief 17. Amy Tan: Two Kinds 	

Successful completion of written tests and presentations is a condition for participation in the oral 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%

Results of education:

Knowledge:

- The student explains the characteristic features of the individual historical and developmental stages of American literature from the beginning of the twentieth century to the present day.
- The student characterizes current literary trends and differences between individual literary genres in the context of American literature.
- The student names and characterizes the main representatives of American literature from the beginning of the twentieth century to the present day and can name the most important literary works of the most important authors.

Skills:

- The student presents his/her own opinions in the context of the history of American literature from the beginning of the twentieth century to the present day in English.
- The student interprets the most important literary works from the history of American literature from the beginning of the twentieth century to the present day.
- The student collects, analyses and synthesizes information about literary figures, literary works in various publications and on the Internet.
- The student critically evaluates the current cultural and literary background of the English language.

Competencies:

- The student integrates knowledge and skills about the historical-cultural, moral, literary and social contexts and peculiarities of the English language and literature at the application level.
- The student utilizes knowledge and skills about the history of American literature and flexibly engages them in the further development of his/her knowledge, skills and competences.

Brief syllabus:

The lectures provide students with theoretical knowledge about the development of American literature from the beginning of the 20th century to the present. At the seminars, students deal with practical tasks and worksheets.

Lectures:

1. General introduction to Modernism. American Modernism.
2. Modernist Poetry. Traditionalism, Imagism, Objectivism. A selection of modernist poetry
3. 'Making it new' in Prose. Gertrude Stein. The Lost Generation. Ernest Hemingway.
4. American drama in the 20th century. Eugene O'Neill, Arthur Miller. Tennessee Williams: A Streetcar Named Desire.
5. American drama in the 20th century part II. Edward Albee: Who's Afraid of Virginia Woolf?
6. The Beat Generation. Allen Ginsberg. Jack Kerouac: On the Road. Charles Bukowski. Ken Kesey
7. The emergence of Postmodernism in American literature. Constructing the Self. Postmodern Consciousness and Identity. Thomas Pynchon.
8. The neo-pastoral and the hippie movement in American literature.
9. The employment of black humour in fiction. Kurt Vonnegut. The emergence of science fiction
10. Community and Identity – Immigrant Writing. Vladimir Nabokov: Lolita.
11. Defining African American identity: James Baldwin. Alice Walker. Toni Morrison: Beloved.
12. American Jewish fiction. Saul Bellow. Bernard Malamud.
13. Feminist fiction and drama in American Literature.

Seminars:

1. Henry James. The Beast in the Jungle.
2. Ernest Hemingway: Cat in the Rain. The End of Something. The Undeclared.
3. William Faulkner. The Sound and the Fury.
4. The Jazz Age. F. Scott Fitzgerald: The Great Gatsby
5. J. D. Salinger: The Catcher in the Rye. J. D. Salinger: For Esmé with Love and Squalor
6. Thomas Pynchon: The Crying of Lot 49.
7. Richard Brautigan: In Watermelon Sugar. The poetry of R. Brautigan.
8. Woody Allen: The Kugelmass Episode. The Lunatic's Tale
9. Kurt Vonnegut: Cat's Cradle
10. Vladimir Nabokov. Spring in Fialta
11. Alice Walker: Everyday Use. Bernard Malamud: The Prison
12. Amy Tan: Two Kinds
13. Paula Vogel: Desdemona: A Play About a Handkerchief

Literature:

Lauter, Paul: The Heath Anthology of American Literature : Late Nineteenth Century 1865-1910 - Volume C. New York: Houghton Mifflin Company, 2006.

Sacvan Bercovitch. The Cambridge History of American Literature : Volume 8 Poetry and Criticism, 1940-1995 / - 5. vyd. - Cambridge : Cambridge University Press, 2008.

Justin Quinn, Martin Procházka, Clare Wallace, Hana Ulmanová, Erik S. Roraback, Pavla Veselá, David Robbins. Lectures on American Literature / - 3. vyd. - Praha : Karolinum, 2011.

Greil Marcus, Werner Sollors. A New Literary History of America. 1. vyd. - Cambridge: The Belknap Press of Harvard University Press, 2009.

Christopher Beach. The Cambridge Introduction to Twentieth-Century American Poetry. 1. vyd. - Cambridge: Cambridge University Press, 2003.

Lauter, Paul: The Heath Anthology of American Literature: Contemporary period 1945 to the present - Volume E. New York : Houghton Mifflin Company, 2006.

James D. Hart, Phillip W. Leininger: The Oxford Companion to American Literature. 6. vyd. - Oxford: Oxford University Press, 1995.

Puskás, Andrea. Postmodern Humour in Woody Allen's Short Stories. Eruditio - Educatio. Vol. 9, no. 3 (2014), p. 64-72. ISSN 1336-8893.

Puskás, Andrea. The Private and the Public in The Great Gatsby. Eruditio - Educatio. Roč. 8, č. 3 (2013), s. 3-12. ISSN 1336-8893.

Puskás, Andrea. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta, 2014.

Puskás, Andrea. Narrative Constructions of Victimization in I stand here ironing by Tillie Olsen. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie teologických vied a humanitných vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, p. 308-316. ISBN 978-80-8122-104-0.

McHale, Brian. Postmodernist fiction. London: Routledge, 2003.

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

English

Notes:**Evaluation of subjects**

Total number of evaluated students: 12

A	B	C	D	E	FX
58.33	25.0	8.33	0.0	8.33	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD.					
Date of last update: 17.05.2023					
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/AJdm/ DELI/22	Name: Children's and Young Adult 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: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 32 - 37 hours, presentation preparation 9 - 13 hours, exam preparation 33 - 44 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and worksheets - short presentation on a selected topic: It should focus on the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Rudyard Kipling: Just so Stories (The Elephant's Child). 2. Oscar Wilde: The Nightingale and the Rose. The Selfish Giant. The Happy Prince. 3. Lewis Carroll: Alice's Adventures in Wonderland 4. Frank Baum: The Wonderful Wizard of Oz. J. M. Barrie: Peter Pan. 5. A. A. Milne: Winnie-the-Pooh 6. Laura Ingalls Wilder: Little House in the Big Woods. 7. L. M. Montgomery: Anne of Green Gables. 8. P. L. Travers: Mary Poppins 9. C. S. Lewis: The Lion, the Witch and the Wardrobe 10. Roald Dahl: Charlie and the Chocolate Factory. 11. Roald Dahl: The Witches 12. J. K. Rowling: Harry Potter and the Philosopher's Stone 13. Judy Blume: Are You There God? It's Me Margaret 14. John Green: Paper Towns 15. Nancy Springer: Enola Holmes and the Case of the Missing Marquess Successful completion of the criteria is a condition for participation in the 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%	

Results of education:

Knowledge:

- The student defines and explains the characteristic features of the individual historical stages of the development of literature for children and young adults.
- The student will explain and characterize the differences between individual literary periods from the earliest times in the context of literature for children and young adults.
- The student names and characterizes the main representatives of literature for children and young adults in Anglophone countries from the beginning to the present day and can name the most important literary works of the most important authors.

Skills:

- The student presents his/her own opinions about selected works of literature for children and young adults in English.
- The student interprets the most important literary works from the world of literature for children and young adults.
- The student collects, analyses, synthesizes information about literary figures, literary works in various publications and on the Internet.
- The student applies literary works from children's and young adult literature in teaching English as a foreign language.

Competencies:

- The student integrates knowledge and skills about the historical-cultural, moral, literary and social contexts and peculiarities of the English language and literature in practice.
- The student utilizes knowledge and skills about literature for children and young adults and flexibly involves them in the further development of his/her knowledge, skills and competences.

Brief syllabus:

1. Approaching children's literature. The beginnings of children's literature
2. Fairy tales and folk tales – origin, structure, classification. Symbolic tale. Kipling: Just so Stories (The Elephant's Child). Oscar Wilde: The Nightingale and the Rose. The Selfish Giant. The Happy Prince.
3. Victorian children's literature. Nonsense tale. Edward Lear. Lewis Carroll, poetics of literary nonsense, logical nonsense. Lewis Carroll: Alice's Adventures in Wonderland
4. Children's Fantasy. Qualities, elements and classification of fantasy. Journey fantasy. Frank Baum: The Wonderful Wizard of Oz. J. M. Barrie: Peter Pan.
5. Animal stories. Beatrix Potter: The Tale of Peter Rabbit. A. A. Milne: Winnie-the-Pooh. Kenneth Grahame: The Wind in the Willows.
6. Stories with girl protagonists. The family story. Louisa May Alcott: Little Women Laura Ingalls Wilder: Little House in the Big Woods. L. M. Montgomery: Anne of Green Gables.
7. Stories with boy protagonists. Adventure fiction. Robert Louis Stevenson: Treasure Island. Children's Literature: The Long Weekend 1920-1939. P. L. Travers: Mary Poppins
8. Types and forms of modern fantasy. C. S. Lewis: The Chronicles of Narnia. The Lion, the Witch and the Wardrobe. J. R. R. Tolkien: The Hobbit.
9. Subversion in Roald Dahl's Fantasy Tales. Roald Dahl: Charlie and the Chocolate Factory. The Witches. Matilda. The BFG.
10. The school story. J. K. Rowling: Harry Potter and the Philosopher's Stone.
11. Teenage fiction. Judy Blume: Are You There God? It's Me Margaret. Children's literature today.
12. Young adult literature: John Green: Paper Towns,
13. Contemporary authors in children's literature: Jeff Kinney: The Diary of a Wimpey Kid, Liz Pichon: Tom Gates series, Cressida Cowell, John Flanagan, Rick Riordan, Nancy Springer: Enola Holmes series

Literature:

Puskás, Andrea. Children`s Literature: Part 1. Brno: Tribun EU, 2021.
 Carpenter, Humphrey: Children`s Literature. Oxford University Press, 1999.
 Head, Dominic: The Cambridge Guide to Literature in English: The definitive guide: completely revised and updated. Cambridge : Cambridge University Press, 2006.
 Hunt, Peter: An Introduction to Children`s Literature. Oxford University Press, 1994.
 Hunt, Peter (ed.): International Companion Encyclopedia of Children`s Literature. London: Routledge, 1998.

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

English

Notes:**Evaluation of subjects**

Total number of evaluated students: 14

A	B	C	D	E	FX
21.43	28.57	21.43	14.29	7.14	7.14

Teacher: doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 17.05.2023

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/AJdm/ DRA2/22	Name: 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: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8-10 hours, preparation of lesson plans 25-30 hours, preparation for micro-teaching 16-21 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks - submission of 3 lesson plans (150 points): Each lesson plan is worth 50 points. The lesson plan should include drama techniques for teaching a freely selected language structure or vocabulary item for a selected target group. Appropriate use of techniques and activities, variety, materials, lesson plan structure, correctly set goals, language level and content are evaluated. - micro-teaching (100 points): Students complete 2 micro-teachings teaching a 45-minute lesson with the help of drama techniques - one freely designed and one in the context of a selected fairy tale (grammatically or lexically based). The activities must be coherent, connected to each other and developed consistently. Before the micro-teaching, the student submits the lesson plan in printed or electronic form together with all aids, worksheets, flashcards, etc. For each micro-teaching, the student gets 50 points. The following are evaluated: variety, use of techniques, language level and balance of teacher talking time and student talking time. During the semester, students can earn a total of 250 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:	

- 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 drama pedagogy 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:

The purpose of the course is to enable students to actively use drama techniques in practice and the knowledge and skills acquired during the previous course Drama Techniques in Teaching Foreign Languages I. After having a look at the basic techniques of drama education, students will create their own drama exercises, activities and lesson plans with the purpose of teaching vocabulary items and grammar structures.

1. Drama techniques in teaching foreign languages. Improving creativity with the help of drama techniques in teaching English as a foreign language.
2. Improving communication skills with drama. Interaction, cooperation, critical thinking.
3. Organizing drama projects and workshops.
4. Linear drama and process-oriented drama.
5. Snow White and the Seven Dwarves.
6. The Three Little Pigs. Shrek.
7. Little Red Riding Hood. Hansel and Gretel
8. Beauty and the Beast. Cinderella.
9. Harry Potter.
10. Sleeping Beauty.
11. The Emperor's New Clothes.
12. Aladdin and the Wonderful Lamp.
13. The Princess and the Pea. The Jungle Book.

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.

Maley, Alan – Duff, Alan. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge : Cambridge University Press, 2005.

Phillips, S.: Drama with Children. Oxford: Oxford University Press, 1999.

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. – Farell, 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.

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 26

A	B	C	D	E	FX
57.69	23.08	3.85	3.85	3.85	7.69

Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.

Date of last update: 17.05.2023

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/AJdm/ DS/22	Name: Master's Thesis Seminar
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: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Submission of a selected bibliography and research plan related to the topic of the thesis, and drafting of a part of the thesis (about 15 pages). Attendance at the seminar is compulsory. The student prepares part of the Master's thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. Criteria for the evaluation of the work: – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. Percentages for each task: Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
Results of education: Knowledge: The student is able to: - list and explain the general requirements for the preparation of the Master's thesis, describe and characterize the content structure of the Master's thesis and its parts (introduction, main body, appendices),	

- explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena,
- describe in more detail the main methods of collecting and processing the data presented in the Master's thesis,
- identify the basic requirements for the author of a thesis, describe and characterise the model, characteristics and formal structure of a thesis,
- list and explain the formal requirements for the Master's thesis,
- define the concept of an abstract, describe its structure, describe the characteristics of a quality abstract, list the most common mistakes in abstract preparation, distinguish between an abstract and an annotation, an extract, a summary and an overview,
- explain the concepts of citation, quotation, paraphrasing, compilation, plagiarism, distinguish between quoting and paraphrasing, and illustrate different citation and referencing techniques with examples,
- define and interpret in his (her) own words the basic concepts and motifs of the chosen subject area,
- be familiar with the basic terms used in the thesis,
- explain the basic terms used in an essay,
- construct (elaborate) the theoretical plane of the thesis, including all its important aspects,
- analyse and justify the conclusions of the thesis,
- critically analyse, re-evaluate and use in theory the knowledge gained.

Skills:

The student is able to:

- write a draft of his (her) own Master's thesis,
- explain the methodological rules for writing a Master's thesis,
- define the main question and the aim of the thesis, formulate hypotheses where appropriate,
- plan a timetable for the preparation of the Master's thesis, including its table of contents,
- work with literature (primary and secondary sources), search for information in library information databases,
- prepare the text of the Master's thesis, based on the knowledge acquired, by formulating ideas in a logical and precise way, producing a quality abstract, writing an introduction and conclusion, taking into account the criteria given,
- present the knowledge acquired in the field, recognising its complexity and drawing conclusions,
- apply knowledge of the ethics and techniques of citation and drafting,
- use correctly the various methods of citation and referencing and compile a bibliography correctly,
- create (develop) the practical aspects of the thesis, including all relevant aspects,
- analyse, synthesise and compare knowledge and propose solutions on this basis,
- draw conclusions and formulate practical implications through critical analysis,
- critically analyse, reassess and apply the knowledge acquired in practice,
- present, discuss and support the ideas with proper arguments, while writing the thesis,
- present, in a group of students and in the presence of the tutor, the outputs of the activity and justify their relevance and practical use,
- complete the Master's thesis and prepare for its public defence,
- to grade the strengths and weaknesses of the topic of the thesis and the thesis itself,
- critically evaluate the methods and procedures used in the thesis and make suggestions for their practical application,
- acquire independent knowledge in the chosen field,
- apply theoretical knowledge to teaching practice.

Competences:

The student

- is aware of the importance of respecting academic ethics and the ethical implications for his/her own student and future teaching activities,
- acts in accordance with the rules of good conduct,
- has mastered the basics of social appearance, and is dressed appropriately for the state examination,
- adheres to the ethical principles of citation
- expresses his/her beliefs and opinions in a straightforward and honest manner, while accepting that the other party has the right to form his/her own opinion,
- bears and accepts the consequences of his/her own actions.

Brief syllabus:

1. Requirements for the Master's thesis in the SJE guidelines.
2. A concise description of the Master's thesis.
3. The importance of the Master's thesis
4. Selection of the topic for the Master's thesis.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the Master's thesis.
7. Choosing the appropriate citation.
8. Content of the Master's thesis.
9. Formulating a strategy for the development of each part (chapter).
10. Working with reference books and journals.
11. Use of the Internet and online publications.
12. Preparing and carrying out the research
13. Getting ready for the defence of the Master's thesis.

Literature:

Rector's directive no. 2/2021 on editing, registration, making available and archiving final, rigorous and habilitation theses at J. Selye University. 2021. Komárno: UJS

Bell, J., & Waters, S. (2018). Doing your research project : A guide for first-time researchers 7th ed. London: McGraw-Hill Education. 344 s. ISBN 978-0-335-24338-9.

Bui, Y.N. (2014). How to write a master's thesis. 2nd ed. Thousand Oaks: SAGE Publication. 313 s. ISBN 978-1-4522-0351-5.

Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education. 8th ed. Abingdon: Routledge. 916 s. ISBN 978-1-138-20988-6.

Dörnyei, Z. (2011). Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford: Oxford University Press. 336 s. ISBN 978 0 19 442258 1.

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

English

Notes:**Evaluation of subjects**

Total number of evaluated students: 5

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

Teacher: Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., Mgr. Renáta Lengyel-Marosi, PhD.

Date of last update: 17.05.2023

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/AJdm/ FILIT/22	Name: Film and 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: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 6-10 hours, preparation of two presentations 18-24 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks - two presentations (100 points): Each presentation is worth 50 points. The relevance of information, literature, visualisation, presentation skills, and the ability to analyse are evaluated. Presentation topics: 1. The film adaptations of Much Ado About Nothing – William Shakespeare (Much Ado About Nothing, 2013) 2. The film adaptations of The Taming of the Shrew – William Shakespeare (10 Things I Hate About You, 1999) 3. The film adaptations of The Scarlet Letter – Nathaniel Hawthorne (The Scarlet Letter, 1995; Easy A, 2010) 4. The film adaptations of Great Expectations – Charles Dickens (Great Expectations, 2012) 5. The film adaptations of Emma – Jane Austen (Emma, 2020) 6. The film adaptations of Alice’s- Adventures in Wonderland – Lewis Carroll (Alice in Wonderland, 2010; Downsizing 2017) 7. The film adaptations of Mary Poppins – P. L. Travers (Mary Poppins, 1964; Mary Poppins Returns, 2018) 8. The film adaptations of The Great Gatsby – Scott Fitzgerald (The Great Gatsby, 2013) 9. The film adaptations of The Princess Bride – William Goldman (The Princess Bride, 1987) 10. The film adaptations of The Neverending Story – Michael Ende (The Neverending Story, 1984) 11. The film adaptations of Šípková Ruženka – Jacob a Wilhelm Grimm (Maleficent 2014, 2019) 12. The film adaptations of The Hundred and One Dalmatians – Dodie Smith (Cruella, 2021) 13. The film adaptations of Story of YourLife – Ted Chiang (Arrival, 2016)	

14. The film adaptations of All you Need is Kill – Hiroshi Sakurazaka (The Edge of Tomorrow, 2014)
15. The film adaptations of I, Robot – Isaac Asimov (I, Robot, 2004)
16. The film adaptations of Gone Girl–Gillian Flynn (Gone Girl, 2014)
17. The film adaptations of Inherent Vice–Thomas Pynchon (Inherent Vice, 2014)
18. The film adaptations of Trainspotting – John Hodge (Trainspotting, 1996)
19. The film adaptations of Fingersmith – Sarah Waters (The Handmaiden, 2016)
20. The film adaptations of The Girl with the Dragon Tattoo – Stieg Larsson (The Girl with the Dragon Tattoo, 2009)
21. The film adaptations of Fight Club – Chuck Palahniuk (Fight Club, 1999)
22. The film adaptations of Nineteen Eighty-Four – George Orwell (Nineteen Eighty-Four, 1984)
23. The film adaptations of One Flew Over the Cuckoo's Nest – Ken Kesey (One Flew Over the Cuckoo's Nest, 1975)

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 introduces and names film adaptations of some literary works.
- The student characterizes the peculiarities of film adaptations according to time and genre.
- The student characterizes and explains the differences between a literary work and a film adaptation in terms of its specifics.

Skills:

- The student critically analyses film adaptations of literary texts.
- The student compares literary texts with film adaptations.
- The student formulates own conclusions on the subject of film and literature, presents own opinions in the form of high-quality presentations.
- The student integrates the acquired knowledge into practice in learning and teaching the English language.

Competencies:

- The student utilizes the acquired knowledge and skills in planning and organizing the educational process, flexibly brings the uniqueness of the interaction of the literary world and film culture into the lessons of English language and literature.

Brief syllabus:

The content of the seminar includes literary texts from English and American literature and their film adaptations:

1. Introduction to the course (theoretical background of film adaptations)
2. Film adaptation of Much Ado About Nothing (Much Ado About Nothing, 2013); Film adaptation of The Taming of the Shrew (10 Things I Hate About You, 1999)
3. Film adaptations of The Scarlet Letter (The Scarlet Letter, 1995; Easy A, 2010)
4. Great Expectations film adaptation (Great Expectations, 2012); Film adaptation of Emma (Emma, 2020)
5. Film adaptation of Alice's Adventures in Wonderland - Lewis Carroll (Alice in Wonderland, 2010; Downsizing 2017)

6. Film adaptation of Mary Poppins - P. L. Travers (Mary Poppins, 1964; Mary Poppins Returns, 2018); Film adaptation of The Great Gatsby (The Great Gatsby, 2013)
7. Film adaptation of The Princess Bride (The Princess Bride, 1987); Film adaptation of The Neverending Story - Michael Ende (The Neverending Story, 1984)
8. Film adaptations of Sleeping Beauty (Maleficent 2014, 2019); Film adaptation of The Hundred and One Dalmatians (Cruella, 2021)
9. Film adaptation of Story of Your Life (Arrival, 2016); Film adaptation of All you Need is Kill (The Edge of Tomorrow, 2014)
10. Film adaptation of I, Robot – Isaac Asimov (I, Robot, 2004); Film adaptation of Gone Girl (Gone Girl, 2014)
11. Film adaptation of Inherent Vice (Inherent Vice, 2014); Film adaptation of Trainspotting (Trainspotting, 1996)
12. Film adaptation of The Girl with the Dragon Tattoo (The Girl with the Dragon Tattoo, 2009); Film adaptation of Fight Club (Fight Club, 1999)
13. Nineteen Eighty-Four film adaptation (Nineteen Eighty-Four, 1984); Film adaptation of One Flew Over the Cuckoo's Nest (One Flew Over the Cuckoo's Nest, 1975)

Literature:

Martinich Al P. The Philosophy of Language. New York: OUP, 2008.

McFarlane, Brian. Novel to Film. OUP, 1996.

Miller, Toby, and Robert Stam. A Companion to Film Theory. Malden: Blackwell Publishing, 2004.

Welsh, James M., and Peter Lev. The Literature/Film Reader: Issues of Adaptation. Lanham: The Scarecrow Press, Inc., 2007.

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: Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.

Date of last update: 17.05.2023

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/AJdm/ FRAZ/22	Name: Phraseology
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: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 25-30 hours Out of these, seminars represent 26 hours. preparation for the final test 0 - 4 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, doing activities and assignments (20 points) - creating and presenting a presentation (during the seminars) (30 points) - final written test on well-known English and American proverbs (50 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 can explain the characteristic features and basic concepts of phraseology, phraseography, paremiology and paremiography. • The student gives several examples of proverbs, sayings, phrases and idioms from different areas of English and American culture. Skills: <ul style="list-style-type: none"> • The student uses the most famous proverbs, sayings, idioms and phrases of the English language in practice. • The student interprets the most important proverbs, sayings and idioms. • The student uses the most important proverbs, sayings and idioms in the lessons of English as a foreign language to practice language skills and competences. Competencies: <ul style="list-style-type: none"> • The student integrates and utilizes the acquired knowledge and skills when planning and implementing educational activities. 	
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. We will learn what these proverbs mean, when and where they are used, and how to apply them to a concrete situation. We will explore some proverbial markers. The course also focuses on proverb humor. The course has also been designed to study American thought, life, and philosophy through proverbs.

1. Introduction. Phraseology, phraseography, paremiology, paremiography, lexicography, and lexicology;
2. Proverbs, collocations and idioms; Dictionaries.
3. Old proverbs never die: they just diversify: Anglo-American proverb transformations.
4. Politicians and lawyers in Anglo-American proverbs, anti-proverbs and jokes
5. Phraseology and paremiology in the language classroom;
6. Proverbs and tales
7. Synonymy and antonymy. Proverbial markers (e.g., traditionality, currency, metaphor, paradox, ellipsis, word-repetition, rhyme, alliteration, pithiness, certain structures).
8. What constitutes a real American or British proverb? The role of proverbs in the modern American and British societies.
9. Paremiological minimum and cultural literacy. Biblical proverbs
10. Proverbs in songs and poems, advertisements, comics and cartoons, graffiti, wellerisms and Tom Swifties.
11. Anglo-American proverbs and anti-proverbs about love, sexuality, women and marriage
12. Proverbs about time, procrastination, patience, haste, and money
13. Proverbs about optimism, success, hope, pessimism and misfortune; opportunity

Literature:

- Hrisztalina Hrisztova-Gotthardt – Melita Aleksa Varga (2015) (eds.), Introduction to Paremiology: A Comprehensive Guide to Proverb Studies. Warsaw: De Gruyter Open.
<https://www.degruyter.com/document/doi/10.2478/9783110410167/html?lang=en>
- T. Litovkina, Anna (2000). A Proverb a Day Keeps Boredom Away. Pécs: IPF.
- T. Litovkina, Anna (2004b). Old Proverbs Never Die: Anti-Proverbs in the Language Classroom. In: Csaba Földes (ed.), *Res humanae proverbium et sententiarum: Ad honorem Wolfgangi Mieder*. Tübingen: Gunter Narr Verlag, 295–326.
- T. Litovkina, Anna (2015). Anti-proverbs. In: Hrisztalina Hrisztova-Gotthardt & Melita Aleksa Varga (eds.), Introduction to Paremiology: A Comprehensive Guide to Proverb Studies. Warsaw: De Gruyter Open, 326–352. See:
<https://www.degruyter.com/document/doi/10.2478/9783110410167/html?lang=en>
- 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 (2017). Teaching Proverbs and Anti-Proverbs. Komarnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna (2018). Women through Anti-Proverbs. London: Palgrave Macmillan.
- 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.

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

English

Notes:					
Evaluation of subjects					
Total number of evaluated students: 11					
A	B	C	D	E	FX
36.36	36.36	9.09	18.18	0.0	0.0
Teacher: Dr. habil. Anna Tóthné Litovkina, PhD.					
Date of last update: 17.05.2023					
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/AJdm/ IRSK/22	Name: The Culture and History of Ireland
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: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> • active participation in seminars • presentation on a predetermined topic (30 points): The presentation evaluation criteria include: relevance of information, use of literature and visualisation; at least 5 sources of professional literature and a minimum number of slides of 25 Presentation topics: <ol style="list-style-type: none"> 1. Myths and legends: the goddess of the Boyne River; the legend of Finn McCool 2. Lough Corrib; Ben Bulbin; Blarney Castle 3. Legends of St Patrick 4. Celtic life and religion 5. Jonathan Swift (music and film adaptations of Gulliver's Travels) 6. The conflict in Northern Ireland in popular culture (music) 7. The conflict in Northern Ireland in popular culture (film) 8. Irish holidays and festivals 9. Irish pubs (history, drinks, food and unwritten rules) 10. Irish music and Irish dancing 11. Irish politics: Sinn Fein (cartoons with explanations) 12. IRA (cartoons with explanations) <ul style="list-style-type: none"> • two written tests (each for 35 points, a total sum of 70 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:

- The student knows, describes and characterizes geographical terms related to Ireland (e.g. the United Kingdom of Great Britain and Northern Ireland, the island of Ireland and the Republic of Ireland).
- The student knows the most important geographical locations and can mark them on the map.
- The student names and characterizes the most important historical figures and events: knows when and why these events happened, and what role specific historical figures played in them.
- The student knows and names Irish holidays and customs.

Skills:

- The student interprets the history and culture of Ireland.
- The student integrates and applies the acquired knowledge when working with the English language.
- The student critically evaluates and presents opinions about Irish culture, multiculturalism, history and everyday life in an Anglophone environment.
- The student independently collects information about Ireland in various publications and on the Internet for the purpose of constant self-improvement and broadening horizons.

Competencies:

- The student develops intercultural communicative competences, thanks to which s/he functions flexibly and equally in the European context.
- The student integrates knowledge and skills during further development within the English language and flexibly applies them in planning and organizing the educational process in other subjects and in practice.

Brief syllabus:

The subject covers the following thematic areas:

1. Ireland - Geography, regions
2. Irish myths and legends
3. The legacy of the Celts
4. Norman and Elizabethan wars
5. Tudors and the Plantation of Ulster
6. The Irish potato famine (Jonathan Swift: A Modest Proposal)
7. The local government crisis and the First World War (Easter Rising; W. B. Yeats: 1916)
8. The conflict in Northern Ireland ('The Troubles'; Ireland and the future - the 'Irish miracle')
9. Liam O'Flaherty: The Fairy Goose
10. George Moore: Home Sickness
11. Everyday life, customs and traditions
12. Irish holidays, festivals and celebrations
13. Irish music and dance

Literature:

Comerford, R. V.: Ireland: Inventing the Nation. Bloomsbury Academic, 2003.
Foster, R. F.: The Irish Story: Telling Tales and Making It Up in Ireland. London: Penguin, 2001.
Ross, David. Ireland: History of a Nation. Geddes & Grosset, 2002.
Walsh, Ben. The Struggle for Peace in Northern Ireland. London: Hodder Murray, 2000.
Walsh, Caroline (ed.): Dislocation: Stories from a New Ireland. New York: Carroll & Graf, 2003.

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 28					
A	B	C	D	E	FX
64.29	17.86	3.57	7.14	0.0	7.14
Teacher: Mgr. Klaudia Pauliková, PhD., Mgr. Renáta Lengyel-Marosi, PhD.					
Date of last update: 17.05.2023					
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/AJdm/ KOM/22	Name: Communication Skills for English Teachers
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: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 26-30 hours Out of these, seminars represent 26 hours, preparation for the test 1 - 4 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of activities and assignments (30 points) - creating and presenting a presentation (made at seminars) (30 points) - a final practically oriented written test on the main communication theories and their possible implementation in practice (40 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 names and characterizes basic communication theories. • The student knows the principles of communication processes, the variety of forms and purposes of communication and understands the beliefs and myths that surround human communication. • The student knows the influence of self-concept on communication, identifies and describes it. Skills: <ul style="list-style-type: none"> • The student applies basic communication theories and principles of communication processes in practice. • The student uses the most important communication theories and principles of effective communication in classes of English as a foreign language. • The student critically evaluates, analyses and adapts current communication theories to his/her own needs and the needs of the environment. Competencies:	

- The student makes use of the acquired knowledge and skills in developing a constructive approach to solving various, even conflicting, situations.
- The student utilizes the acquired knowledge and skills in communication related to the educational process (during and outside of it).

Brief syllabus:

This course focuses on major communication theories and examines different types of communication, such as interpersonal, intrapersonal, non-violent, verbal, nonverbal communication, etc. The course helps students to understand communication processes and to put them into practice in their life.

Main topics:

1. Introduction to communication
2. Interpersonal Communication and Relational Dynamics
3. Motivation
4. Time-management and Procrastination
5. Life values and Goals
6. Habits
7. Self-Concept and Self-esteem
8. Feelings and Emotions
9. Verbal and Nonverbal Communication
10. Manipulation, Persuasion and Influence
11. Conflict management
12. Improving Communication Climates
13. Love Languages

Literature:

James B. – Paul A. Mongeau: Persuasive Communication. London: The Guilford Press, 2003.
 T. Litovkina, Anna. “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, 2016.
 T. Litovkina, Anna. Women Through Anti-Proverbs. London: Palgrave Macmillan, 2018.
 Róka Jolán: Communication and Consulting in Public Space. Budapest: Századvég Kiadó, 2002.
 Schleicher Nóra: Communication Culture in Transition. Budapest: Akadémiai, 2003.
 Tourish, Dennis – Owen Hargie: Key Issues in Organizational Communication. London and New York: Routledge, 2003.

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 1

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

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

Date of last update: 17.05.2023

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/AJdm/ MET3/22	Name: The Methodology of Teaching English as a Foreign Language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, lectures represent 13 hours and seminars 26 hours. Preparation of portfolio and microteaching 4 - 10 hours, development of the project 30 - 35 hours, writing reflections on 10 articles according to the available selection 18 - 22 hours, preparation for the exam 34 - 44 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: - mandatory attendance of lectures, seminars and active participation - compiling a portfolio: 5 activities (second conditional, present continuous tense, simple past tense, present perfect tense, to be going to structure), Activities should contain description, source, materials, flashcards, worksheets, etc. - micro-teaching: Students teach a 45-minute lesson focusing on a concrete grammar structures or vocabulary item. Before the micro-teaching, the student submits the lesson plan in printed or electronic form together with all aids, worksheets, flashcards, etc. - submission of 10 short (200 words) reflections (students choose 10 articles from the collection provided by the teacher and write a reflection (critical opinion, advantages/disadvantages, benefits) for each - development and submission of a project: The project includes an English language course for a specific target group and contains the description of the target group (age, language level), a developed 12-week language course plan, a 24-lesson syllabus and three 45-minute lesson plans within the given course. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student characterizes the basic elements of the teaching process and the lesson. • The student has knowledge about teaching grammar and vocabulary. 	

- The student can explain the principles of teaching speaking, reading, listening and writing in the English as a foreign language classroom.
- The student knows, identifies and characterizes teaching methods and forms supporting active learning of the English language, the possibilities and limits of their use.

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.
- The student develops lesson plans focused on the development of grammar, vocabulary, speaking, reading, listening and writing for English as a foreign language classes.
- 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 communication skills.
- The student critically evaluates and selects appropriate didactic activities and materials for teaching speaking, reading, listening and writing and for the development of 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 students, taking into account their developmental and individual differences and possibilities.

Brief syllabus:

1. Communicative language teaching.
2. Teaching grammar. Explicit and implicit processes.
3. Teaching grammar II. Presenting new grammar, grammar practice.
4. Teaching vocabulary. How words are learned.
5. Teaching vocabulary II. Presenting new vocabulary. Teaching word parts and word chunks. Dictionaries. Testing vocabulary.
6. Teaching speaking. Types of speaking activities, role play, simulation, story-telling, building narratives.
7. Teaching speaking II. Fluency and accuracy. Teaching pronunciation.
8. Teaching receptive skills: listening and reading. Listening sources and strategies. Pre-, while- and post-listening tasks.
9. Teaching reading. Intensive reading. Pre-, while- and post-reading activities.
10. Teaching reading II. Extensive reading activities.
11. Teaching writing. Spelling and punctuation. Instant writing. Collaborative writing. Journal writing. Teaching and practicing several genres. Responding to written work.
12. Integrating the skills. Lesson observation.
13. Developing communication, collaboration, presentation, problem solving, negotiation, critical and creative thinking skills. Lesson observation.

Literature:

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

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

Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd.

Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.

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

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

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

Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.

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

Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.

Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.

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, Andrea. English with Laughter. Katedra. Roč. 21, č. 3 (2013), s. 32-33. ISSN 1335-6445.

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 15

A	B	C	D	E	FX
20.0	40.0	20.0	13.33	0.0	6.67

Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD.

Date of last update: 17.05.2023

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/AJdm/ MET4/22	Name: The Methodology of Teaching English as a Foreign Language II.
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 2 / 1 For the study period: 13 / 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, lectures represent 13 hours, seminars 26 hours and practical classes 13 hours. Preparation of portfolio and microteaching 4 - 10 hours, preparation of lesson plans 30 - 35 hours, preparation of reflections on 10 articles according to the available selection 18 - 22 hours, preparation for the exam 34 - 44 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - mandatory attendance of lectures, seminars and practical classes, active participation - compiling a portfolio: 4 communication activities (first conditional, used to, simple future tense, past continuous), Activities include description, resources, materials, flashcards, worksheets, etc. - microteaching: Students teach a 45-minute lesson. Before the micro-teaching, the student submits the lesson plan in printed or electronic form together with all aids, worksheets, flashcards and others. - submission of 10 short (200 words) reflections (students choose 10 articles from the collection provided by the teacher and write a reflection (critical opinion, advantages/disadvantages, benefits) for each, - preparation and submission of lesson plans: The student submits four 45-minute lesson plans for the selected target group. Lesson plans must be submitted together with teaching materials, worksheets, etc. and should not be identical with the lesson plan submitted for microteaching. After meeting the criteria, students take a practically oriented 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%	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student characterizes and explains all elements of the teaching process and the lesson. • The student has broad-spectrum knowledge about teaching English 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.
- The student characterizes the system of career development and the possibilities of the development of English language teachers.

Skills:

- The student critically evaluates and solves the most urgent problems of modern foreign language teaching.
- The student applies and flexibly adapts techniques for presenting language content and techniques for developing language skills in practice.
- The student writes lesson plans for specific English lessons for different target groups, taking into account the different needs of learners.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids, information and communication technologies.
- The student critically evaluates and selects appropriate didactic activities and materials for teaching English in various environments.

Competencies:

- The student organizes and ensures educational activities with an emphasis on the fulfilment of learning tasks based on acquired knowledge and skills.
- The student integrates, adapts and improves the content and didactics of teaching activities in English as a foreign language classes.
- The student evaluates the achievement of 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 various groups and entire classes.

Brief syllabus:

1. Games in language teaching.
2. Drama in the language classroom. Teaching English through drama techniques.
3. Task-based and content-based language teaching. Cooperative learning.
4. Literature in the language classroom.
5. Teaching different classes. GE, ESP, Business English
6. Teaching young learners.
7. Teenage classes. Teaching adults.
8. Teaching exam classes. Common European Framework of Reference (CEFR)
9. Teaching multi-level and large classes.
10. Learners with special needs.
11. Evaluation and assessment. Testing, test types, test design. Validity and reliability. Placement tests. Giving a grade. Alternative assessment.
12. Technology, innovation and future directions in language teaching and learning. Teaching online courses. Web-based applications in teaching EFL. Blended learning.
13. Teacher development. The first year of teaching. Lesson observation. English teachers' associations and professional journals.

Literature:

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

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

Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd.

Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.

- 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 s.r.o.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- 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, Andrea. English with Laughter. Katedra. Roč. 21, č. 3 (2013), s. 32-33. ISSN 1335-6445.
- Puskás, Andrea. Webové aplikácie v príprave budúcich učiteľov cudzích jazykov. In: Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií. Szarka Katarína. Komárom: KOMPRESS Nyomdaipari Kft., 2018, s. 51-62 [1,16 AH] [print]. ISBN 978-615-00-2597-1.
- Puskás, Andrea. Improving Creativity in the Digital Space: Engaging the online Learner, 2021. In: Inovatívne metódy a formy vzdelávania = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou / Renáta Tkáčová, Mária Konečná, Vladyslav Mirutenko. - 1. vyd. - Košice : Technická univerzita v Košiciach, 2021. - ISBN 978-80-553-3886-6, s. 158-166
- Puskás, Andrea. Using Literature for Teaching Language in the EFL Classroom. In: Trendy a výsledky v biologických vedách a v edukácii biológie: vedecký zborník. = Trends and Results in Biological Sciences and Education - scientific proceedings Komárno: Univerzita J. Selyeho, 2016, CD-ROM, s. 94-101. ISBN 978-80-8122-197-2.
- Puskás, Andrea. "The Case for the Defence"... of Literature in the Language Classroom: Teaching Crime and Punishment Through Literature. KATEDRA. roč. 20., č. 1. (2012), s. 22-23. ISSN 1335-6445.
- 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.,
- Harmer, J.: The Practice of English Language Teaching. London: Longman, 1991.
- Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press
- Richards, Jack C. – Farell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.
- Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.
- Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.
- Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.
- 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.
- Maley, Alan – Duff, Alan. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge : Cambridge University Press, 2005.

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

English

Notes:

Evaluation of subjects					
Total number of evaluated students: 13					
A	B	C	D	E	FX
69.23	7.69	15.38	7.69	0.0	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD.					
Date of last update: 17.05.2023					
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/AJdm/ OB/22	Name: Master's Thesis and 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: 8	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites:	
<p>Conditions for passing the subject: While writing the Master's thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis.</p> <p>The Master's thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Master's thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Master's thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p>	

The committee will also assess the ability to present the results, including answers to questions on the topic, adherence to time constraints, etc.

The State Examination Board will evaluate the examination in an informal meeting and decide the mark. The grading is a complex assessment of the quality of the Master's thesis and its defence, taking into account the reviews and the process of thesis defence. The committee will mark the defence with an aggregate mark. The mark may be the same as, or better or worse than, the mark given in the marks, depending on the thesis defence.

The grading scale is A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who does not achieve 50% will not receive credit.

The results of the oral and theoretical part of the examination will be announced publicly by the chairperson of the board in public.

Results of education:

Knowledge:

- The student is familiar with the structure of an academic publication,
- The student can use the resources in an independent and creative way,
- The student is able to analyse and evaluate the problem under study in his/her field of research,
- The student is able to organise and apply the theoretical knowledge acquired by him (her) in teaching practice,
- The student is able to select research methods and procedures appropriately and to apply them effectively.

Skills:

- The Master's thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student is able to present and defend his/her own professional viewpoints on issues related to teaching, and is able to find solutions to these problems,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Master's thesis,
- The student is able to respect the principles of academic integrity and ethics.

Competences:

The student is able to

- express his/her own linguistic and professional culture and approach to the professional issues encountered in the course of his/her studies, in an appropriate way
- reason and apply knowledge methodologically, both theoretically and practically,
- put knowledge into practice and to organise it,
- apply his (her) knowledge in a creative way in the performance of basic tasks, furthermore, the student is able to analyse the problem and to organise new knowledge,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Master's thesis successfully.

Brief syllabus:

The procedure for defending the Master's Thesis is as follows:

1. The student presents his/her thesis.

2. The main points of the thesis supervisor' and opponent's reviews are presented.
3. The student answers the questions of the supervisor and the opponent.
4. Professional discussion of the Master's Thesis, when the student answers questions.

The presentation of the Master's thesis should mainly include the following points:

1. A brief justification of the choice of topic, its relevance and practical utility.
2. Explanation of the objectives of the thesis and the methods used.
3. The main content of the thesis.
4. The conclusions and proposals drawn by the student.

A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.

The final thesis is available to the committee before and during thesis defence.

Literature:

KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.

Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf

Smernica_c.2-2021o_zaverecnych_pracach_.pdf

Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006

Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford: Oxford University Press, 2010.

Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.

Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.

Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.

Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.

Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 4

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

Teacher:

Date of last update: 17.05.2023

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/AJdm/ POE/22	Name: 20th and 21st Century English and American Poetry
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: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 25-30 hours Out of this, seminars represent 26 hours and preparation for essay writing 1-4 hours. The course ends with evaluation. A large part of the work is carried out in seminars, outside of them students only prepare for writing an essay, which is also carried out in a seminar. During the semester, students fulfil the following requirements: - active participation in seminars, reading and analysis of selected works - writing an essay (50 points): The student chooses and analyses a poem from Anglo-American literature of the twentieth or twenty-first century from the available options according to the criteria determined by the teacher. Assessment is based on: content (information based on class discussions) - 10 points, own interpretation - 20 points, style - 10 points and comprehensibility (grammar and spelling) – 10 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 names, defines and describes the characteristic features of Anglo-American poetry of the 20th and 21st century. • The student names and characterizes famous English and American poets of the 20th and 21st centuries (e.g. W.C. Williams, A. Ginsberg, S. Plath, Anne Sexton). • The student describes and defines the main idea of the analysed literary works and the social, political and cultural context in which they were written. Skills: <ul style="list-style-type: none"> • The student critically analyses literary texts of Anglo-American poetry in the 20th and 21st century. 	

- The student collects, analyses and synthesizes information about poets and poems of the 20th and 21st century in various publications and on the Internet.
- The student formulates own opinions and attitudes, critically revises them.
- The student implements different literary-critical approaches when interpreting poems (e.g. feminist, psychoanalytic or biographical literary criticism).

Competencies:

- The student masters and utilizes the historical, cultural and social characteristics of Anglo-American poetry of the 20th and 21st century on a practical level while further developing his/her knowledge and skills.

Brief syllabus:

The course provides an overview of 20th and 21st century Anglo-American poetry:

1. Introduction to the course (introduction of the poets)
2. William Carlos Williams: The Red Wheelbarrow
3. Charles Bukowski: So you want to be a writer?
4. e e cummings: dying is fine)but Death
5. Theodore Roethke: The Waking
6. Carl Sandburg: Who am I?
7. Sylvia Plath: Mirror
8. Allen Ginsberg: A Supermarket in California
9. Anne Sexton's The Abortion
10. Seamus Heaney: Digging
11. Gerald Costanzo: The Meeting
12. Derek Walcott: A City's Death By Fire
13. Carol Ann Duffy: Little Red-Cap

Literature:

Beach, Christopher. The Cambridge Introduction to Twentieth-Century American Poetry. Cambridge: CUP, 2003.

Brooks, Cleanth, and Robert Penn Warren. Understanding Poetry. Thomson Learning, 2000.

Collier, Peter, and Helga Geyer-Ryan (ed.): Literary Theory Today. Cambridge: Polity Press, 2007.

Cook, Jon. Poetry in Theory: Anthology 1900-2000. USA: Blackwell Publishing, 2004.

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

English

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: Mgr. Renáta Lengyel-Marosi, PhD.

Date of last update: 17.05.2023

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/AJdm/ PPX4/22	Name: Teaching Practice IV.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 11

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.					
Date of last update: 17.05.2023					
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/AJdm/ PPX5/22	Name: Teaching Practice V.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 4

A	B	C	D	E	FX
75.0	25.0	0.0	0.0	0.0	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., Mgr. Renáta Lengyel-Marosi, PhD.					
Date of last update: 17.05.2023					
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/AJdm/ PPX6/22	Name: Teaching Practice VI.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 12

A	B	C	D	E	FX
91.67	8.33	0.0	0.0	0.0	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., Mgr. Renáta Lengyel-Marosi, PhD.					
Date of last update: 17.05.2023					
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/AJdm/ SS/22	Name: English Language, Literature and Methodology
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: 5., 6..	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge in the compulsory and profile subjects of the study programme, - the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan, - the student is able to analyse and evaluate the knowledge acquired in the subject. - be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds. Skills: <ul style="list-style-type: none"> - the student is able to present his/her expertise, - the student is able to hand over his/her knowledge - the student is able to organise and apply the theoretical knowledge acquired in practical teaching activities, - the student can select and apply teaching procedures appropriately, 	

- the student is able to guide the learner in the acquisition of knowledge, taking into account the individual needs of the learner,
- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.

Competences:

- the student is able to express his/her linguistic and professional culture in the oral examination,
- the student is able to use the knowledge acquired in a wider context,
- the student is able to put the knowledge acquired into practice and organise it,
- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,
- the student is able to answer the questions of the committee at the expected level.

Brief syllabus:

I. The methodology of teaching English as a foreign language

II. Applied linguistics

III. English and American literature of the twentieth and twenty-first century, Children's and young adult literature

Literature:

Recommended literature indicated in the information sheets of the study programme

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 11

A	B	C	D	E	FX
63.64	9.09	18.18	9.09	0.0	0.0

Teacher:

Date of last update: 17.05.2023

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/AJdm/ TYL/22	Name: Teaching Young Learners
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: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars 2-4 hours, compiling the portfolio 18-22 hours, preparing for micro-teaching 4-8 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - mandatory and active participation in seminars - compiling a portfolio (80 points): <ul style="list-style-type: none"> • Description of 20 activities for practicing vocabulary for young learners (description and source of each activity, materials, flashcards, worksheets, etc.) – 20 points • Description of 20 activities for practicing grammar structures for young learners (description and source of each activity, materials, flashcards, worksheets, etc.) – 20 points • Collection of language games - for young learners (description and source of each game, materials, cards, rules of the game, etc.) - 20 points • Collection of teaching aids, materials for teaching thematic areas: our city, body parts, jobs, clothes, our house, school supplies, daily routine, animals, hobbies, means of transport - 20 points - micro-teaching (20 points): Students do micro-teaching, where they teach a 45-minute lesson designed for young learners. Before the micro-teaching, the student submits a list of activities in printed or electronic form together with all aids, worksheets, flashcards and others. Variability, content, language level and balanced teacher talking time and student talking time are evaluated. 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 names and characterizes the basic specific features and needs of pupils in the lower level of primary schools. 	

- The student has basic knowledge about teaching the English language to young learners.
- The student names, defines and describes the methods, approaches and forms of teaching the English language to young learners.

Skills:

- The student critically evaluates the most urgent problems of teaching English language to young learners.
- The student applies techniques for presenting language content and techniques for developing the language skills of young learners in practice.
- The student integrates knowledge into writing lesson plans for specific English language lessons for young learners, taking into account the unique needs of this target group.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids, information and communication technologies.
- The student evaluates and selects appropriate didactic activities and materials for young learners.

Competencies:

- The student organizes and provides educational activities in English language classes for young learners.
- 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.

Brief syllabus:

1. The young language learner. Approaches to teaching young learners.
2. Creativity and the young language learner.
3. Teaching vocabulary to young learners.
4. Teaching grammar. Approaches to teaching grammar to young learners.
5. Teaching the oral language. Speaking
6. Improving listening skills with young learners.
7. Teaching reading and writing to young learners.
8. Using games with young learners. Types of games.
9. Drama techniques with young learners
10. Total Physical Response
11. Coursebooks for the primary classroom.
12. Assessment and language learning with young learners. General rules for assessment. The principles of alternative assessment.
13. Project work with young learners. Cooperative learning.

Literature:

- Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon
- Puskás, A. 2016. The Challenges and Practices of Teaching Young Learners - 1. vyd. - Komárno: Univerzita J. Selyeho.
- Puskás, A. 2017. Assessing Young Learners in the English Language Classroom. 1. vyd. - Szeged: Belvedere Meridionale.
- Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU s.r.o.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Puskás, Andrea. Using Drama Techniques and Games in Teaching Grammar to Young Learners in the EFL Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity

<p>J. Selyeho - 2016: "Súčasné aspekty 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.,</p> <ul style="list-style-type: none"> • Hallivell, Susan: Teaching English in the Primary Classroom. England : Longman Group Ltd., 2004. • Scott, Walter: Teaching English to Children. England : Longman Group Ltd., 1990. • Gordon Lewis, Hans Mol. Grammar for young learners / - 1. vyd. - Oxford: Oxford University Press, 2009. • Colin Granger. Play Games With English 2 : Teacher's Resource Book. Oxford : Oxford University Press, 1998. • Caroline Nixon. Primary Activity Box Games and activities for younger learners. Cambridge University Press, 2000. • Diane Phillips; Sarah Burwood; Helen Dunford. Projects with young learners - 1. vyd. - Oxford: Oxford University Press, 1999. 					
<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: 11</p>					
A	B	C	D	E	FX
90.91	9.09	0.0	0.0	0.0	0.0
<p>Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.</p>					
<p>Date of last update: 17.05.2023</p>					
<p>Approved by: Dr. habil. Anna Tóthné Litovkina, PhD.</p>					