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Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ap-55	Course name: Academic Writing
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: a) independence, b) active and creative participation in the practical parts of the course, c) mastering the final written output. a) continuous assessment: Test: 0 – 40 points. b) final assessment: Final Test: 0 – 60 points Maximum number of points covering continual and final assessment: 100. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100.	
Learning objectives: Course aims Student 1. remembers differences between oral and written/print communication, 2. uses gained knowledge by creating written text, 3. is able to work on his own and conceive information, 4. applies theoretical knowledge by solving practical tasks, 5. evaluates and is able to justify chosen solution by reasoning, 6. creates complex written communication, which he is able to present to professional and lay recipient as well.	
Brief outline of the course: Modern scientific and professional communication sphere. Successful communication as a professional skill and a social advantage. Oral and written/printed communication in the academic environment - similarities and differences, complementarity, intercultural features. Formal and content page of professional text. Genre typology of professional texts. Ethical aspects of academic communication, copyright. Choice of thesis topic: strategy, title and structure. Information sources, sources and documents - types, selection, critical analysis, inclusion in a professional text with an argumentative mission. References, citations and citation standards. Academic writing through the viewfinder of the composition - the relationship between intention, genre and architecture (diploma thesis). Canonical components of the academic text. Coherence and continuity of the text. Neuralgic places in academic writing.	

Recommended literature:

1. ČMEJRKOVÁ, S. – DANEŠ, F. – SVĚTLÁ, J.: Jak napsat odborný text. Praha : Leda, 1999.
2. GIBILISCO, S.: Statistika bez předchozích znalostí. Brno : Computer Press, 2009.
3. CHAJDIAK, J.: Štatistika jednoducho. Bratislava : Statis, 2003.
4. KAHN, N. B.: Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.
5. KATUŠČÁK, D. a kol.: Ako písať záverečné a kvalifikačné práce. Martin : Enigma, 2007.
6. MEŠKO, D. et al.: Akademická příručka. 2. uprav. a dopln. vyd. Martin : Osveta, 2005.
7. PATRÁŠ, V.: Pohotovité čítanie a myšlienkové spracovanie textu. Banská Bystrica : UMB, 2011.
8. PUNCH, K.: Úspěšný návrh výzkumu. Praha : Portál, 2008.
9. SPOUSTA, V.: Vademékum autora odborné a vědecké práce. Brno : Akademické nakladatelství CERM, s. r. o., 2009.
10. STAROŇOVÁ, K.: Vedecké písanie. Ako písať akademické a vedecké texty. Martin : Osveta, 2011.
11. ŠESTÁK, Z.: Jak psát a přednášet o vědě. 1. vyd. Praha : Academia, 2000.
12. ŠIROKÝ, J. a kol.: Tvoříme a publikujeme odborné texty. Brno : Computer Press, 2011.

Language of instruction:

Slovak, Czech

Notes: student time load:

90 hrs., of that:

Combined study (L, C): 26 hrs.

Self-study: 39 hrs.

Preparation for written exams: 25 hrs.

Course assessment

The final number of assessed students: 151

A	B	C	D	E	FX(0)	FX(1)	n
40.4	12.58	6.62	23.18	15.23	1.32	0.66	0.0

Instructor: prof. PaedDr. Vladimír Patráš, CSc.

Last changed: 07.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-310	Course name: British Society in Painting
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: Course assessment combines continuous assessment (50%) with a written final exam (80%). The continuous assessment consists of two written essays: 25 + 25 points. The final exam takes the form of a written test: 50 points. The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100. a) continuous assessment: essays: 50% b) final assessment: Final written test: 50% a) continuous assessment: Essays 50% b) final assessment: Final written test: 50%	
Learning objectives: After completing the course students will be able to: 1. Present in English the characteristics features as well as historical background to selected paintings from the 16th century up to the beginning of the 20th century, 2. Use the corresponding English vocabulary to discuss the most important periods in English paintings, 3. Appreciate the context of a historical period and its reflection in art (painting) 4. Think more critically and discuss, i.e. take a critical position on a topic related to art in a foreign language	
Brief outline of the course:	
Recommended literature: 1. DIXON, ANDREW G. A History of British Art. London: BBC Publishing 1996 2. LIČKO, Roman. From Holbein to Hockney. British Society in Painting for Students of English as a Foreign Language. Banská Bystrica: Belianum, 2015.	
Language of instruction: English	
Notes: student time load: student workload in hours per semester: 90	

Course assessment							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: PhDr. Roman Ličko, PhD.							
Last changed: 31.05.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-320	Course name: Canadian Studies
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: ssesment: Maximum course scoring is 100%, based on ECTS scale. Preparation for the seminar includes weekly readings, written explanation of the vocabulary and completion of seminar tasks. Students will take two progress tests during the term (test 1 = 50% of their final grade and test 2 = 50% of their final grade). Upon instructor´s approval, one of the test can be replaced by a project or presentation, presented as suggested by the teacher. Course completion conditions: a) continuous assessment: participation in seminars (0-5 bonus points), progress test 1 (0-50 points) b) final assessment: written test (0-50 points) Maximum number of points: 100. Course assessment corresponds to the standard A-FX grading scale. Credits are assigned to the student who acquires a minimum of 70 points out of a possible 100. a) continuous assessment: participation in seminars (0-5 bonus points), progress test 1 (0-50 points) b) final assessment: written test (0-50 points) Maximum number of points: 100. The course assessment corresponds to the standard A-FX grading scale. Credits are assigned to the student who acquires a minimum of 70 points out of a possible 100. a) continuous assessment: Course completion conditions: a) continuous assessment: participation in seminars (0-5 bonus points), progress test 1 (0-50 points) b) final assessment: b) final assessment: written test (0-50 points) a) continuous assessment: a) continuous assessment: Course completion conditions: a) continuous assessment: participation in seminars (0-5 bonus points), progress test 1 (0-50 points) b) final assessment:) final assessment:	

b) final assessment: written test (0-50 points)

Learning objectives:

Knowledge gained in the course:

-fact-based information about geography, history, political system and institutions of North America and Canada

-interdisciplinary information about the development of literature and culture in North America and Canada

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-terminology in English and Slovak languages for the analysed phenomena (such as political systems, institutions, etc.)

Skill gained in the course:

Students can:

-read academic texts, analyse them and present selected texts in broader cultural contexts,

-apply presentation and argumentation skills,

-analyse the most recent research and field-based information, apply analytical and critical thinking, enhance empathy and creativity,

-apply their foreign language skills and discuss selected cultural phenomena at B2 level,

-further develop their presentation and digital skills, conduct research in digital environment, use educational platform Moodle, design a project and present it.

Competences:

Students can:

-participate in a discussion, defend their arguments,

-read and think critically, present their opinions in academic manner,

-transmit the cultural message of the anglophone countries in educational or cross-cultural environment,

-use self-study strategies,

-read scholarly literature in foreign language,

-use their intercultural competences,

-use their competences to participate in a professional life.

Brief outline of the course:

Course Layout:

1 Course Logistics, Who Are The Canadians?

2 Shaping The Nation (History Of Immigration)

3 The Canadian Topography

4 The Canadian Identity

5 The Canadian Political System

6 Progress Test 1

7 The Canadian Legal System

8 The Canadian School System

9 The Canadian Literature 1

10 The Canadian Literature 2

11 The Canadian Experience In Arts & Pop Culture

12 Progress Test 2

13 Course evaluation

Recommended literature:

Povinná literatúra:

Bain, C. 1994. Canadian Society: A Changing Tapestry. Oxford : Oxford University Press, 158 s. ISBN 9780195409864. (selected texts and chapters)

Encyclopaedia Encarta. 1995. Microsoft corporation. (selected texts and chapters)

JAVORČÍKOVÁ, J. - ZELENKOVÁ, A. 2020. Voices from beyond: modern coursebook of cultural studies for philologists : with the focus on (e)migration as a political, ethic, linguistic Strana: 3
and cultural phenomenon in the era of globalization / rec. Rodica Albu, Jaroslav Kušník, Ruslan Saduov, Vyacheslav Shevchenko. - Bratislava : Z-F Lingua, 2020.

JAVORČÍKOVÁ, J. - ZELENKOVÁ, A. 2014. The role, methodological basis and the subject of cultural studies in the globalized world = Úloha, metodologická základňa a predmet kultúrnych štúdií v globalizovanom svete / Jana Javorčíková.
In European Journal of Social and Human Sciences. - Banská Bystrica : Matej Bel University, 2014. - ISSN 1339-6773. - Vol. 1, no. 1 (2014), pp. 28-33.

JAVORČÍKOVÁ, J. 2005. "Smiling Discrimination" in Canadian Society = Formy nepriamej diskriminácie v kanadskej spoločnosti / Jana Javorčíková. In Central European Journal of Canadian Studies. - Brno : Masaryk University, 2005. - ISSN 1213-7715. - Vol. 5 (2005), pp. 123-131.

JAVORČÍKOVÁ, J. 2011. Canadian Identity Through Literature: On the "Canadianness" of Margaret Atwood's Fiction = Kanadská identita v literatúre: o "kanadskosti" prózy Margaret Atwoodovej / Jana Javorčíková.
In (Re)connecting Through Diversity: Canadian Perspectives = Les relations dans la diversité: perspectives Canadiennes / vedec. red. Jelena Novaković, Slobodan Pajović, Vladimir Gvozden ; rec. Nevenka Trifunović, Vladimir Gvozden. - Beograd : Megatrend University, 2011. - ISBN 978-86-7747-429-4. - S. 53-62.

Odporúčaná literatúra:

ADELMAN, Ch., SCHWARTZ, B. L., ed. 2013. Prairie directory of North America: The United States, Canada, and Mexico. 2nd ed. Oxford University Press.

BOEHMER, E. 2008. Nelson Mandela: A Very Short Introduction. Oxford: OUP.

FERGUSON, N. 2003. Empire. New York : Allen Lane.

MORGAN, K. 2012. Australia: A Very Short Introduction. Oxford: OUP.

SCHAPER, I., ed. 2004. Western civilization and the natives of South Africa: Studies in culture contact. Routledge. Routledge library editions.

SAYERS, A. 2001. Australian art. Oxford: OUP.

WHITELAW, Anne, Brian FOSS a Sandra PAIKOWSKY, eds. 2010. The visual arts in Canada: The twentieth century. Oxford: OUP.

WRIGHT, D. 2020. Canada: A Very Short Introduction. Oxford: OUP.

Uvedené zdroje sú dostupné v slovenských knižniciach a kníhkupectvách. (The aforementioned sources are available in Slovak libraries and bookstores.)

Language of instruction:

English B2

Notes:student time load:

Course assessment

The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
75.0	0.0	0.0	0.0	12.5	12.5	0.0	0.0

Instructor: doc. PaedDr. Jana Javorčíková, PhD.

Last changed: 14.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajp-305	Course name: Conference Interpreting
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: The grading scale is A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). Credits will be awarded to students who have obtained at least 65 out of 100 points for the specified conditions. a) continuous assessment: preparation of the speech for interpreting in Slovak, including a glossary: 30 points preparation of a speech for interpreting in English, including a glossary: 30 points	
Learning objectives: The student <ol style="list-style-type: none"> 1. masters the basic conference terminology (English ↔ Slovak), 2. can handle interpreting terminology and create multilingual glossaries, 3. is familiar with the specifics of conference interpreting, 4. has acquired the basic skills needed to manage conference interpreting (low consecutive, high consecutive, simultaneous interpretation), 5. while performing a simulated conference can handle multiple tasks (moderator, speaker, interpreter), 6. is able to apply acquired knowledge and experience in practice, 7. masters the main principles of interpreting crisis management. 	
Brief outline of the course: Basic conference terminology. Creation of glossaries of terms. Organizational preparation of the conference, practicing different roles (moderator, speaker, interpreter). Simulated conference. Consecutive conferences - low consecutive, high consecutive. Simultaneous conferences. Crisis management.	
Recommended literature: <ol style="list-style-type: none"> 1. BOHUŠOVÁ, Z. 2004. Simulácie. Niekoľko poznámok k didaktike výučby tlmočenia. In: Odborná komunikácia v zjednotenej Európe II. Banská Bystrica/Praha : Univerzita Mateja Bela/ Jednota tlmočníkov a prekladateľov, 2004, s. 17-20. 2. DJOVČOŠ, M, MELICHERČÍKOVÁ, M., VILÍMEK, V. 2021. Učebnica tlmočenia: skúsenosti a dôkazy. Banská Bystrica: Belianum, 2021. 3. GILE, D. 2009. Basic Concepts and Models for Interpreter and Translator Training. Revised Edition. Amsterdam/Philadelphia: John Benjamins Publishing Company, 2009. 	

4. MAKAROVÁ, V. 2004. Tlmočenie. Hraničná oblasť medzi vedou, skúsenosťou a umením možného. Bratislava: Stimul, 2004.
5. MELICHERČÍKOVÁ, M. 2013. Simulované konferencie vo výučbe tlmočenia. In: Teória a prax prípravy budúcich translatológov a učiteľov anglického jazyka : zborník z medzinárodnej elektronickej konferencie. Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela - Belianum, Fakulta humanitných vied, 201, s. 15-22.
6. MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava: Enigma, 2009.
7. PÖCHHACKER, F. 2004. Introducing Interpreting Studies. London/New York: Routledge, 2004.
8. ŠAVELOVÁ, J., MELICHERČÍKOVÁ, M. 2013. Simultaneous Interpreting. Univerzita Mateja Bela: Banská Bystrica, 2013.
9. ŠVEDA, P. 2021. Tlmočenie v teórii a praxi. Bratislava: Stimul.

Language of instruction:

Slovak, English C1

Notes:student time load:

Student workload: 90 hours

Combined form (L, S, C): 13

preparation of speeches including glossaries: 50

preparation for the final oral examination: 27

Course assessment

The final number of assessed students: 10

A	B	C	D	E	FX(0)	FX(1)	n
70.0	30.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: PhDr. Miroslava Melicherčíková, PhD.

Last changed: 16.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-008	Course name: Contemporary Application of ICT in French Language Teaching / Learning
Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: Student regularly prepares pedagogical activities through ICT (worksheets) during the semester (20%). At the end of the semester, he orally presents and comments on a pedagogical activity through ICT (40%). After the end of the semester, he passes the final written test (40%). The student has the right to one correction date for the written final test and the oral exam. The assessment is carried out according to the classification scale: A (100 - 94 %), B (93 - 87 %), C (86 - 80%), D (79-73%), E (72-65%). Credits will be awarded to a student who has obtained at least 65% for fulfilling the specified conditions. The requirements and recommended literature are updated annually in the course syllabi. a) continuous assessment: regular preparations (20%) oral presentation and commentary of a pedagogical activity through ICT (40%) b) final written test (40%). The student has the right to one correction date of the written final test.	
Learning objectives: The student <ol style="list-style-type: none"> 1. uses relevant specialized literature to gain knowledge in the given field 2. knows the basic possibilities of ICT (computer, multimedia device, interactive table) 3. knows the basics of Internet resources for teaching / learning French as a foreign language 4. applies his knowledge in ICT to teaching French as a foreign language 5. will create pedagogical activities through ICT 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Traditional and multimedia pedagogical material for teaching foreign languages 2. Video in teaching French as a foreign language 3. Multimedia in teaching French as a foreign language 4. Interactive whiteboard in teaching French as a foreign language 5. Teach foreign languages remotely and online 6. Pedagogical blog 7. Conclusion - the place of ICT in teaching French as a foreign language 	
Recommended literature: <ol style="list-style-type: none"> 1. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette 	

2. Guichon, N. 2012. Vers l'intégration des TIC dans l'enseignement des langues. Paris : Didier
3. Himber, C., Poletti, M.-L. 2011. Adosphère 1,2,3,4 - Méthode de français + Cahier d'activités (+ 1 CDrom). Paris: Hachette
4. Hirschsprung, N. 2005. Apprendre et enseigner avec le multimédia. Paris : Hachette
5. Mérieux, R., Loiseau, Y. 2008. Latitudes 1, DVD pour la classe. Paris: Didier
6. Pécheur, J., Girardet, J. 2011. Échos A1, A2, B1, B2 version numérique. Paris: Clé International

Language of instruction:

French (B2-C1)

Notes:student time load:

150 hours, of which:

Combined study (P, S, K): 26

self-study: 59 preparation for regular activities: 20

preparation for oral presentation: 20

preparation for the final written test: 25

Course assessment

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-002	Course name: Contemporary French Art and Culture
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: Course completion conditions: During the semester, the student creates a seminar paper (6 pages) and a presentation (PowerPoint, Prezi etc.) addressing the selected topic. After completing the semester, the student takes the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
a) continuous assessment: seminar paper preparation and delivery of the presentation – max. 40 p.	
b) final assessment: oral exam – max. 60 p.	
Learning objectives: The student <ol style="list-style-type: none"> 1. understands the facts and basic concepts pertaining to French art and culture 2. can define and describe these facts in the broader historical and social context 3. uses the knowledge in practice, e.g., to create their seminar paper 4. can evaluate information, events, and phenomena based on this knowledge 5. can evaluate ideas, statements, facts, and materials by integrating their knowledge 6. develops a complex system of knowledge based on the subject matter studied during this course. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. France at the beginning of the 21st century: the cultural and social contexts. 2. Contemporary French culture – major figures and institutions. 3. Contemporary French music. 4. Contemporary French visual arts. 5. Contemporary French architecture – major figures. 6. Street art. 7. The multicultural nature of contemporary French art. 8. Francophony and its presence in the artistic environment. 	

9. Major French artists with non-French roots.
10. Current topics: immigration and exile in art.

Recommended literature:

1. Balibar, E. 1998. Droit de cité. Culture et politique en démocratie. Paris: Éditions de l'Aube, 1998. 185 s. ISBN 2-87678-369-X
2. Béghain, P. 1998. Le patrimoine: culture et lien social. Paris: Presses de SciPO, 1998, 115 s. ISBN 2-7246-0753-8.
3. Bloche, P. 1999. Le désir de France: la présence internationale de la France et de la francophonie dans la société de l'information. Paris: La documentation française, 1999. 203 s. ISBN 211004280.
4. Bourgeois, R. et al. 2004. La France des institutions, le citoyen dans la nation. Grenoble: Presses Universitaires. 2004. 119 s. ISBN 2-7061-0904-1.
5. Cook, M. 1993. French culture since 1945. London: Longman, 1993. 327 s. ISBN 0-582-08806-2.
6. Culture et société. 1993. Paris: La documentation française, 1993. 120 s. bez ISBN.
7. Derosier J.-P. 2015. Les limites constitutionnelles a l'intégration européenne. Issy-les-Moulineaux: LGDJ, 2015. 601 s. ISBN 978-2-275-04005-9.
8. Ginestier, P. et al. 1967. Culture et civilisation françaises. Paris: Didier, 1967. 506 s.
9. Harari, Y. N. 2018. 21 leçons pour le XXème siècle. Paris: Editions Albin Michel, 2018. 375 s. ISBN 978-2-226-43603-0.
10. Lawrence, A. et al. 2018. La mémoire de l'esclavage. Paris: l'Harmattan, 2018. 260 s. ISBN 978-2-343-15137-3.
11. Mauchamp, N. 2004. La France de toujours. Paris: CLE, 2004. 185 s. ISBN 2-09-033122-4.
12. Muracciole, J.-F. 1998. Les enfants de la défaite. La résistance, l'éducation et la culture. Paris: Presses de SciPO, 1998. 371 s. ISBN 2-7246-0741-4.
13. Pecníková, J. – Mešková, E. 2017. Francúzska kultúrna identita v obrazoch a textoch. Banská Bystrica: Belianum, 2017. 128 s. ISBN 978-80-557-1327-4.
14. Schmitt, F. 2020. La France jusqu'au début du 20e siècle : aspects historiques et culturels. Banská Bystrica: Dali BB, 2020. 199 s. ISBN 978-80-8141-242-4.
15. Silverman, M. 2014. Deconstricting the nation. Immigration, racism, and citizenship in modern France. Abingdon: Routledge, 2014. 204 s. ISBN 978-0-415-75543-6.
16. Soler, M. G. C. 2020. L'interculturalité, source de la dynamique du FLE? Paris: L'Harmattan, 2020, 171 s. ISBN 978-2-343-20545-8.
17. Wagner, A.-C. 1998. Les nouvelles élites de la mondialisation. Une immigration dorée en France. Paris: Presses universitaires de France, 1998. 236 s. ISBN 213049661X.

Language of instruction:

Slovak, French

Notes: student time load:

Student time load - 150 hours:
Combined study: 26 hours (13 L, 13 S)
Presentation – 20 h.
Seminar paper (6 pgs) – 20 h.
Studying specialised texts – 40 h.
Preparation for the final oral exam – 44 h.

Course assessment							
The final number of assessed students: 2							
A	B	C	D	E	FX(0)	FX(1)	n
50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: PhDr. Jana Pecníková, PhD.							
Last changed: 02.11.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-004	Course name: Contemporary French and Francophone literature
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student creates a seminar paper (6 pages) and a presentation (PowerPoint, Prezi etc.) addressing the selected topic. After completing the semester, the student takes the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. a) continuous assessment: seminar paper preparation and delivery of the presentation – max. 40 p. b) final assessment: oral exam – max. 60 p.	
Learning objectives: The student <ol style="list-style-type: none"> 1. understands the facts and basic concepts pertaining to contemporary French and francophone literature 2. can define and describe these facts in the broader historical and social context 3. uses the knowledge in practice, e.g., to create their seminar paper 4. can evaluate information, events, and phenomena based on this knowledge 5. can evaluate ideas, statements, facts, and materials by integrating their knowledge 6. develops a complex system of knowledge based on the subject matter studied during this course. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Reception of French literature since the beginning of the 21st century. 2. Portraits of the selected French authors. 3. Contemporary French literary works: a selection. 4. Book awards and their laureates. 5. Current social issues (exile, migration, identity) and their reflection in literary works. 6. Non-French authors writing in French. 7. The multicultural nature of francophone literature. 8. Selected francophone literature (Switzerland, Quebec, Maghreb, Belgium, etc.). 	

9. Language and cultural identity in literary works.
 10. Contemporary French and Francophone Literature – trends.

Recommended literature:

- 1) Compagnon, A. 2007. La littérature, pour quoi faire? Paris: Collège de France, 2007. 76 s. ISBN 978-2-213-63288-9.
- 2) Mešková, L. 2007. Communication interculturelle France-Slovaquie. Banská Bystrica: UMB, 2007. 72 s. ISBN 978-80-8083-508-8.
- 3) Lacotte, D. 2000. Contes et légendes en terres de France. Paris: Editions Ouest-France, 2000. 206 s. ISBN 2-7373-2573-0.
- 4) Soler, M. G. C. 2020. L'interculturalité, source de la dynamique du FLE? Paris: L'Harmattan, 2020, 171 s. ISBN 978-2-343-20545-8.
- 5) Augé, M. 2019. Un ethnologue dans le métro. Paris: Pluriel, 2019. 119 s. ISBN 978-2-8185-0333-1.
- 6) Harari, Y. N. 2018. 21 leçons pour le XXI^{ème} siècle. Paris: Editions Albin Michel, 2018. 375 s. ISBN 978-2-226-43603-0.
- 7) Lawrence, A. et al. 2018. La mémoire de l'esclavage. Paris: l'Harmattan, 2018. 260 s. ISBN 978-2-343-15137-3.
- 8) Beacco, J.-C. 2017. L'éducation plurilingue et interculturelle. Paris: Didier, 2017. 298 s. ISBN 978-2-278-08668-9.
- 9) Radimská J. 2005. Antologie francouzské literatury. Bratislava: Fraus, 2005. 171 s. ISBN 80-7238-109-1.
- 10) Ligny C. de. Et. Al. 1998. La littérature française. Paris: Nathan, 1998. 159 s. ISBN 2091778761.
- 11) Pecníková, J. – Mešková, L. 2017. Francúzska kultúrna identita v obrazoch a textoch. Banská Bystrica: Belianum, 2017. 128 s. ISBN 978-80-557-1327-4.
- 12) VIART, D. – VERCIER, B. : La littérature française au présent. Paris : Bordas, 2008.
- 13) VIART, D.: Le Roman français au XXI^{ème} siècle. Paris, Armand Colin, 2011.
- 14) DELON, M. – MÉLONIO, F. – MARCHAL, B. – NOIRAY, J. – COMPAGNON, A., sous la direction de TADIÉ J.-Y. : La littérature française : dynamique & histoire II. Paris, Éditions Gallimard, 2007.

Language of instruction:

Slovak, French

Notes: student time load:

Student time load - 150 hours:
 Combined study: 26 hours (13 L, 13 S)
 Presentation – 20 h.
 Seminar paper (6 pgs) – 20 h.
 Studying specialised texts – 40 h.
 Preparation for the final oral exam – 44 h.

Course assessment

The final number of assessed students: 3

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: PhDr. Jana Pecníková, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-001	Course name: Contemporary French society
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student takes a short written test (20%). He also performs oral presentation on the topic chosen at the beginning of the semester (20%). After the end of the semester, he will graduate written final test (60%). The student has the right to one remedial written final test. Maximum total number points obtained for the continuous and final assessment is 100. The assessment is carried out according to classification scale: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65 %). Credits will be awarded to the student who has obtained at least 65 of the specified conditions 100 points. a) continuous assessment: short written test (20%) oral presentation (20%) b) final assessment: written final test (60%)	
Learning objectives: The student 1. uses relevant specialized literature to gain knowledge in the given field 2. is able to use all available resources in French 3. applies acquired theoretical knowledge and language skills in practice 4. objectively evaluates methods and approaches of journalists based on their work 5. understands current social and cultural topics about France and can analyze them 6. knows how to argue and reformulate his own opinions	
Brief outline of the course: 1. Diversity of the population 2. Current evolution of political life in France 3. Current evolution of economic life in France 4. The importance of the media in current French society 5. Secularism and religious life in France 6. Myths, symbols and the question of French national identity	
Recommended literature: 1. Carpentier, J.; Lebrun, F. 1989. Histoire de France. Paris: Seuil 2. Labrune, G. 2011. L'histoire de France. Paris: Nathan 3. Goetschel, P. 2014. Histoire culturelle de la France. De la belle époque à nos jours Paris: Armand Colin 4. Mathieux, J. 1996. Outils. Histoire de France. Paris: Hachette 5. Mauchamp, N. 2003. La France de toujours. Paris : Clé international	

6. Noutchié Njiké, J. 2005. Civilisation progressive de la Francophonie. Paris: Clé international 7. Schmitt, F. 2006. Histoire de France. Banská Bystrica : UMB 8. Schmitt, F. 2009. Civilisation française. Banská Bystrica: UMB 9. Schmitt, F. 2020. La France jusqu'au début du 20e siècle : aspects historiques et culturels. Banská Bystrica : Dali-BB							
Language of instruction: French (C1-C2)							
Notes:student time load: 150 hours, of which: Combined study (P, S, K): 26 self-study: 59 preparation for oral presentation: 20 preparation for the final written test: 45							
Course assessment The final number of assessed students: 5							
A	B	C	D	E	FX(0)	FX(1)	n
40.0	20.0	40.0	0.0	0.0	0.0	0.0	0.0
Instructor: doc. Mgr. Francois Schmitt, PhD., PhDr. Jana Pecníková, PhD.							
Last changed: 18.08.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-pol-205	Course name: Contemporary Poland (A2 - B1)
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student continuously submits their completed homework. In the last week of the semester, the student takes a written test. After completing the semester, they take a final oral exam. Credits will not be awarded to a student who scores fewer than 19.5 in the written test and/or fewer than 22.5 in the oral exam. The student has the right to one resit (For each part of the final exam respectively.) The grading scale: A (100 – 94 %), B (93 – 87 %), C (86 – 80 %), D (79 – 73 %), E (72 – 65 %). Credits are assigned to the student who collects the minimum of 65 points (%). a) continuous assessment: Completing homework: 0–30 p. Written test in week 13: 35 p. b) final assessment: Oral exam during the exam period: 35 p.	
Learning objectives: The student is able to analyse thematic maps. They can identify and analyse the components of a socio-geographic system and evaluate how they are linked to the physical-geographic sphere. The student follows the state and development of economy, transport, and services and has detailed knowledge of the Polish state administration, self-governments, and current political situation in Poland. They collect this information on their own and apply them in the translation process as well as in general and specialised communication in Polish.	
Brief outline of the course: The geographic position of Poland (Central Europe), its characteristics, and significance. Administrative division. Regions. Nature, soil types, plants, animals. National parks, protected monuments and areas. Demography. Population (development, distribution, major settlements – classification and structure). Ethnic minorities. Religion in Poland. Mineral resources. Diversification of gas and oil supply. Development and structure of economy. Importance and characteristics of agriculture. Basic factors in Polish industrial production. Main types of transport, its distribution, and tourism. Social and technical services. International trade (export, import). Selected topics in political geography – the Republic of Poland, the structure of state and self-government bodies, parliamentary democracy in Poland - legislative, executive and judicial powers. Polish political parties. Poland in international institutions. The geopolitical position of Poland.	

Recommended literature:

- 1 STARZOMSKI, J. 2011. Geografia. Warszawa : READ ME, 2011.
- 2 WSPÓŁCZESNE SPOŁECZEŃSTWO POLSKIE, 2020. Ed. A. Gizy, M. Sikorska. Warszawa : PWN, 2020.
3. ŚLESZYŃSKI, P. – CZAPIEWSKI, K. 2021. Atlas Wyszehradzki. Warszawa : GADGET, 2021.
3. WĘCŁAWOWICZ, G. 2018. Geografia społeczna Polski. Warszawa : PWN, 2018.
- 4 KRAWCZYK. SZ. 2013. Wiedza o społeczeństwie. Warszawa : Lango. 2013.
5. OSTASZEWSKA, K, RICHLING, A. 2005. Geografia fizyczna Polski. Warszawa : PWN. 2005.

Language of instruction:

Slovak, Polish

Notes: student time load:

90 h.
Presence, combined studies (L, S, C): 26 h.
Self-study: 14 h.
Completing homework: 15 h.
studying for the written test: 15 h.
Studying for the oral exam: 20 h.

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-rus-232		Course name: Contemporary Russia (A2 - B1)					
Type, extent and method of instruction:							
Form of instruction: Seminar							
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 26							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester: 2., 4.							
Level: II.							
Prerequisites:							
Course completion conditions:							
The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).							
a) continuous assessment:							
Active participation in seminars: 50%							
b) final assessment:							
Discussion on the selected topic: 50%							
Learning objectives:							
The course aims to help the student develop their communication skills. The course focuses on the contemporary form of the Russian language and works with up-to-date resources, mainly mass media texts. The student expands their vocabulary and learns about the specificities of contemporary Russian in practice.							
Brief outline of the course:							
The course addresses a broad variety of current social, political, and cultural issues presented by mass media in Russia and abroad.							
Recommended literature:							
current Russian print, TV, radio, Internet							
Language of instruction:							
Slovak, Russian (B2)							
Notes: student time load:							
120 h.							
Active participation in seminars: 26 h.							
Text preparation: 94 h.							
Course assessment							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Martin Lizoň, PhD.
Last changed: 02.11.2022
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-004	Course name: Continuous Teaching Practice - French 1
Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined	
Number of credits: 2	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: a) participation on teaching practice - class observations and own performances b) portfolio of materials from teaching practice: - written records from didactic class observations – observations of a practice teacher and classmates from a group, - written preparations for direct teaching activity, including didactic analysis of a curriculum, commented preparations for classes of classmates from a group (class observations of classmates) own evaluation of the teaching practice (practice report including suggestions and recommendations) - written evaluation of taught classes made by a practice teacher (using evaluation sheet, in which a practice teacher express their opinion on particular components of classes) The course assessment corresponds to the A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquired a minimum of 65% for fulfillment of given conditions. Course completion conditions and recommended literature are updated every year in a syllabus of the course. Continuous assessment: participation on teaching practice - class observations and own performances Final assessment: portfolio of materials from teaching practice: - portfolio of materials from teaching practice: written records from didactic class observations – observations of a practice teacher and classmates from a group, written preparations for direct teaching activity, including didactic analysis of a curriculum, commented preparations for classes of classmates from a group (class observations of classmates) own evaluation of the teaching practice (practice report including suggestions and recommendations) - written evaluation of taught classes made by a practice teacher (using evaluation sheet, in which a practice teacher express their opinion on particular components of classes)	
Learning objectives: The student 1. has practical experience in teaching FJ.	

2. on the basis of pedagogical, psychological and professional subjects, can analyze individual parts of the lesson, assess the appropriateness of the chosen means of education. He is able to carry out a didactic analysis of the lesson together with the trainee teacher.
3. can create detailed preparation for own output during pedagogical practice.
4. is able to realize his own output in pedagogical practice, which he can evaluate.
5. will use relevant professional literature to gain knowledge in the given field
6. writes notes
7. observes interactions in the classroom between the teacher or trainees and pupils and between pupils
8. observes the pedagogical approaches of the teacher or trainee and interprets them based on his theoretical knowledge from didactics
9. observes the students' learning process and the students' reactions to the teacher's stimuli or intern
10. critically analyzes the teaching outputs of classmates and own outputs
11. cooperates with a trainee teacher
12. prepares preparations for the lessons and adjusts them after the outputs and analysis of the lessons
13. applies theoretical knowledge from didactics into practice

Brief outline of the course:

1. Observation of the lessons of the trainee teacher and classmates
2. Teaching
3. Analyzes of lessons
4. Preparation of lessons in cooperation with a trainee teacher

Recommended literature:

1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB
2. Barthélémy, F. 2007. Professeur de FLE. Histoire, enjeux et perspectives. Paris : Hachette
3. Bertocchini, P. & Costanzo, E. 2008. Manuel de formation pratique pour le professeur de FLE. Paris : Clé international
4. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
5. Tagliante, C. 2006. La classe de langue. Paris : Clé international

Other recommended literature:

1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
3. Kalhoust, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožušková, M., Obdržálek, Z., Porubská, E., & Káňák, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Průcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Sieglóvá, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.

17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
 18. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií:
 www.minedu.sk, www.statpedu.sk, www.nucem.sk, www.casopisdobraskola.sk

Language of instruction:

Slovak, French (C1-C2)

Notes:student time load:

Student time load: 60 hrs, of which:
 practice (class observations, performances, analysis of classes): 30 hrs consultations, preparation for classes, portfolio: 30 hrs

Course assessment

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-005	Course name: Continuous Teaching Practice - French 2
Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined	
Number of credits: 2	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: a) participation on teaching practice - class observations and own performances b) portfolio of materials from teaching practice: - written records from didactic class observations – observations of a practice teacher and classmates from a group, - written preparations for direct teaching activity, including didactic analysis of a curriculum, commented preparations for classes of classmates from a group (class observations of classmates) own evaluation of the teaching practice (practice report including suggestions and recommendations) - written evaluation of taught classes made by a practice teacher (using evaluation sheet, in which a practice teacher express their opinion on particular components of classes) The course assessment corresponds to the A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquired a minimum of 65% for fulfillment of given conditions. Course completion conditions and recommended literature are updated every year in a syllabus of the course. Continuous assessment: participation on teaching practice - class observations and own performances Final assessment: portfolio of materials from teaching practice: - portfolio of materials from teaching practice: written records from didactic class observations – observations of a practice teacher and classmates from a group, written preparations for direct teaching activity, including didactic analysis of a curriculum, commented preparations for classes of classmates from a group (class observations of classmates) own evaluation of the teaching practice (practice report including suggestions and recommendations) - written evaluation of taught classes made by a practice teacher (using evaluation sheet, in which a practice teacher express their opinion on particular components of classes)	
Learning objectives: The student 1. has practical experience in teaching FJ. 2. on the basis of pedagogical, psychological and professional subjects, can analyze individual parts	

of the lesson, assess the appropriateness of the chosen means of education. He is able to carry out a didactic analysis of the lesson together with the trainee teacher.

3. can create detailed preparation for own output during pedagogical practice.
4. is able to realize his own output in pedagogical practice, which he can evaluate.
5. will use relevant professional literature to gain knowledge in the given field
6. writes notes
7. observes interactions in the classroom between the teacher or trainees and pupils and between pupils
8. observes the pedagogical approaches of the teacher or trainee and interprets them based on his theoretical knowledge from didactics
9. observes the students' learning process and the students' reactions to the teacher's stimuli or intern
10. critically analyzes the teaching outputs of classmates and own outputs
11. cooperates with a trainee teacher
12. prepares preparations for the lessons and adjusts them after the outputs and analysis of the lessons
13. applies theoretical knowledge from didactics into practice

Brief outline of the course:

1. Observation of the lessons of the trainee teacher and classmates
2. Teaching.
3. Analyzes of lessons
4. Preparation of lessons in cooperation with a trainee teacher

Recommended literature:

1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB
2. Barthélémy, F. 2007. Professeur de FLE. Histoire, enjeux et perspectives. Paris : Hachette
3. Bertocchini, P. & Costanzo, E. 2008. Manuel de formation pratique pour le professeur de FLE. Paris : Clé international
4. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
5. Tagliante, C. 2006. La classe de langue. Paris : Clé international

Other recommended literature:

1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
3. Kalhoust, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožušková, M., Obdržálek, Z., Porubská, E., & Káník, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávaní žiaka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Průcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.

18. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií:
www.minedu.sk, www.statpedu.sk, www.nucem.sk, www.casopisdobraskola.sk

Language of instruction:

Slovak, French (C1-C2)

Notes:student time load:

Student time load: 60 hrs, of which:

practice (class observations, performances, analysis of classes): 30 hrs

consultations, preparation for classes, portfolio: 30 hrs

Course assessment

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-105	Course name: Continuous Teaching Practice EN 1
Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined	
Number of credits: 2	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: Course completion conditions: During the semester the student actively participates in lesson observations; works on observation tasks, discusses teaching alternatives. Prepares and teaches own lessons. Reflects own teaching and gives constructive feedback to peers. Continuous assessment: Preparation of lesson plans and teaching materials: 0-20 points Teaching own lessons: 0-20 points Observation tasks: 0-10 points Total: 50 points; pass 32 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). a) continuous assessment: Continuous assessment consists of active participation in discussions with mentor teacher and peers, preparation of own lessons plans, teaching lessons and reflection. b) final assessment: The final evaluation consists of a portfolio of materials from pedagogical practice: written records of didactic lessons of lessons - lessons of a trainee teacher, lessons of his classmates. The final evaluation includes written preparations for direct teaching activities, including didactic analysis of the curriculum, self-evaluation of pedagogical practice / output (including suggestions and recommendations), written evaluation of individual lessons taught by the teacher (we recommend an evaluation sheet in which the practitioner The teacher expresses in structured items the individual items (min. 65 points, max. 100 points).	
Learning objectives: Student will be able to: <ol style="list-style-type: none"> 1. prepare a lesson plan with help of mentor teacher; 2. state aims and objectives of the lesson; 3. apply knowledge and skills form ELT methodology; 4. choose and adapt teaching material 5. evaluate own teaching; 6. give feedback to lessons observed. 	
Brief outline of the course:	

Presentation and practice of language skills and language means. Motivation of different age groups. Designing lesson plans. Choosing appropriate materials aids and tasks. Assessment and self-assessment. Giving feedback to peers. Self assessment.

Recommended literature:

Recommended literature:

HOMOLOVÁ, E. Becoming an English Teacher. 2012. Banská Bystrica FHV UMB, 2012.

Common European Framework of Reference for languages. Council of Europe. 2002

English course books and teacher's books used in basic/secondary schools

ŠVP ISCED 2 <http://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-druhy-stupen-zs/>

4. iŠVP ISCED <http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-gymnazia-so-stvorrocny-m-patrocnym-vzdelavacim-programom/>

5. Čapek, R. (2015). Moderní didaktika. Grada Publishing.

6. Harmer, J. (2007) The Practice of English language teaching. OUP

7. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.

8. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.

9. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií:

www.minedu.sk, www.statpedu.sk, www.nucem.sk, www.casopisdobraskola.sk

Language of instruction:

Slovak language C1, English language B2-C1

Notes: student time load:

60 hours:

observation, teaching, analysis: 26 hours

preparations of lesson plans and teaching materials: 20 hours

consultations: 14 hours

Course assessment

The final number of assessed students: 69

A	B	C	D	E	FX(0)	FX(1)	n
60.87	28.99	7.25	1.45	1.45	0.0	0.0	0.0

Instructor: doc. PhDr. Eva Homolová, PhD.

Last changed: 20.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-106	Course name: Continuous Teaching Practice EN 2
Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined	
Number of credits: 2	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). If the student gains 64% and less, he/she is given Fx (failed). Credits are assigned to the student who acquires a minimum of 65 points out of possible 100. a) continuous assessment: Participation in the preliminary pedagogical practice and making notes from observations (a teacher’s diary) b) final assessment: The final assessment consists of the final portfolio which consists of materials from ELT practice: written observations of peers during their teaching, analyses done with in-service teachers, creating a teacher’s diary. Lesson plans are also part of the final assessment together with analysis of the topic, self-evaluation of ELT practice (together with tips and recommendations), written evaluation of lessons taught by the pre-service teacher by in-service teacher (we recommend to use evaluation sheet with structured items related to different aspects of teaching (min. 65 points, max. 100 points). The number of points acquired are specified according to the subject studied in the given teacher training program. The ELT practice can be also realized through the method of service-learning conditioned by the student’s successful completion of SL subjects.	
Learning objectives: The student: <ol style="list-style-type: none"> 1. has practical experience with teaching the selected subject, 2. is able to analyze individual parts of a lesson and evaluate the use of selected means of education, based on pedagogical, psychological and other subject related aspects, the student is also able to analyze his/her lesson together with the in-service teacher. 3. is able to create a detailed plan for his/her own teaching as part of his/her pedagogical practice. 4. is able to carry out his/her own lesson plan and is able to self-reflect upon it. 	
Brief outline of the course: The main aim of the pedagogical practice is to create a lesson plan/project which will be carried out among pupils at selected lower or higher secondary school, based on the recommendations provided by in-service teachers and counselling with university lecturers in charge of ELT practice.	
Recommended literature:	

1. Homolová, E. (2013, 2015). Methodology of Teaching English 1, 2. Belianum.
2. Homolová, E. (2012). Becoming an English Teacher. Banská Bystrica: FHV UMB.
3. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
4. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
5. Kalhous, Z., & Obst, O. (2002). Školní didaktika. Portál.
6. Kožuchová, M., Obdržálek, Z., Porubská, E., & Káník, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
7. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
8. Mertin, V. (2012). Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer.
9. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
10. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
11. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
12. Petty, G. (2013). Moderní vyučování. Portál.
13. Průcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
14. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
15. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
16. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
17. Sitná, D. (2013). Metody aktivního vyučování. Portál.
18. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
19. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
20. Odborné časopisy a noviny, aj v e-podobe.
21. Odkazy na e-zdroje v LMS Moodle.
22. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií: www.minedu.sk, www.statpedu.sk, www.nucem.sk, www.casopisdobraskola.sk

Language of instruction:

Slovak, English C1

Notes: student time load:

60 hours (total) divided into:

teaching, observations of peers during teaching, analyses of taught classes: 26

preparing a portfolio (+own lesson plans): 20

counselling: 14

Course assessment

The final number of assessed students: 69

A	B	C	D	E	FX(0)	FX(1)	n
85.51	11.59	2.9	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD.

Last changed: 06.03.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-317	Course name: Critical Thinking in EFL Context
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The course will be evaluated on the basis of preliminary activities assigned during semester (simulations, portfolio). In the examination period after the end of semester there will be a final written project elaborate and presented aimed at application of critical thinking into teaching EL. Evaluation is based on the following assessment criteria: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). Minimum number of acquired percents is 65. Final exam will be held during officially recognised examination period. a) continuous assessment: Preliminary tasks will be carried out during seminars. b) final assessment: Elaboration of the project and its presentation.	
Learning objectives: Learning objectives: Student <ol style="list-style-type: none"> 1. is able to use data about critical thinking, 2. is be able to critically evaluate the position of a teacher in primary and secondary schools and will be able to apply didactic strategies and techniques taking into consideration critical thinkin, 3. identifies specifics of ELT to the given age taking into account microculture of a classroom, 4. applies theoretical knowledge in practical way during his/her classes, 5. creates own project based on integrating critical thinking in EFL context. 	
Brief outline of the course: Critical Thinking Integrating Critical Thinking Skills in the Exploration of Culture in EFL context Identity Wheel Microculture of a classroom Techniques used to develop critical thinking in EFL context (active reading, active listening)	
Recommended literature: Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press. Retrieved from https://rm.coe.int/1680459f97 . Chatfield, T. (2018) Critical Thinking. Sage. ISBN 978-1-4739-4714-6.	

<p>Hales, A. (2018). The Local in History: Personal and Community History and Its Impact on Identity. <i>Education 3-13</i>, 46:6, 671-684. DOI: 10.1080/03004279.2018.1483802.</p> <p>Kramsch, C. (1995). The Cultural Component of Language Teaching. <i>Language, Culture and Curriculum</i>, 8:2, 83-92. DOI: 10.1080/07908319509525192.</p> <p>Neff, P., Rucynski, J. (2013). Tasks for Integrating Language and Culture Teaching. <i>English Teaching Forum</i>, 51:2, 12-23. Retrieved from https://americanenglish.state.gov/resources/english-teaching-forum-2013-volume-51-number-2#child-1486.</p> <p>Ráčková, Z. (2013). <i>Využitie medzipredmetových vzťahov v projektovom vyučovaní na ZŠ</i>. Bratislava, SK: Metodicko-pedagogické centrum.</p> <p>Schulz, B. (2008). The Importance of Soft Skills: Education Beyond Academic Knowledge. <i>Nawa Journal of Communication</i>, 2(1), 146-154. Retrieved from http://ir.nust.na/jspui/handle/10628/39.</p> <p>Theodoulides, L. a kol. (2020) <i>Rozvoj kritického myslenia koučovacím prístupom vo vysokoškolskom prostredí</i>. Belianum.</p>																							
<p>Language of instruction: English B2, Slovak</p>																							
<p>Notes:student time load: In total: 120 seminars: 26 preparation of the project: 30 presentation of the project: 34 self-study: 30</p>																							
<p>Course assessment The final number of assessed students: 4</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX(0)</th> <th>FX(1)</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>100.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>								A	B	C	D	E	FX(0)	FX(1)	n	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX(0)	FX(1)	n																
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0																
<p>Instructor: Mgr. Anna Slatinská, PhD.</p>																							
<p>Last changed: 18.05.2022</p>																							
<p>Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.</p>																							

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-PTE-102		Course name: Cross-cutting themes in education					
Type, extent and method of instruction:							
Form of instruction: Lecture / Practical							
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 13 / 13							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester: 3.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 117							
A	B	C	D	E	FX(0)	FX(1)	n
91.45	4.27	2.56	0.0	0.0	0.0	1.71	0.0
Instructor: doc. PaedDr. Lenka Rovňanová, PhD., doc. Mgr. Lívia Nemcová, PhD.							
Last changed: 06.12.2021							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ksc-201	Course name: Cultural and social inclusion of foreign students 1
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The student has to participate in at least 5 projects. Each project is worth 20 p. The student can score the total of 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%), FX (64%–0%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. a) continuous assessment: Active participation in project organisation focused on foreign students enrolled in MBU programmes. b) final assessment: A portfolio of materials pertaining to the projects organised – a written report.	
Learning objectives: The student gains practical experience with organising activities for foreign students (persons with other than Slovak citizenship officially studying at MBU). The student knows and correctly uses the academic terminology. Volunteering provides the student with an opportunity to pursue their interests and learn how to manage their free time while feeling self-fulfilled and useful. The student feels that their work is meaningful. It allows them to improve their self-confidence and self-evaluation. They acquire new friends, knowledge, experience, and skills and improve their foreign language skills. They gain intercultural and international experience.	
Brief outline of the course: The student actively participates in educational, cultural, sports, and other interest-based activities for the community of foreign MBU students. The student helps organise educational activities, provides consulting to fresh students, organises free-time activities and competitions for the foreign MBU students. The student helps integrate their foreign peers into MBU student organisations and provides them with information on further educational possibilities offered by MBU.	
Recommended literature: BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4. BROZMANOVÁ GREGOROVÁ, A., MATULAYOVÁ, T., MRAČKOVÁ, A., VAVRINČÍKOVÁ, L., VLAŠIČOVÁ, J.: Dobrovoľníctvo keď pomoc baví a zábava pomáha. Bratislava: ŠEVT, a.s. pre Úrad vlády SR, 2011. ISBN 978-80-8106-049-6.	

BROZMANOVÁ GREGOROVÁ, A.: Dobrovoľníctvo ako prostriedok rozvoja mladého človeka. In: ZOOM - M Zaostrené na mladých, 2008, č. 4, s. 11-14.

BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.

DLOUHÁ, Regina, e.al. Dobrovolnictví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.

GREGOROVÁ, A.: Centrum dobrovoľníctva a jeho úloha pri rozvoji dobrovoľníctva. In: Dobrovoľníctvo v meste Banská Bystrica (zborník). Banská Bystrica: PF UMB, 2003. s. 22 - 24. ISBN 80-8055-750-0.

HAPALOVÁ, M. 2017. Dobrovoľnícke programy a podpora dobrovoľníctva. Bratislava : Implementačná agentúra MSVaR SR, 2017. 12 s. ISBN 978-80-89837-03-8. . [dostupné online 12. 6. 2019] https://www.ia.gov.sk/npkiku//data/files/np_kiku/dokumenty/Dobrovolnicke%20programy%20brozura%20Jun2017%20blok.pdf

KOLEKTIV, autorů, et al. Dobrovolníci v neziskových organizacích. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.

KRÁLIKOVÁ, N. (zost.) 2006. Ja nie som dobrovoľník! Ja to robím iba tak... Bratislava : IUVENTA, 2006. 28 s. ISBN 80-8072-0054-1

MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.

NAZAREJOVÁ, V. – ROTH, P. (zost.). 2012. Dobrovoľníctvo a čo ty? Prešov : Domka – Združenie saleziánskej mládeže. 2012. 16 s. [dostupné online 12. 6. 2019] http://dobrovolnictvo.sk/subory/publikacie/Dobrovolnictvo_a_co_TY_1.pdf

OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.

ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.

TOŠNER, J. - SOZANSKÁ, O. (eds.) 2006. Dobrovoľníci a metodika práce s nimi v organizacích. Praha : Portál 2006. 149 s. ISBN 80-7367-178-6.

Language of instruction:

Slovak, English

Notes:student time load:

Student time load: 90 h.
 Project preparation and implementation: 75 h.
 Portfolio: 15 h.

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Lujza Urbancová, PhD.

Last changed: 27.10.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ksc-202	Course name: Cultural and social inclusion of foreign students 2
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The student has to participate in at least 5 projects. Each project is worth 20 p. The student can score the total of 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%), FX (64%–0%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. a) continuous assessment: Active participation in project organisation focused on foreign students enrolled in MBU programmes. b) final assessment: A portfolio of materials pertaining to the projects organised – a written report.	
Learning objectives: The student gains practical experience with organising activities for foreign students (persons with other than Slovak citizenship officially studying at MBU). The student knows and correctly uses the academic terminology. Volunteering provides the student with an opportunity to pursue their interests and learn how to manage their free time while feeling self-fulfilled and useful. The student feels that their work is meaningful. It allows them to improve their self-confidence and self-evaluation. They acquire new friends, knowledge, experience, and skills and improve their foreign language skills. They gain intercultural and international experience.	
Brief outline of the course: The student actively participates in educational, cultural, sports, and other interest-based activities for the community of foreign MBU students. The student helps organise educational activities, provides consulting to fresh students, organises free-time activities and competitions for the foreign MBU students. The student helps integrate their foreign peers into MBU student organisations and provides them with information on further educational possibilities offered by MBU.	
Recommended literature: BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4. BROZMANOVÁ GREGOROVÁ, A., MATULAYOVÁ, T., MRAČKOVÁ, A., VAVRINČÍKOVÁ, L., VLAŠIČOVÁ, J.: Dobrovoľníctvo keď pomoc baví a zábava pomáha. Bratislava: ŠEVT, a.s. pre Úrad vlády SR, 2011. ISBN 978-80-8106-049-6.	

BROZMANOVÁ GREGOROVÁ, A.: Dobrovoľníctvo ako prostriedok rozvoja mladého človeka. In: ZOOM - M Zaostrené na mladých, 2008, č. 4, s. 11-14.

BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.

DLOUHÁ, Regina, e.al. Dobrovolnictví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.

GREGOROVÁ, A.: Centrum dobrovoľníctva a jeho úloha pri rozvoji dobrovoľníctva. In: Dobrovoľníctvo v meste Banská Bystrica (zborník). Banská Bystrica: PF UMB, 2003. s. 22 - 24. ISBN 80-8055-750-0.

HAPALOVÁ, M. 2017. Dobrovoľnícke programy a podpora dobrovoľníctva. Bratislava : Implementačná agentúra MSVaR SR, 2017. 12 s. ISBN 978-80-89837-03-8. . [dostupné online 12. 6. 2019] https://www.ia.gov.sk/npkiku//data/files/np_kiku/dokumenty/Dobrovolnicke%20programy%20brozura%20Jun2017%20blok.pdf

KOLEKTIV, autorů, et al. Dobrovolníci v neziskových organizacích. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.

KRÁLIKOVÁ, N. (zost.) 2006. Ja nie som dobrovoľník! Ja to robím iba tak... Bratislava : IUVENTA, 2006. 28 s. ISBN 80-8072-0054-1

MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.

NAZAREJOVÁ, V. – ROTH, P. (zost.). 2012. Dobrovoľníctvo a čo ty? Prešov : Domka – Združenie saleziánskej mládeže. 2012. 16 s. [dostupné online 12. 6. 2019] http://dobrovolnictvo.sk/subory/publikacie/Dobrovolnictvo_a_co_TY_1.pdf

OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.

ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.

TOŠNER, J. - SOZANSKÁ, O. (eds.) 2006. Dobrovoľníci a metodika práce s nimi v organizacích. Praha : Portál 2006. 149 s. ISBN 80-7367-178-6.

Language of instruction:

Slovak, English

Notes:student time load:

Total: 90 h.

Project preparation and implementation: 75 h.

Portfolio: 15 h.

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Lujza Urbancová, PhD.

Last changed: 27.10.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-009	Course name: Current issues in the French-speaking world 1
Type, extent and method of instruction: Form of instruction: Lecture Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: Successful completion of the seminar paper. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points (%). The student has the right to one resit. The requirements and recommended literature are updated yearly in the course syllabus. a) continuous assessment: Active participation in lectures given by foreign experts. b) final assessment: Seminar paper preparation – a resume of the lectures attended.	
Learning objectives: The student gets acquainted with the current social, political, and cultural issues in France. They learn about the research trends in humanities and social sciences. They approach the information critically and can reflect them.	
Brief outline of the course: A series of lectures by invited foreign experts on various topics (domestic and foreign policy, economy, society, language and linguistics, culture, media of francophone countries).	
Recommended literature: 1. BELOEIL-BENOIST, Yves-Jean - MONTOUSSE, Marc - DEUBEL, Philippe: 100 fiches pour connaître l'économie et la société françaises. Paris: Bréal, 2007. 2. KIMMEL, Alain: Vous avez dit France? Eléments pour comprendre la société française actuelle. Paris: Hachette, 1987. 3. KOOP, Marie-Christine - VERMETTE, Rosalie: France Au XXIe Siècle: Nouvelles Perspectives. Summa Publications, 2009. Up-to-date French press. Other publications recommended by the lecturers.	
Language of instruction: French (B2/C1)	
Notes: student time load:	

Course assessment			
The final number of assessed students: 2			
abs	n	p	v
100.0	0.0	0.0	0.0
Instructor: prof. PhDr. Katarína Chovancová, PhD., Mgr. Monika Zázrivcová, PhD.			
Last changed: 07.10.2022			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-010	Course name: Current issues in the French-speaking world 2
Type, extent and method of instruction: Form of instruction: Lecture Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: Successful completion of the seminar paper. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points (%). The student has the right to one resit. The requirements and recommended literature are updated yearly in the course syllabus. a) continuous assessment: Active participation in lectures given by foreign experts. b) final assessment: Seminar paper preparation – a resume of the lectures attended.	
Learning objectives: The student gets acquainted with the current social, political, and cultural issues in France. They learn about the research trends in humanities and social sciences. They approach the information critically and can reflect them.	
Brief outline of the course: A series of lectures by invited foreign experts on various topics (domestic and foreign policy, economy, society, language and linguistics, culture, media of francophone countries).	
Recommended literature: 1. BELOEIL-BENOIST, Yves-Jean - MONTOUSSE, Marc - DEUBEL, Philippe: 100 fiches pour connaître l'économie et la société françaises. Paris: Bréal, 2007. 2. KIMMEL, Alain: Vous avez dit France? Eléments pour comprendre la société française actuelle. Paris: Hachette, 1987. 3. KOOP, Marie-Christine - VERMETTE, Rosalie: France Au XXIe Siècle: Nouvelles Perspectives. Summa Publications, 2009. Up-to-date French press. Other publications recommended by the lecturers.	
Language of instruction: French (B2/C1)	
Notes: student time load:	

Course assessment			
The final number of assessed students: 4			
abs	n	p	v
100.0	0.0	0.0	0.0
Instructor: prof. PhDr. Katarína Chovancová, PhD., Mgr. Monika Zázrivcová, PhD.			
Last changed: 07.10.2022			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-DEP-513		Course name: Digital empowerment and participation	
Type, extent and method of instruction:			
Form of instruction: Practical			
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
Recommended number of periods: 26			
Method of study: combined			
Number of credits: 2			
Recommended semester/trimester:			
Level: II., III.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment			
The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
Instructor: doc. PhDr. Alžbeta Brozmanová Gregorová, PhD., Mgr. Zuzana Heinzová, PhD.			
Last changed: 08.09.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-305	Course name: Discourse Analysis
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: Requirements for a successful completion of the subject: During the semester, students write one written text and submit excerpts on cohesive devices taken from journalistic or artistic English texts. At the end of the semester the students write final test. Students will not get credits if they score less than 10 points for excerpting sources and less than 25 points for final written exam. Student can re-sit the exam once. This exam will cover study material from the whole semester. Final assessment is realised according to the standard criteria: A (100 – 94 %), B (93 – 87 %), C (86 – 80 %), D (79 – 73 %), E (72 – 65 %). The minimum number of points for obtaining credits is 65 points out of 100. a) continuous assessment: Written test: 0-30 points Excerpts: 0-30 points b) final assessment: Final written exam: 0-40 points	
Learning objectives: Student <ol style="list-style-type: none"> 1. understands the theory of discourse analysis and its practical relevance to language learning; 2. will use obtained knowledge on cohesion and coherence in the process of identification and classification of the text, 3. is able to categorise the text according to text typology, 4. is able to identify cohesive devices in the text; 5. applies obtained theoretical knowledge on cohesion and coherence in the process of creative writing; 6. can apply theoretical knowledge on speech acts and conversational principle in everyday conversation in English; 7. examines how stretches of language, considered in their social and psychological context become meaningful and unified for their users; 8. is able to produce various text types in particular registers; 	
Brief outline of the course: Syllabus: Discourse Analysis as a linguistic discipline, its relation to other language levels. Text and context. Form and function. Cohesion and cohesive devices. Reference – anaphora, cataphora,	

exophora. Ellipsis and substitution. Lexical cohesion. Conjunction – additive, adversative, causal and temporal. Text coherence. Coherence and speech acts. Coherence and conversational principles.

Recommended literature:

1. ŠTULAJTEROVÁ, A. 2015. Selected Chapters from Discourse Analysis. Banská Bystrica: University of Matej Bel, 2015.
2. COOK, G. 1989. Discourse. Oxford : Oxford University Press, 1989.
3. McCARTHY, M. 1991. Discourse Analysis for Language Teachers. Cambridge : Cambridge University Press, 1991.
4. HALLIDAY, M.A.K – HASAN, R. 1976. Cohesion in English. London : Longman, 1976.

Language of instruction:

English, Slovak

Notes: student time load:

Student's working load:
Time load: 90 hours
combined study (S): 13
self-study: 30
preparation for the written test: 10
excerpting sources: 15
preparation for final written exam: 22

Course assessment

The final number of assessed students: 18

A	B	C	D	E	FX(0)	FX(1)	n
94.44	0.0	0.0	0.0	0.0	5.56	0.0	0.0

Instructor: PaedDr. Alena Štulajterová, PhD.

Last changed: 17.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-211	Course name: ELT to Different Age Groups
Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The course will be evaluated on the basis of preliminary activities assigned during semester (simulations, portfolio). In the examination period after the end of semester there will be a final oral exam. In order to pass, the students have to acquire a minimum of 65 points. Evaluation is based on the following assessment criteria: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). Minimum number of acquired percents is 65. Final oral exam will be held during officially recognised examination period. To summarize, the overall assessment consists of: a) continuous assessment: Continuous submitting of assignments related to elaboration of didactic activities aimed at ELT to primary school pupils: - creation of portfolio with the most effective activities and games applied for the given age group, simulation of individual classes aimed at primary school pupils: b) successful completion of the final oral exam. The minimum pass grade for simulation is 10 points and the minimal pass for portfolio is 15 points. a) continuous assessment: elaboration of preliminary tasks b) final assessment: final oral exam	
Learning objectives: Student 1. is able to use data about effective ways how to teach English to different age groups, 2. is able to critically evaluate the position of a teacher in primary schools and children's clubs, will be able to apply didactic strategies and techniques, 3. will be able to identify specifics of ELT to the given age, 4. will be able to apply theoretical knowledge in practical way during simulations, 5. creates own portfolio of activities.	
Brief outline of the course: Characteristics of age groups in ELT. CEFR. National Program of Education related to ELT. Specifics of ELT to different age groups. Methods, strategies and techniques used in teaching. Motivation. Lesson plans. Self-reflection. Creativity. Logical and critical thinking. Key pedagogical documents needed when teaching English to different age groups.	
Recommended literature:	

HOMOLOVÁ, E. (2010). Motivating Young Learners in Acquiring English through Songs, Poems, Drama and Stories. In Theories in Practice. Zlín: Tomas Bata University. pp. 232 – 238. ISBN 978-80-7318-823-8.

LINDAHL, K. (2015). ELT in Early Childhood: Circle Time. Available at: <http://blog.tesol.org/elt-in-early-childhood-circle-time/> (accessed February 14, 2020).

LOJOVÁ, G., STRAKOVÁ, Z., Teoretické východiská vyučovania angličtiny v primárnom vzdelávaní. 2012. Bratislava: Univerzita Komenského, ISBN 978-80-223-3315-3 STRAKOVÁ, Z. Teaching English at Primary Level: From Principles to Practice. 2011. Prešov: Prešovská univerzita, ISBN 978-80-555-0494-0, s.93

STRAKOVÁ, Z., CIMERMANOVÁ, I. (eds.). Učiteľ cudzieho jazyka v kontexte primárneho vzdelávania. Prešov: Prešovská univerzita, 2010, ISBN 978-80-555-0232-8, s. 168.

PODHRADSKÁ, M. (2009). Veselá angličtina pre deti 2, vydavateľstvo TONADA. R 162 0016-2-731.

PODHRADSKÁ, M. (2010). Veselá angličtina pre deti 3, vydavateľstvo TONADA. R 162 0017-2-731.

UR, P. (1996). A Course in Language Teaching: Practice and Theory, Cambridge: CUP. 389 p. ISBN 978-0521567985.

Language of instruction:

English C1

Notes: student time load:

total number of hours: 150

combined study (seminar): 26

elaboration of preliminary tasks: 34

self-study: 30

preparation for the final oral exam: 60

Course assessment

The final number of assessed students: 53

A	B	C	D	E	FX(0)	FX(1)	n
96.23	3.77	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD.

Last changed: 11.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-esn-200	Course name: ESN MBU Volunteer 1
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1.	
Level: II.	
Prerequisites:	
Course completion conditions: The student participates in at least five projects. Each project is worth 20 p. The student can collect max. 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
a) continuous assessment: - Active participation in project organisation involving foreign MBU students as the target group. Preparation of a database, schedule, and budget for the activities. - Creating and evaluating an online survey before and after the semester focused on foreign students' needs and their satisfaction. - Providing tutoring to foreign students during the semester.	
b) final assessment: A portfolio of materials related to the projects organised: - report - photo documentation - list of the students involved.	
Learning objectives: Upon completion, the student has developed practical experience with organising activities focused on foreign students. They know and use correct university-related terminology in foreign languages. They have developed specific competences necessary to perform their job related to the promotion of civic engagement and public service. They can independently identify the default situation, activity goals, steps towards their achievement, schedule, problems; find partners; determine appropriate promotion methods; draft the budget; identify the needs of the participants; perform and evaluate activities. They have learned how to motivate other students to participate in volunteering and develop intercultural understanding.	
Brief outline of the course: In terms of volunteering, students actively participate in the MBU Erasmus Student Network. It is a non-profit student organisation that represents foreign students thus creating opportunities for the development of intercultural understanding and personal development. It is based on peer help. Volunteers help organise educational and	

leisure activities as well as competitions for the foreign students from MBU partner universities. They help the foreign students integrate into the community and other MBU student organisations.

Recommended literature:

- BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.
- BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.
- DLOUHÁ, Regina, e.al. Dobrovoľníctví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.
- FRIČ, Pavol. Dárcovství a dobrovoľníctví v České republice. Praha : AGNES a NROS, 2001. 115 s. ISBN 80-902633-7-2.
- Ja nie som dobrovoľník! Ja to robím len tak... KRÁLIKOVÁ, Nadežda (zost.) Bratislava : IUVENTA, 2006, ISBN 80-8072-054-1.
- KOLEKTIV, Autorů, et al. Dobrovoľníci v neziskových organizacích. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.
- MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.
- OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.
- ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.
- Příručka pro dobrovoľníky. Klikatá 90c, Praha 5 : Občanské združení ADRA, 1997. 35 s. vydáno s podporou MVČR
- TOŠNER, Jiří, SOZANSKÁ, Olga. Dobrovoľníci a metodika práce s nimi v organizacích. Dominik Dvořák; Michal Kaplánek, Th.D., SDB. 2. vyd. Praha : Portál, s. r. o., 2006. 149 s. ISBN 80-7367-178-6.
- Helcom.cz [online]. 2004 [cit. 2010-06-25]. Dobrovoľníci. Dostupné z WWW: <<http://www.helcom.cz/download/sborniky/dobrovoľnici.doc>>.
- Www.dobrovoľnik.cz [online]. 2006 [cit. 2010-03-16]. Dobrovoľník. Dostupné z WWW: <http://www.dobrovoľnik.cz/d_druhy.shtml>.
- Www.dcul.cz [online]. 2005 [cit. 2010-03-16]. Dostupné z WWW: <<http://www.dcul.cz/stranky/dobrovoľnik.htm>>.
- E-cvns.cz [online]. 2009 [cit. 2010-06-25]. Konference Pardubice. Dostupné z WWW: <http://www.e-cvns.cz/soubory/Konference_Pardubice_Hladka.pdf>.
- Dobrovoľn%C3%ADk In Wikipedia : the free encyclopedia [online]. St. Petersburg (Florida) : Wikipedia Foundation, , [cit. 2010-03-16]. Dostupné z WWW: <<http://cs.wikipedia.org/wiki/Dobrovoľn%C3%ADk>>.
- Portal [online]. 2005 [cit. 2010-03-18]. Dostupné z WWW:<<http://www.portal.cz/scripts/detail.php?id=2982>>

Language of instruction:

Slovak, English

Notes: student time load:

Total student time load: 90 h.
Project preparation and management: 75 h.
Portfolio preparation: 15 h.

Course assessment							
The final number of assessed students: 5							
A	B	C	D	E	FX(0)	FX(1)	n
80.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Lujza Urbancová, PhD.							
Last changed: 27.10.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-esn-201	Course name: ESN MBU Volunteer 2
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: The student participates in at least five projects. Each project is worth 20 p. The student can collect max. 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
a) continuous assessment: - Active participation in project organisation involving foreign MBU students as the target group. Preparation of a database, schedule, and budget for the activities. - Creating and evaluating an online survey before and after the semester focused on foreign students' needs and their satisfaction. - Providing tutoring to foreign students during the semester.	
b) final assessment: A portfolio of materials related to the projects organised: - report - photo documentation - list of the students involved.	
Learning objectives: Upon completion, the student has developed practical experience with organising activities focused on foreign students. They know and use correct university-related terminology in foreign languages. They have developed specific competences necessary to perform their job related to the promotion of civic engagement and public service. They can independently identify the default situation, activity goals, steps towards their achievement, schedule, problems; find partners; determine appropriate promotion methods; draft the budget; identify the needs of the participants; perform and evaluate activities. They have learned how to motivate other students to participate in volunteering and develop intercultural understanding.	
Brief outline of the course: Brief outline of the course: In terms of volunteering, students actively participate in the MBU Erasmus Student Network. It is a non-profit student organisation that represents foreign students thus creating opportunities for the development of intercultural understanding and personal development.	

It is based on peer help. Volunteers help organise educational and leisure activities as well as competitions for the foreign students from MBU partner universities. They help the foreign students integrate into the community and other MBU student organisations.

Recommended literature:

- BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.
- BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.
- DLOUHÁ, Regina, e.al. Dobrovolníctví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.
- FRIČ, Pavol. Dárcovství a dobrovolníctví v České republice. Praha : AGNES a NROS, 2001. 115 s. ISBN 80-902633-7-2.
- Ja nie som dobrovoľník! Ja to robím len tak... KRÁLIKOVÁ, Nadežda (zost.) Bratislava : IUVENTA, 2006, ISBN 80-8072-054-1.
- KOLEKTIV, Autorů, et al. Dobrovolníci v neziskových organizacích. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.
- MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.
- OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.
- ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.
- Průručka pro dobrovolníky. Klikatá 90c, Praha 5 : Občanské združení ADRA, 1997. 35 s. vydáno s podporou MVČR
- TOŠNER, Jiří, SOZANSKÁ, Olga. Dobrovolníci a metodika práce s nimi v organizacích. Dominik Dvořák; Michal Kaplánek, Th.D., SDB. 2. vyd. Praha : Portál, s. r. o., 2006. 149 s. ISBN 80-7367-178-6.
- Helcom.cz [online]. 2004 [cit. 2010-06-25]. Dobrovolníci. Dostupné z WWW: <<http://www.helcom.cz/download/sborniky/dobrovolnici.doc>>.
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- Dobrovoln%C3%ADk In Wikipedia : the free encyclopedia [online]. St. Petersburg (Florida) : Wikipedia Foundation, , [cit. 2010-03-16]. Dostupné z WWW: <<http://cs.wikipedia.org/wiki/Dobrovoln%C3%ADk>>.
- Portal [online]. 2005 [cit. 2010-03-18]. Dostupné z WWW: <<http://www.portal.cz/scripts/detail.php?id=2982>>

Language of instruction:

Slovak, English

Notes: student time load:

Total student time load: 90 h.

Project preparation and management: 75 h.

Portfolio preparation: 15 h.

Course assessment							
The final number of assessed students: 5							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Lujza Urbancová, PhD.							
Last changed: 27.10.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-esn-202	Course name: ESN MBU Volunteer 3
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The student participates in at least five projects. Each project is worth 20 p. The student can collect max. 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
a) continuous assessment: - Active participation in project organisation involving foreign MBU students as the target group. Preparation of a database, schedule, and budget for the activities. - Creating and evaluating an online survey before and after the semester focused on foreign students' needs and their satisfaction. - Providing tutoring to foreign students during the semester.	
b) final assessment: A portfolio of materials related to the projects organised: - report - photo documentation list of the students involved.	
Learning objectives: Upon completion, the student has developed practical experience with organising activities focused on foreign students. They know and use correct university-related terminology in foreign languages. They have developed specific competences necessary to perform their job related to the promotion of civic engagement and public service. They can independently identify the default situation, activity goals, steps towards their achievement, schedule, problems; find partners; determine appropriate promotion methods; draft the budget; identify the needs of the participants; perform and evaluate activities. They have learned how to motivate other students to participate in volunteering and develop intercultural understanding.	
Brief outline of the course: In terms of volunteering, students actively participate in the MBU Erasmus Student Network. It is a non-profit student organisation that represents foreign students thus creating opportunities for the development of intercultural understanding and personal development. It is based on peer help.	

Volunteers help organise educational and leisure activities as well as competitions for the foreign students from MBU partner universities. They help the foreign students integrate into the community and other MBU student organisations.

Recommended literature:

- BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.
- BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.
- DLOUHÁ, Regina, e.al. Dobrovoľníctví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.
- FRIČ, Pavol. Dárcovství a dobrovoľníctví v České republice. Praha : AGNES a NROS, 2001. 115 s. ISBN 80-902633-7-2.
- Ja nie som dobrovoľník! Ja to robím len tak... KRÁLIKOVÁ, Nadežda (zost.) Bratislava : IUVENTA, 2006, ISBN 80-8072-054-1.
- KOLEKTIV, Autorů, et al. Dobrovoľníci v neziskových organizáciach. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.
- MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.
- OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.
- ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.
- Průručka pro dobrovoľníky. Klikatá 90c, Praha 5 : Občanské združení ADRA, 1997. 35 s. vydáno s podporou MVČR
- TOŠNER, Jiří, SOZANSKÁ, Olga. Dobrovoľníci a metodika práce s nimi v organizáciach. Dominik Dvořák; Michal Kaplánek, Th.D., SDB. 2. vyd. Praha : Portál, s. r. o., 2006. 149 s. ISBN 80-7367-178-6.
- Helcom.cz [online]. 2004 [cit. 2010-06-25]. Dobrovoľníci. Dostupné z WWW: <<http://www.helcom.cz/download/sborniky/dobrovoľnici.doc>>.
- Www.dobrovoľnik.cz [online]. 2006 [cit. 2010-03-16]. Dobrovoľník. Dostupné z WWW: <http://www.dobrovoľnik.cz/d_druhy.shtml>.
- Www.dcul.cz [online]. 2005 [cit. 2010-03-16]. Dostupné z WWW: <<http://www.dcul.cz/stranky/dobrovoľnik.htm>>.
- E-cvns.cz [online]. 2009 [cit. 2010-06-25]. Konference Pardubice. Dostupné z WWW: <http://www.e-cvns.cz/soubory/Konference_Pardubice_Hladka.pdf>.
- Dobrovoľn%C3%ADk In Wikipedia : the free encyclopedia [online]. St. Petersburg (Florida) : Wikipedia Foundation, , [cit. 2010-03-16]. Dostupné z WWW: <<http://cs.wikipedia.org/wiki/Dobrovoľn%C3%ADk>>.
- Portal [online]. 2005 [cit. 2010-03-18]. Dostupné z WWW: <<http://www.portal.cz/scripts/detail.php?id=2982>>

Language of instruction:

Slovak, English

Notes: student time load:

Total student time load: 90 h.

Project preparation and management: 75 h.

Portfolio preparation: 15 h.

Course assessment							
The final number of assessed students: 3							
A	B	C	D	E	FX(0)	FX(1)	n
33.33	33.33	0.0	0.0	33.33	0.0	0.0	0.0
Instructor: Mgr. Lujza Urbancová, PhD.							
Last changed: 27.10.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-esn-203	Course name: ESN MBU Volunteer 4
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The student participates in at least five projects. Each project is worth 20 p. The student can collect max. 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
a) continuous assessment: - Active participation in project organisation involving foreign MBU students as the target group. Preparation of a database, schedule, and budget for the activities. - Creating and evaluating an online survey before and after the semester focused on foreign students' needs and their satisfaction. - Providing tutoring to foreign students during the semester.	
b) final assessment: A portfolio of materials related to the projects organised: - report - photo documentation list of the students involved.	
Learning objectives: Upon completion, the student has developed practical experience with organising activities focused on foreign students. They know and use correct university-related terminology in foreign languages. They have developed specific competences necessary to perform their job related to the promotion of civic engagement and public service. They can independently identify the default situation, activity goals, steps towards their achievement, schedule, problems; find partners; determine appropriate promotion methods; draft the budget; identify the needs of the participants; perform and evaluate activities. They have learned how to motivate other students to participate in volunteering and develop intercultural understanding.	
Brief outline of the course: In terms of volunteering, students actively participate in the MBU Erasmus Student Network. It is a non-profit student organisation that represents foreign students thus creating opportunities for the development of intercultural understanding and personal development. It is based on peer help.	

Volunteers help organise educational and leisure activities as well as competitions for the foreign students from MBU partner universities. They help the foreign students integrate into the community and other MBU student organisations.

Recommended literature:

- BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.
- BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.
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- Ja nie som dobrovoľník! Ja to robím len tak... KRÁLIKOVÁ, Nadežda (zost.) Bratislava : IUVENTA, 2006, ISBN 80-8072-054-1.
- KOLEKTIV, Autorů, et al. Dobrovoľníci v neziskových organizáciach. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.
- MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.
- OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.
- ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.
- Průručka pro dobrovoľníky. Klikatá 90c, Praha 5 : Občanské združení ADRA, 1997. 35 s. vydáno s podporou MVČR
- TOŠNER, Jiří, SOZANSKÁ, Olga. Dobrovoľníci a metodika práce s nimi v organizáciach. Dominik Dvořák; Michal Kaplánek, Th.D., SDB. 2. vyd. Praha : Portál, s. r. o., 2006. 149 s. ISBN 80-7367-178-6.
- Helcom.cz [online]. 2004 [cit. 2010-06-25]. Dobrovoľníci. Dostupné z WWW: <<http://www.helcom.cz/download/sborniky/dobrovoľnici.doc>>.
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- Portal [online]. 2005 [cit. 2010-03-18]. Dostupné z WWW: <<http://www.portal.cz/scripts/detail.php?id=2982>>

Language of instruction:

Slovak, English

Notes: student time load:

Total student time load: 90 h.

Project preparation and management: 75 h.

Portfolio preparation: 15 h.

Course assessment							
The final number of assessed students: 2							
A	B	C	D	E	FX(0)	FX(1)	n
50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Lujza Urbancová, PhD.							
Last changed: 27.10.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajp-303	Course name: Editorial Practice
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1.	
Level: II.	
Prerequisites:	
Course completion conditions: Course completion conditions: a.) Continuous Assessment: Text editing 0-50 points. b.) Final Assessment: Final text editing 0-50 points. The total number of points obtained from the continuous and final assessment is 100. The number of points obtained corresponds to the grading assessment scale. Credits will be given to students who obtain for fulfilling certain requirements at least 65 out of 100 points. a) continuous assessment: a.) Continuous Assessment: Text editing 0-50 points. b) final assessment: b.) Final Assessment: Final text editing 0-50 points.	
Learning objectives: Students: 1. will acquire basic information and skills on editing in publishing houses and translation agencies, 2. will be able to edit the text taking into account the translator's strategy and being able not to interfere with appropriate translator's solutions.	
Brief outline of the course: Text editing. Translator's strategy. Basic rules of the Slovak school of translation.	
Recommended literature:	
Language of instruction: Slovak and English	
Notes:student time load: combined studies: 13 hrs. self-study: 20 hrs. text editing: 57 hrs.	

Course assessment							
The final number of assessed students: 45							
A	B	C	D	E	FX(0)	FX(1)	n
55.56	24.44	13.33	4.44	2.22	0.0	0.0	0.0
Instructor: doc. PhDr. Martin Djovčoš, PhD.							
Last changed: 29.04.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-PGS-401		Course name: Educational and school psychology					
Type, extent and method of instruction:							
Form of instruction: Lecture / Seminar							
Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 26 / 13							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester: 1.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 404							
A	B	C	D	E	FX(0)	FX(1)	n
23.27	23.76	25.0	18.56	9.16	0.0	0.25	0.0
Instructor: doc. PaedDr. Lada Kaliská, PhD.							
Last changed: 19.04.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-fpv-307		Course name: Electoral Geography	
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 2., 4.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment The final number of assessed students: 186			
abs	n	p	v
97.85	2.15	0.0	0.0
Instructor:			
Last changed: 24.07.2015			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajmL-316	Course name: English Language B2 for FF UMB students
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: This elective course is intended for students of sports education, sports science and other humanities and philology studies at the Faculty of Arts, UMB in Banská Bystrica, except for study programmes English Language and Culture, English for Translation in Economic Practice and Teaching English Language and Literature. Students will take three written continuous assessment tests during the semester. Upon completion of the course students will take a written final test. Credits will not be awarded to a student who scores less than 65% on the continuous assessment tests and the final test. The student is entitled to one re-sit exam. The assessment is in compliance with the following grading scale: A (100-94%), B (93-87%), B (93-87%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). a) continuous assessment: Three continuous written tests: 30% Active participation in seminars: 10% b) final assessment: Written final test: 60%	
Learning objectives: The student: <ol style="list-style-type: none"> 1. understands not only essential but also specific information in broader English texts and can communicate in more challenging communicative situations in the professional and private spheres; 2. masters upper-intermediate language activities and strategies in English (listening comprehension, speaking, writing, reading comprehension) 3. is able to identify elements of narrative style in written discourse at B2 level; 4. is able to translate from/into English texts at B2 level; 6. is able to use summarising techniques to summarise relevant data. 	
Brief outline of the course: Selected topics include: <ol style="list-style-type: none"> 1. Passions and fashions 2. No fear! 3. It depends how you look at it 4. All things high tech 5. Seeing is believing 	

6. Telling it how it is							
Recommended literature: SOARS, Liz - SOARS, John. New Headway Intermediate. 4th Edition. Students Book. Oxford : OUP, 2010. SOARS, Liz - SOARS, John. New Headway Intermediate. 4th Edition. Work Book. Oxford : OUP, 2010.							
Language of instruction: English							
Notes:student time load: Total: 90 hours Seminars: 13 Preparation for continuous written tests: 15 Preparation for the final written test: 30 Self-study: 32							
Course assessment The final number of assessed students: 8							
A	B	C	D	E	FX(0)	FX(1)	n
75.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0
Instructor: PaedDr. Alena Štulajterová, PhD., M.A. James Ó Connell							
Last changed: 11.09.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajmZ-317	Course name: English Language B2 for FF UMB students
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: This elective course is intended for students of sports education, sports science and other humanities and philology studies at the Faculty of Arts, UMB in Banská Bystrica, except for study programmes English Language and Culture, English for Translation in Economic Practice and Teaching English Language and Literature. Students will take three written continuous assessment tests during the semester. Upon completion of the course students will take a written final test. Credits will not be awarded to a student who scores less than 65% on the continuous assessment tests and the final test. The student is entitled to one re-sit exam. The assessment is in compliance with the following grading scale: A (100-94%), B (93-87%), B (93-87%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). a) continuous assessment: Three continuous written tests: 30% Active participation in seminars: 10% b) final assessment: Written final test: 60%	
Learning objectives: The student: <ol style="list-style-type: none"> 1. understands not only essential but also specific information in broader English texts and can communicate in more challenging communicative situations in the professional and private spheres; 2. masters upper-intermediate language activities and strategies in English (listening comprehension, speaking, writing, reading comprehension) 3. is able to identify elements of narrative style in written discourse at B2 level; 4. is able to translate from/into English texts at B2 level; 6. is able to use summarising techniques to summarise relevant data. 	
Brief outline of the course: Selected topics include: <ol style="list-style-type: none"> 1. Passions and fashions 2. No fear! 3. It depends how you look at it 4. All things high tech 5. Seeing is believing 	

6. Telling it how it is							
Recommended literature: SOARS, Liz - SOARS, John. New Headway Intermediate. 4th Edition. Students Book. Oxford : OUP, 2010. SOARS, Liz - SOARS, John. New Headway Intermediate. 4th Edition. Work Book. Oxford : OUP, 2010.							
Language of instruction: English, Slovak							
Notes:student time load: Total: 90 hours Seminars: 13 Preparation for continuous written tests: 15 Preparation for the final written test: 30 Self-study: 32							
Course assessment The final number of assessed students: 10							
A	B	C	D	E	FX(0)	FX(1)	n
60.0	10.0	10.0	10.0	0.0	0.0	10.0	0.0
Instructor: PaedDr. Alena Štulajterová, PhD., M.A. James Ó Connell, Mgr. Richard Gramanich Štromajer							
Last changed: 17.05.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-212	Course name: English Teacher's Workshop
Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The total course assessment corresponds to the A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits will be awarded to students who earn a minimum of 65 percentage points out of a possible 100. a) continuous assessment: a) active participation: 0–10% b) planning and teaching an EFL lesson at the C1 level: 0–90%	
Learning objectives: Students will: 1. show that they are capable of planning and teaching an effective interactive lesson of English as a foreign language, 2. be able to effectively offer, elicit, receive and process feedback.	
Brief outline of the course: Demo lessons followed by discussion Giving instructions Students' lessons	
Recommended literature: ANDERSON, N. – MCCUTCHEON, N. 2019. Activities for Task-Based Learning: Integrating a fluency first approach into the ELT classroom. Delta Publishing: 2019. ISBN: 978-3125017016. HARMER, J. 2015. The Practice of English Language Teaching. 5th Edition. Pearson, 2015. ISBN: 978-1447980254. WILLIS, D. – WILLIS, J. 2007. Doing Task-based Teaching. Oxford University Press: 2007. ISBN: 978-0194422109.	
Language of instruction: English C1	
Notes: student time load: 150 hrs., including: Combined study (lectures/seminars/consultations): 26 Self-study: 124	

Course assessment							
The final number of assessed students: 7							
A	B	C	D	E	FX(0)	FX(1)	n
71.43	28.57	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Michael Eliot Dove, doc. PhDr. Eva Homolová, PhD.							
Last changed: 10.12.2021							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: ESN1	Course name: Erasmus student network 1		
Type, extent and method of instruction:			
Form of instruction:			
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
Recommended number of periods:			
Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 1., 3.			
Level: I., II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment			
The final number of assessed students: 11			
abs	n	p	v
100.0	0.0	0.0	0.0
Instructor: doc. Mgr. et Mgr. Ing. Miroslava Knapková, PhD.			
Last changed:			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-fpv-205		Course name: Field Course Abroad	
Type, extent and method of instruction: Form of instruction: Practical Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 1560 Method of study: combined			
Number of credits: 6			
Recommended semester/trimester: 2., 4.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment The final number of assessed students: 30			
abs	n	p	v
93.33	6.67	0.0	0.0
Instructor: doc. RNDr. Alfonz Gajdoš, PhD.			
Last changed: 03.02.2017			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-fpv-124		Course name: Finance in practice	
Type, extent and method of instruction:			
Form of instruction: Seminar			
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
Recommended number of periods: 26			
Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 1., 3.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment			
The final number of assessed students: 16			
abs	n	p	v
100.0	0.0	0.0	0.0
Instructor: Ing. Janka Crmanová			
Last changed: 28.03.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-009	Course name: French Didactics for Specific Purposes
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: Student regularly prepares pedagogical activities (analysis of textbooks, worksheets, etc.) during the semester (20%). At the end of the semester, he presents and comments on a forty-five-minute lesson of the French language for specific purposes, specifying topics, objectives, duration of individual activities, audience, teaching aids, and methodological approaches (40%). After the end of the semester, he passes the final written test (40%). The student has the right to one correction date for the written final test and the oral exam. The assessment is carried out according to the classification scale: A (100 - 94 %), B (93 - 87 %), C (86 - 80%), D (79-73%), E (72-65%). Credits will be awarded to the student who has obtained at least 65% for fulfilling the specified conditions. The requirements and recommended literature are updated annually in the course syllabi. a) continuous assessment: regular preparations (20%), oral presentation and comments one of a forty-five minute French language lesson for specific purposes (40%) b) final written test (40%). The student has the right to one correction date of the written final test.	
Learning objectives: The student <ol style="list-style-type: none"> 1. uses relevant specialized literature to gain knowledge in the given field 2. is able to use French and Slovak terms from the didactics of the French language for specific purposes 3. uses French language textbooks for specific purposes 4. applies the acquired theoretical knowledge from the didactics of the French language for specific purposes in teaching French as a foreign language 5. creates pedagogical activities of the French language for specific purposes 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Specialized French and French for specific purposes 2. Methodological evolution of specialized French and French language for specific purposes 3. Specificity of the pedagogical approaches of specialized French and French language for specific purposes 4. Textbooks of specialized French and French language for specific purposes 5. Certificates of specialized French language 	

Recommended literature:

1. Bertrand, O. & Schffner, I. 2008. Le français de spécialité. Enjeux culturels et linguistiques. Paris : Les éditions de l'école polytechnique
2. Courtyllon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
3. Cuq J.P. 2003. Dictionnaire de didactique du français langue étrangère et seconde. Paris :clé international
4. Cuq, J.-P. & Gruca, I. 2005. Cours de didactique de français langue étrangère et seconde. Grenoble : PUG
5. Gallerne, J.-M. 2014. Français langue juridique. Poznań: Nowela
6. Mangiante, J.-M. & Parpette, C. 2011. Le français sur objectif universitaire. Grenoble : PUG
7. Noutchié-njiké, J. 2003. Civilisation progressive de la francophonie Niveau intermédiaire - avec 500 activités. Paris: Clé international
8. Penfornis, J.-L. 2013. Vocabulaire progressif du français des affaires. Paris: Clé international
9. Riehl, L., Soignet, M., Amiot, M.-A. 2010. Objectif diplomatie 1. Paris: Clé International
10. Robert, J.-P. 2008. Dictionnaire pratique de didactique du FLE. Paris: Editions Ophrys

Language of instruction:

French (C1-C2)

Notes:student time load:**Course assessment**

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.**Last changed:** 18.08.2022**Approved by:** prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-001	Course name: French Didactics 3
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 / 13 Method of study: combined	
Number of credits: 6	
Recommended semester/trimester: 1.	
Level: II.	
Prerequisites:	
Course completion conditions: Student presents and comments on a pedagogical activity, specifying topic, objectives, duration, audience, pedagogical aids, and methodological approaches (40%). After the end of the semester, he will take a final written test (60%). The student has the right to one correction date for the written final test and the oral exam. The assessment is carried out according to the classification scale: A (100 - 94 %), B (93 - 87 %), C (86 - 80%), D (79-73%), E (72-65%). Credits will be awarded to the student who has obtained at least 65% for fulfilling the specified conditions. The requirements and recommended literature are updated annually in the course syllabi. a) continuous evaluation: presentation and commentary of a pedagogical activity (40%) b) Final written test (60%). The student has the right to one correction date of the written final test.	
Learning objectives: The student <ol style="list-style-type: none"> 1. uses relevant specialized literature to gain knowledge in the given field 2. is able to use French and Slovak terms from the field of French language didactics 3. applies the acquired theoretical knowledge from the didactics of the French language in teaching microsituations and in the final part of the lesson 4. assesses the appropriateness of methodological procedures and strategies in given situations 5. evaluates methods and approaches in French foreign language teaching from the point of view of the current objectives of foreign language teaching 6. creates a presentation and commentary of a pedagogical activity based on didactic principles and objectives of foreign languages teaching. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Pronunciation in teaching French as a foreign language 2. Vocabulary in teaching French as a foreign language 3. Grammar in teaching French as a foreign language 4. Oral communication in teaching French as a foreign language 5. Written communication in teaching French as a foreign language 	
Recommended literature: <ol style="list-style-type: none"> 1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB 	

2. Cavalla, C. & al. 2009. Le vocabulaire en classe de langue. Paris : Clé international
3. Cornaire, C. & Germain, C. 1991. Le point sur la lecture. Paris : Clé international
4. Cornaire, C. & Germain, C. 1998. La compréhension orale. Paris : Clé international
5. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
6. Cuq J.P. 2003. Dictionnaire de didactique du français langue étrangère et seconde. Paris : clé international
7. Cuq, J.-P. & Gruca, I. 2005. Cours de didactique de français langue étrangère et seconde. Grenoble : PUG
8. Lauret, B. 2007. Enseigner la prononciation du français : questions et outils. Paris : Hachette
9. Robert J.P. 2008. Dictionnaire pratique de didactique du FLE. Paris : Orphys
10. Tagliante, C. 2006. La classe de langue. Paris : Clé international
11. Véronique, D. 2009. L'acquisition de la grammaire du français langue étrangère. Paris : Didier

Language of instruction:

French (C1)

Notes: student time load:

150 hours, of which:

Combined study (P, S, K): 39

self-study: 46

preparation for oral presentation: 20

preparation for the final written test: 45

Course assessment

The final number of assessed students: 5

A	B	C	D	E	FX(0)	FX(1)	n
20.0	20.0	20.0	40.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-002	Course name: French Didactics 4
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 / 13 Method of study: combined	
Number of credits: 7	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: Student orally presents and comments on a forty-five minute lesson, specifying topics, objectives, duration of activities, audience, pedagogical aids, and methodological approaches (40%). After the end of the semester, he passes the final written test (60%). The student has the right to one correction date for the written final test and the oral exam. The assessment is carried out according to the classification scale: A (100 - 94 %), B (93 - 87 %), C (86 - 80%), D (79-73%), E (72-65%). Credits will be awarded to the student who has obtained at least 65% for fulfilling the specified conditions. The requirements and recommended literature are updated annually in the course syllabi. a) continuous evaluation: oral presentation and commentary of a lesson (40%) b) Final written test (60%). The student has the right to one correction date of the written final test	
Learning objectives: The student <ol style="list-style-type: none"> 1. uses relevant specialized literature to gain knowledge in the given field 2. is able to use French and Slovak terms from the didactics of the French language and French as a metalanguage 3. applies the acquired theoretical knowledge from the didactics of the French language when making his own didactic tests and in the final presentation of a lesson according to the assignment 4. assesses the appropriateness of methodological procedures and strategies in given situations 5. evaluates methodological procedures and tools in French as a foreign language teaching of from the point of view of the current educational objectives (self-evaluation) as well as student performance (evaluation) 6. creates a presentation and commentary of the lesson based on didactic principles and foreign languages teaching objectives. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Mother tongue in teaching French as a foreign language 2. Didactics of cultures in teaching French as a foreign language 3. Evaluation in the teaching of French as a foreign language 4. Mistakes of the learners in teaching French as a foreign language 	
Recommended literature:	

1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB
2. Beacco, J.-C. 2018. L'altérité en classe de langue. Paris : Didier
3. Beacco, J.-C. & Coste, D. 2017. L'éducation plurilingue et interculturelle. La perspective du Conseil de l'Europe. Paris : Didier
4. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
5. Cuq J.P. 2003. Dictionnaire de didactique du français langue étrangère et seconde. Paris :clé international
6. Cuq, J.-P. & Gruca, I. 2005. Cours de didactique deu français langue étrangère et seconde. Grenoble : PUG
7. Galisson, R. & Puren, C. 1999. La formation en question. Paris : Clé international
8. Huver, E. & Springer, C. 2011. L'évaluation en langues. Nouveaux enjeux et perspectives. Paris : Didier
9. Robert J.P. 2008. Dictionnaire pratique de didactique du FLE. Paris : Orphys
10. Tagliante, C. 2006. La classe de langue. Paris : Clé international

Language of instruction:

French (C1-C2)

Notes:student time load:

180 hours, of which:

Combined study (P, S, K): 39

self-study: 56

preparation for oral presentation: 40

preparation for the final written test: 45

Course assessment

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	50.0	0.0	50.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-007	Course name: French History and Society in Cinematography
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student creates a seminar paper (6 pages) and a presentation (PowerPoint, Prezi etc.) addressing the selected topic. After completing the semester, the student takes the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. a) continuous assessment: seminar paper preparation and delivery of the presentation – max. 40 p. b) final assessment: oral exam – max. 60 p.	
Learning objectives: The student: <ol style="list-style-type: none"> 1. navigates French cinematography 2. knows major French directors 3. can analyse a film and compare it to its literary model 4. can characterise and evaluate the selected historical periods in France 5. can identify the social and historical context in a film. 	
Brief outline of the course: Brief outline of the course: <ol style="list-style-type: none"> 1. French cinematography. 2. French film personalities. 3. New wave. 4. French film poetics. 5. Major French directors. 6. Analysing selected film adaptations of literary and other works. 7. Analysing selected films – reflection of historical figures. 8. Film as part of cultural semiotics. 9. Sign, symbol, and meaning in French cinematography. 	

10. Transferring literary artistic means into films.

Recommended literature:

1. Bresson, R. 1998. Poznámky o kinematografu. Praha: Dauphin, 1998. 115 s. ISBN 80-86019-68-3.
2. Činátl, K. 2014. Dějiny ve filmu. Praha: ÚSTR, 2014, 248 s. ISBN 978-80-87912-11-9.
3. Dimitrov, P. 2011. Film – umenie v čase, 2011. Banská Bystrica: Akadémia umení, 2011. 73 s. ISBN 978-80-89078-95-0.
4. Francúzske filmy (dabované alebo s titulkami)
5. Gronemeyer, A. 2004. Film. Brno: CP, 2004. 192 s. ISBN 80-251-0209-2.
6. Kopal, P. 2005. Film a dejiny. Praha: NLN, 2005. 406 s. ISBN 80-7106-667-2.
7. Monaco, J. 2004. Jak čist film. Praha: Albatros, 2004. 735 s. ISBN 978-80-00-01410-4.
8. Perkner, S. 1988. Řeč dramatu. Film a televize. Praha: Horizont, 1988, 291 s. bez ISBN

Language of instruction:

Slovak

Notes: student time load:

Student time load - 150 hours:

Combined study: 26 h (13 L, 13 S).

Presentation: 20 h.

Seminar paper (6 pgs): 20 h.

Watching films: 20 h.

Film analysis: 20 h.

Preparation for the final oral exam: 44 h.

Course assessment

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: PhDr. Jana Pecníková, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-fj-001		Course name: French Language 2					
Type, extent and method of instruction:							
Form of instruction: Seminar							
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 26							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester: 2., 4.							
Level: II.							
Prerequisites:							
Course completion conditions:							
The maximum total number of points obtained for the interim and final assessment is 100. Credits will be awarded to a student who has earned at least 65 out of 100 points for fulfilling the specified requirements.							
a) continuous assessment:							
participation and activities in classes (0-20 points)							
b) final assessment:							
final exam (0-80 points)							
Learning objectives:							
The student 1. uses basic language skills in French, 2. is able to talk about his interests and his plans for the future. 3. can write an e-mail asking for something. 4. can talk about events that took place in the past.							
Brief outline of the course:							
1. Understand interests and preferences based on recordings and then be able to talk about yours. 2. Weekend plans. 3. Description of the house/apartment and its equipment. 4. Gastronomy in France and Slovakia. 5. Tense of irregular verbs. 6. Free time.							
Recommended literature:							
LOISEAU, Y. - MERIEUX, R. 2009. Latitudes 1. Paris: Didier							
Pecníková, J. - Ráčková, L. Základy francúzštiny, Belianum, 2023							
Language of instruction:							
French A1							
Notes:student time load:							
120 hours, of which: full-time study: 26 hours Exam preparation + written exam: 94 hours							
Course assessment							
The final number of assessed students: 1							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: PhDr. Jana Pecníková, PhD., Gautier Quentin Crept							

Last changed: 14.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-006	Course name: French Linguistic Pragmatics
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The student has to pass the final written test focused on the analysis of specific authentic texts in French with the goal to identify the language means with specific pragmatic functions. The student has the right to one resit. The grading scale for the final assessment: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
b) final assessment: Final written test – 100 %	
Learning objectives: The student can assess different types of texts from the viewpoint of their pragmatic value. They know the expressive means with specific communication and pragmatic functions and can identify different implicit communication strategies occurring in oral and written communication (common and specialised). The student can interpret texts based on their knowledge of all language levels and apply this skill in practice (translation, interpreting, learning, and teaching).	
Brief outline of the course: Analysis of the selected relevant language means depending on the situational context (participants' identity and relationship). Reference mechanisms (deictic lexis), nouns, speech act theory, speech structure, reproduced speech, topics, modality, inference, implicit meaning. Conversation and discourse analysis basics. Media communication.	
Recommended literature: 1. DOLNÍK, Juraj – BAJZÍKOVÁ, Eugénia: Textová lingvistika. Bratislava: Stimul, 1998. 2. BENVENISTE, Emile: Problèmes de la linguistique générale I, II. Paris : Gallimard, 2000. 3. DOLNÍK, Juraj: Používanie jazyka. Bratislava: Univerzita Komenského, 2010. 4. GOFFMAN, Ervin: La mise en scène de la vie quotidienne. Paris, Les éditions du Minuit, 1973. 5. HIRSCHOVÁ, Milada. Pragmalingvistika v češtine. Olomouc: Univerzita Palackého, 2006. 6. CHOVANCOVÁ, Katarína. Outils de linguistique pragmatique. Banská Bystrica: Univerzita Mateja Bela, 2011. 7. KERBRAT-ORECCHIONI, Catherine: L'Énonciation. Paris : Armand Colin, 1997. 8. MAINGUENEAU, Dominique. L'Énonciation en linguistique française. Paris : Hachette,	

1996.

9. MISTRÍK, Jozef: Štylistika slovenčiny. Bratislava: SPN, 1984.

10. PERRET, Michele: L'Enonciation en grammaire du texte. Paris : Nathan, 1996.

Language of instruction:

French B2/C1

Notes:student time load:

Total: 120 h.

Combined instruction: 26 h.

Assignment completion (not graded): 72 h.

Studying for the final written test: 22 h.

Course assessment

The final number of assessed students: 6

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: prof. PhDr. Katarína Chovancová, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fj-002	Course name: French language 1
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student participates in oral activities (10%). He passes a written French language test (questions based on audio document, written questions) (30%). After at the end of the semester, he passes a written final test in French language (questions based on audio document, written questions) and from the basics of French culture in Slovak language (60%). The student has the right to one remedial written final test. Maximum total number points obtained for the continuous and final assessment is 100. The assessment is carried out according to classification scale: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65 %). Credits will be awarded to the student who has obtained at least 65 of the specified conditions 100 points. a) continuous assessment: participation in oral activities (10%) written test of the French language (30%) b) final assessment: written final test on the French language and on French realities (60%) a) continuous assessment: continuous assessment: participation in oral activities (10%) written test of the French language (30%) b) final assessment: final assessment: written final test on the French language and on French realities (60%)	
Learning objectives: The student 1. is able to tell basic information about himself and his immediate surroundings 2. is able to react in basic situations (greeting, thanking, introducing yourself, expressing yourself taste) 3. understands audio and written basic information (announcements, basic conversation) 4. has basic knowledge of French culture	
Brief outline of the course: 1. Acquaintance with the French language, with greetings, the alphabet and polite words. 2. Introducing yourself and family members. 3. Names of states and nationalities. 4. Numbers. 5. Activities in free time 6. Main geographical data about France 7. Customs and celebrations in France during the year 8. The most important personalities from the history and culture of France	
Recommended literature: 1. Mérieux, R. ; Loiseau, Y. 2008. Latitudes A1-A2. Paris : Didier	
Language of instruction:	

slovak or another language (except french)							
Notes:student time load:							
Course assessment							
The final number of assessed students: 2							
A	B	C	D	E	FX(0)	FX(1)	n
50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: PhDr. Jana Pecníková, PhD.							
Last changed: 21.09.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-003	Course name: French literature after 1913
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: 20% of the final evaluation is represented by the ongoing activity of students during seminars dedicated to the analysis of works and excerpts from works by selected French authors of literary directions, movements and tendencies. After the end of the semester, the student: - passes a written final exam (in the form of a test with open questions - 40%), and has the right (in the case of Fx evaluation) to one correction period, - submits a seminar paper focused on the analysis of a selected literary work from the field of French literature, by which he will demonstrate his ability to use the literary conceptual apparatus acquired during it, as well as his ability to interpret a literary text (40% of the total evaluation). The course assessment corresponds to the A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65% out of a possible 100%. a) continuous assessment: Active participation in class (analysing extracts of selected literary works): 20% b) final assessment: - final written test (with open questions): 40% - seminar paper (analysis of a selected literary work): 40%	
Learning objectives: Course aims: Students will: 1. learn theoretical, philosophical and aesthetic base of literary avant-gardes, movements and tendencies in French literature of 20th and 21st century, 2. be able to identify typical features of studied literary movements and tendencies on the basis of acquired knowledge, 3. be able to apply theoretical knowledge in analysis and interpretation of selected literary works (texts). 4. understand context and mutual relations between various literary texts.	
Brief outline of the course: 1. Paths to the modern novel (Proust, Gide). 2. Writers of "human fate" (Malraux, Exupéry, Céline). 3. Breakthrough years 1938-39. 4. Existentialism (Sartre, Camus, Beauvoir). 5. Original novel world (Vian). 6. New novel (Sarraute, Robbe-Grillet, Butor, Duras). 7. Searching for a new language (Oulipo – R. Queneau). 8. "New New Novel" (Tel Quel movement, P. Sollers).	

9. Tendencies of French literature after 1980 (Echenoz, Ernaux, Darrieussecq, Houellebecq).

Recommended literature:

1. DELON, M. – MÉLONIO, F. – MARCHAL, B. – NOIRAY, J. – COMPAGNON, A., sous la direction de TADIÉ J.-Y. (2007) : La littérature française : dynamique & histoire II. Paris, Éditions Gallimard.
2. COLLET, F. (2010). Les grands textes de la littérature française. Repères pour une culture littéraire. Paris, Editions Ellipses.
3. DUBOIS, J. (200). Les romanciers du réel (de Balzac à Simenon). Paris, Éditions du Seuil.
4. PAVEL, Thomas : La pensée du roman. Paris : Gallimard, 2003.
5. DARCOS, X.: Histoire de la littérature française. Paris : Hachette, 1992.
6. ALLUIN, B. – BAUDELLE, Y. – DEGUY, J. – RENARD, P. – VIART, D. : Itinéraires littéraires. Xxe siècle. Tome 1 (1900-1950). Paris : Hatier, 1996.
7. Collectif : Itinéraires littéraires. Xxe siècle. Tome 2 (1950-1990). Paris : Hatier, 1998.
8. BERSANI, J. – AUTRAND, M. – LECACME, J. – VERCIER, B. : La littérature en France de 1945 à 1968. Paris : Bordas, 1992.
9. TADIÉ, J.-Y 1992. Le roman au 20e siècle. Paris : Pierre Belford, 1992.
10. LAGARDE, A. – MICHARD, L. : XXe siècle. Les grands auteurs français. Anthologie et histoire littéraire. Paris : Bordas, 1988.
11. VIART, D. – VERCIER, B. : La littérature française au présent. Paris : Bordas, 2008.

Language of instruction:

Language of instruction: french (B2, C1)

Notes:student time load:

Student work load: 150 hrs, of which:

Combined study (P, S, K): 26

Self-study (preparation for seminars): 34

Self-study (preparation for the final written test): 30

Preparation of materials for seminar work and its elaboration: 60

Course assessment

The final number of assessed students: 3

A	B	C	D	E	FX(0)	FX(1)	n
66.67	0.0	0.0	33.33	0.0	0.0	0.0	0.0

Instructor: Mgr. Monika Zázrivcová, PhD., PhDr. Jana Pecníková, PhD.

Last changed: 14.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-uVZSP	Course name: General Foundations of Private Law
Type, extent and method of instruction: Form of instruction: Lecture Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The prerequisite for passing the course is attendance at a minimum of 90% of the teaching and active participation of students in class. The evaluation is in accordance with the classification scale according to the Study Regulations of Matej Bel University. a) continuous assessment: Continuous evaluation is not performed. b) final assessment: The basis for the award of the final grade is the demonstration of mastery of the knowledge of the lecture material, which is demonstrated in an active dialogue with the teacher in the teaching of the subject.	
Learning objectives: The graduate will be able to distinguish private law from public law, will be oriented in the basic principles of private law, which in the European continental legal system traditionally includes civil law, commercial law, family law and international private law. The graduate will have knowledge of the basic institutions of private law (both substantive and procedural), their current legal regulation and use in practice.	
Brief outline of the course:	
Recommended literature: VOJČÍK, P. a kol.: Občianske právo hmotné 1. a 2., Plzeň: Aleš Čenek, 2018. 764 s. ISBN 978-80-73807-19-1. CIRÁK, J. - GANDŽALOVÁ, D.: Základy rodinného práva, Úvodná časť - Manželské práva - Osvojenie, Banská Bystrica: UMB Belianum, 2019. ISBN 978-80-557-1548-3. MURÁNSKA, J. - GANDŽALOVÁ, D. - TAKÁČ, J.: Základy rodinného práva, Rodičia a deti - Výživné, Banská Bystrica: UMB Belianum, 2019. ISBN 978-80-557-1622-0. KUBÍČEK, P. – ŠKRINÁR, A. – NEVOLNÁ, Z. – KOLKUSOVÁ, R. – ĎURICA, M.: Obchodné právo. 3. vydanie. Plzeň: Aleš Čeněk, 2021, 420 s. ISBN 978-80-7380-847-1. Act No. 40/1964 Coll. Civil Code as amended. Act No. 36/2005 Coll. on the Family, as amended. Act No. 160/2015 Coll. on the Civil Procedure Code, as amended. Act No. 161/2015 Coll. on the Civil Procedure Code, as amended.	

Act No. 513/1990 Coll., Commercial Code, as amended.			
Language of instruction: Slovak language			
Notes:student time load: 90 hours combined study (L, C): 26 hours self-study: 64 hours			
Course assessment The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
Instructor: prof. JUDr. Daniela Gandžalová, PhD., doc. JUDr. Marián Ďurana, PhD., doc. JUDr. Juraj Takáč, PhD., doc. JUDr. Katarína Zajác Ševcová, PhD., JUDr. Monika Némethová, PhD., Mgr. Miroslava Dolíhalová, PhD., Mgr. Jakub Dzimko, PhD., JUDr. Eva Cvengová, JUDr. Dominik Čipka, JUDr. Drahomíra Dibdiaková, JUDr. Ing. Miroslav Paller			
Last changed: 30.03.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-fpv-323		Course name: Geographical learning of Europe	
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 1., 3.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment The final number of assessed students: 411			
abs	n	p	v
96.35	3.65	0.0	0.0
Instructor:			
Last changed: 19.09.2018			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-fpv-114		Course name: Geopolitical development of the World					
Type, extent and method of instruction:							
Form of instruction: Seminar							
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 26							
Method of study: combined							
Number of credits: 4							
Recommended semester/trimester: 1., 3.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 71							
A	B	C	D	E	FX(0)	FX(1)	n
53.52	12.68	15.49	5.63	4.23	7.04	1.41	0.0
Instructor:							
Last changed: 03.02.2017							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-nj-001	Course name: German Language 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: Continuous assessment. Active participation in seminars: 0–40 p. Completion of assignments and exercises: 0–20 p. Final assessment. Written exam: 0–40 p. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
Learning objectives: The student learns the basic rules of German pronunciation, orthography, grammar, and vocabulary used in the basic common communication situations (A1 level).	
Brief outline of the course: The seminar focuses on learning basic orthoepic, orthographic, grammatical rules, and vocabulary on the A1 level. German language course book texts are used along with authentic texts, and grammatical and lexical exercises (printed and electronic). 1. Grammar – conjugation of auxiliary, weak, and strong verbs; modal verbs, declination of the determiners and nouns in 1st and 4th cases; personal pronouns, the negative, syntax in indicative, interrogative, and exclamatory sentences. 2. Topics: German in basic communication situations: introduction, travelling, family, housing, etc. 3. Training receptive and productive language skills – A1 level.	
Recommended literature: 1. ALBRECHT, U. – DANE, D. – FANDRYCH, CH.: Passwort Deutsch neu 1 – Kurs/Übungsbuch + CD. Stuttgart : Klett Verlag, 2014. ISBN 9783126764100 2. WITZLINGER, H: Deutsch. Aber Hallo! Grundstufe I A1. Online: www.deutschkursepassau.de . 3. KRENN, W. – PUCHTA, H.: Ideen 1. Deutsch ales Fremdsprache. Kursbuch. München : Hueber-Verlag, 2008. ISBN 978-3-19-001823-9 4. KRENN, W. – PUCHTA, H.: Ideen 1. Deutsch ales Fremdsprache. Arbeitsbuch. München : Hueber-Verlag, 2008. ISBN 9783190118236 www.mein-deutschbuch.de www.lingolia.de www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm (on-line cvičenia na	

slovnú zásobu a gramatiku, úrovne A1 – A2)							
Language of instruction: Slovak language							
Notes:student time load:							
Course assessment The final number of assessed students: 52							
A	B	C	D	E	FX(0)	FX(1)	n
55.77	32.69	3.85	3.85	0.0	3.85	0.0	0.0
Instructor: Mgr. Jana Štefaňáková, PhD.							
Last changed: 25.03.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-nj-002	Course name: German Language 2
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: Continuous assessment. Active participation in seminars: Completion of assignments and exercises: 0–40 p. 0–20 p. Final assessment. Written exam: 0–40 p. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
Learning objectives: Upon successful completion of this course, the student: <ol style="list-style-type: none"> 1. masters grammar on the A1–A2 level 2. has the vocabulary to communicate in the A1–A2 level communication situations 3. can read, listen to, and write texts on the selected topics on the A1–A2 level 4. can speak on the A1–A2 level 	
Brief outline of the course: The seminar is focused on learning and training German grammar and vocabulary on the A1–A2 level. <ol style="list-style-type: none"> 1. Grammar: possessive pronouns, prepositions for the 3rd and 4th cases, adjectives, coordinating conjunctions, reflective verbs, verb „werden“; weak verbs – future tense, preterite, and perfectum. 2. Topics: daily regime, social relationships, clothes, housing, navigation in a city, hobbies 3. Development of the receptive and productive language skills through completing assignments and working with texts on the A1–A2 level. 	
Recommended literature: <ol style="list-style-type: none"> 1. ALBRECHT, U. – DANE, D. – FANDRYCH, CH.: Passwort Deutsch neu 1 – Kurs/Übungsbuch + CD. Stuttgart : Klett Verlag, 2014. ISBN 9783126764100 2. WITZLINGER, H: Deutsch. Aber Hallo! A2. Online: www.deutschkurse-passau.de. 3. KRENN, W. – PUCHTA, H.: Ideen 1. Deutsch ales Fremdsprache. Kursbuch. München : Hueber-Verlag, 2008. ISBN 978-3-19-001823-9 4. KRENN, W. – PUCHTA, H.: Ideen 1. Deutsch ales Fremdsprache. Arbeitsbuch. München : Hueber-Verlag, 2008. ISBN 9783190118236 www.mein-deutschbuch.de www.lingolia.de 	

www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm (on-line cvičenia na slovnú zásobu a gramatiku, úrovne A1 – A2)

Language of instruction:

German A1, Slovak

Notes: student time load:

Course assessment

The final number of assessed students: 9

A	B	C	D	E	FX(0)	FX(1)	n
88.89	11.11	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Jana Štefaňáková, PhD.

Last changed: 25.03.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-nj-003	Course name: German Language 3
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: a) continuous assessment: completion of exercises and short texts: 40 p b) final assessment: Written exam: 60 p. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
Learning objectives: The student learns the rules of the German grammatical system and vocabulary for the selected topics on the A2–B1 level. They can apply these rules in common communication situations and engage in written and spoken communication.	
Brief outline of the course: The seminar is focused on enhancing the knowledge of German grammar and its oral and written application to improve the student's communication competence in the selected topics. It employs a system of grammatical and communication exercises enhancing the associations between language forms and their meaning.	
Recommended literature: H. Funk a kol. STUDIO d A2. Plzeň: Fraus, 2006. ISBN 80-7238-580-1 L.M. Brand. Die Schöne ist angekommen..München:Klett, 1999. ISBN 3-12-675318-3 http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm (on-line cvičenia na slovnú zásobu a gramatiku)	
Language of instruction: German A2–B1, Slovak	
Notes:student time load:	

Course assessment							
The final number of assessed students: 3							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: M.A. Jörn Nuber							
Last changed: 21.11.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-iej-01	Course name: Innovation in Language Teaching
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: a) continuous assessment: seminar paper preparation (0–50 p.) b) final assessment: written test (0–50 p.) The maximum number of points consisting of continuous and final assessment is 100. To collect the credits, the student has to score at least 32 p. for the seminar paper and min. 33 p. in the written test. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.	
Learning objectives: The student is familiar with the system of the traditional teaching methods as well as with the innovative (mother and foreign) language teaching methods. They can compare these methods and explain their pros and cons. The student knows their specificities and can evaluate their appropriateness in terms of the goals and contents of language teaching. They can apply the innovative approaches to specific subject matter.	
Brief outline of the course: Up-to-date and innovative methods of language teaching. Cooperative methods, activation methods, cognitive methods, communication methods, composition methods. Online teaching and e-learning, blended learning. Online technology in education: blog, e-book, e-portfolio, online interactive whiteboard (e.g. Miro), educational applications, podcast, screencast, video streaming, webinar, Wikipedia. E-learning didactics. Creating multimedia educational content.	
Recommended literature: ČAPEK, Robert: Moderní didaktika. Lexikon výukových a hodnotících metod. Praha : Grada Publishing, 2015. ČAPEK, Robert: Líný učitel – Jak učit dobře a efektivně. Praha : Raabe CZ, 2018. ČAPEK, Robert: Líný učitel – Cesta pedagogického hrdiny. Praha : Raabe CZ, 2019. ČAPEK, Robert: Líný učitel – Kompas moderního učitele. Praha : Raabe CZ, 2020. CHODĚRA, Radomír: Didaktika cizích jazyků. Úvod do vědního oboru. Praha : Academia, 2013. HLADÍK, Petr: Tipy a triky pro výuku cizích jazyků. Inspirace pro všechny jazykáře. Praha : Grada Publishing, 2021.	

JANÍKOVÁ, Věra: Výuka cizích jazyků. Praha : Grada Publishing, 2011.
 KASÍKOVÁ, Hana: Kooperativní učení, kooperativní škola. Praha : Portál, 1997.
 KUPKA, Ivan: Jak úspěšně studovat cizí jazyky. Praha : Grada Publishing, 2012.
 MAŇÁK, Josef – ŠVEC, Vlastimil: Výukové metody. Brno : Paido, 2003.
 PETLÁK, Erich: Inovácie v edukácii. Bratislava : Wolters Kluwer, 2020.
 SIEGLOVÁ, Dagmar: Konec školní nudy. Didaktické metody pro 21. století. Praha : Grada, 2019.
 SIEGLOVÁ, Dagmar: Cesta k cizím jazykům. 100 + 10 metod, strategií a rad pro učitele a samostudium. Praha : Grada, 2020.
 SITNÁ, Dagmar: Metody aktivního vyučování. Spolupráce žáků ve skupinách. Praha : Portál, 2013.
 ZOUNEK, Jiří: E-learning. Učení (se) s digitálními technologiemi. Praha : Wolters Kluwer, 2016.

Language of instruction:

Slovak

Notes:student time load:

150 h.

Combined study (lectures/seminars/consultations): 26 h.

Self-study: 34 h.

Collecting up-to-date information, study of the legislation – preparing forms and filling them in.

Other: Working with specialised literature and sources: 20 h.

Seminar paper preparation for presentation: 30 h.

Studying for the final test: 40 h.

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Gálisová, PhD.

Last changed: 27.10.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-213	Course name: Innovative trends in ELT
Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, students will read one article from ELT Forum or other ELT Methodology related journals and will create a summary of the text (0-10 points). Later the student will simulate a class using innovative methods (0-20 points) based on preparing the lesson plan (0-20 points). After the end of semester, the students will sit in the written final exam (0-50 points). The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points out of possible 100. a) continuous assessment: Creating a lesson plan, simulation of a lesson b) final assessment: written exam	
Learning objectives: The student: -is capable of using key ELT terminology referring to innovative trends in ELF context, -understands cardinal principles of different methods and their use in language classroom, -is able to create a lesson plan and integrate innovative trends as part of it, -knows how to motivate learners of different age groups, -is capable of self-reflection -applies appropriate didactic approach when dealing with different sources, -is able to reflect on different types of activities which are used to develop global skills of learners.	
Brief outline of the course: EFL teaching in the context of new trends. Selection of teaching methods and styles in the context of the 21st century. Games in the context of the 21st century and their importance in the EFL context. Modern technologies and apps in EFL context. Development of global skills (critical thinking, collaboration, creativity, digital skills) of future teachers and pupils of English. Teaching the language through culture and cultural heritage. Macmillan and OUP and their role in developing intercultural competence of pupils. Teacher as a source of innovations. Development of emotional intelligence of learners through innovative trends in teaching the language.	
Recommended literature:	

1. HOMOLOVÁ, E. 2013. Methodology of Teaching English 1. Banská Bystrica: Belianum, 2013
 2. HOMOLOVÁ, E. - ŠTULRAJTEROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica: Belianum, 2013
 3. HUTCHINSON, T. - WATERS, A. English for Specific Purposes. OUP, 2010
 4. Odborné časopisy: Forum, Modern English Teacher, Humanising Language Teaching Magazine Lingua Viva
 5. HOMOLOVÁ, E. 2016. Teaching English. Banská Bystrica: Belianum, 2016
 6. Kramsch, C. (1995). The Cultural Component of Language Teaching. Language, Culture and Curriculum, 8:2, 83-92. DOI: 10.1080/07908319509525192.
 7. Neff, P., Rucynski, J. (2013). Tasks for Integrating Language and Culture Teaching. English Teaching Forum, 51:2, 12-23. Retrieved from <https://americanenglish.state.gov/resources/english-teaching-forum-2013-volume-51-number-2#child-1486>.

Internetové zdroje:

<https://www.macmillanenglish.com/us/training-events/webinar-archive>

<https://elt.oup.com/?cc=sk&selLanguage=sk>

<https://www.teachingenglish.org.uk/>

Language of instruction:

English C1

Notes: student time load:

Combined study: 26

Lesson plan elaboration and simulation of lesson: 24

Creating a summary of the article: 20

Self-study: 30

Preparation for the final written exam: 50

Course assessment

The final number of assessed students: 15

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD.

Last changed: 11.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-006	Course name: Intensive Teaching Practice - French
Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 30s Method of study: combined	
Number of credits: 2	
Recommended semester/trimester: 4.	
Level: II.	
Prerequisites:	
Course completion conditions: Continuous assessment consists of active participation in continuous practice and recording. The final assessment consists of a portfolio of materials from pedagogical practice: in writing processed records from the didactic audio recordings of lessons - audio recordings of a trainee teacher/teachers. Part of the final evaluation are written preparations for direct teaching activity, including didactic analysis of the curriculum, self-assessment of the pedagogical practice/continuous (including proposals and recommendations), written assessment of individual learners of lessons by the trainee teacher (we recommend an evaluation sheet in which the trainee teacher expresses himself/herself in structured items for individual items and the overall final assessment of the student on continuous practice (min. 65 points, max. 100 points). The point evaluation for individual components is determined by the approval subjects. Each student chooses a practice school, where he completes 15 hours of practice during the semester, out of one hour of observing a teacher's lesson and 14 hours of own output. The student prepares his lessons in cooperation with the practice teacher (60%). After the end of the semester, he submits a completed file with his own preparations, a written evaluation of the trainee teacher's practice and own written evaluation (40%). The student has the right to one correction deadline for submitting the file. The assessment is carried out according to the classification scale: A (100 - 94 %), B (93 - 87 %), C (86 - 80%), D (79-73%), E (72-65%). Credits will be awarded to a student who has obtained at least 65% for fulfilling the specified conditions. The requirements and recommended literature are updated annually in the course syllabi. a) continuous assessment: lesson observation and teaching outputs (60%) b) final evaluation: filling out the file The student has the right to one correction deadline for submitting the file.	
Learning objectives: The student 1. integrates many practical experiences gained during previous forms of practice with new conditions and contexts that he was not familiar with until now.	

2. has the opportunity to comprehensively view the work of teachers with students at different types of schools.
3. learns the activities of the teacher in a comprehensive way, learns and gradually knows how to solve specific educational problems or situations that arise during and outside of teaching.
4. acquires activities and performs tasks that are close to the requirements of a real teaching job, including his extracurricular activities.
5. will use relevant professional literature to gain knowledge in the given field
6. writes notes
7. observes interactions in the classroom between the teacher and students and between students
8. observes the teacher's pedagogical approaches and interprets them based on his theoretical knowledge from didactics
9. observes the students' learning process and the students' reactions to the teacher's stimuli and their own stimuli
10. critically analyzes his own outputs
11. cooperates with a trainee teacher
12. prepares preparations for lessons and adjusts them after his own analysis and notes of the training teacher
13. applies theoretical knowledge from didactics into practice

Brief outline of the course:

Recommended literature:

1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB
2. Barthélémy, F. 2007. Professeur de FLE. Histoire, enjeux et perspectives. Paris : Hachette
3. Bertocchini, P. & Costanzo, E. 2008. Manuel de formation pratique pour le professeur de FLE. Paris : Clé international
4. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
5. Tagliante, C. 2006. La classe de langue. Paris : Clé international

Other recommended literature:

1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
3. Kalhousť, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožuchová, M., Obdržálek, Z., Porubská, E., & Káník, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávaní žaka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Průcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
18. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií: www.minedu.sk, www.statpedu.sk, www.nucem.sk, www.casopisdobraskola.sk

Language of instruction: Slovak, French (C1-C2)							
Notes:student time load: 60 hours, of which: outputs, listening sessions, analysis of lessons: 30 hours portfolio preparation: 20 hours consultation: 14 hours							
Course assessment The final number of assessed students: 2							
A	B	C	D	E	FX(0)	FX(1)	n
50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: doc. Mgr. Francois Schmitt, PhD.							
Last changed: 18.08.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-107	Course name: Intensive Teaching Practice EN
Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 30s Method of study: combined	
Number of credits: 2	
Recommended semester/trimester: 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). If the student gains 64% and less, he/she is given Fx (failed). Credits are assigned to the student who acquires a minimum of 65 points out of possible 100. a) continuous assessment: Preliminary assessment is based on active participation in continuous practice and creating a teacher’s diary (taking notes from practice). b) final assessment: The final assessment consists of the final portfolio which consists of materials from ELT practice: written observations of peers during their teaching, analyses done with in-service teachers, creating a teacher’s diary. Lesson plans are also part of the final assessment together with analysis of the topic, self-evaluation of ELT practice (together with tips and recommendations), written evaluation of lessons taught by the pre-service teacher by in-service teacher (we recommend to use evaluation sheet with structured items related to different aspects of teaching (min. 65 points, max. 100 points). The number of points acquired are specified according to the subject studied in the given teacher training program. The ELT practice can be also realized through the method of service-learning conditioned by the student’s successful completion of SL subjects.	
Learning objectives: Continuous pedagogical practice is considered to be the the most complex and the most important part for future teachers studying at the Faculty of Arts and Faculty of Pedagogy. 1. the student is able to integrate a range of practical experience which he gained during his ELT practice, 2. the student has got a chance to see the peculiarities of the in-service teacher’s work at different lower and higher secondary schools, 3. the students views the work of the teacher in a complex way, he learns how to deal with different issues which may arise during class, and beyond, 4. the student acquires techniques and strategies used in real teaching occupation, including extracurricular activities.	
Brief outline of the course:	

The main aim of the pedagogical practice is to create a lesson plan/project which will be carried out among pupils at selected lower or higher secondary school, based on the recommendations provided by in-service teachers and counselling with university lecturers in charge of ELT practice.

Recommended literature:

1. Homolová, E. (2013, 2015). Methodology of Teaching English 1, 2. Belianum.
2. Homolová, E. (2012). Becoming an English Teacher. Banská Bystrica: FHV UMB.
3. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
4. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
5. Kalhous, Z., & Obst, O. (2002). Školní didaktika. Portál.
6. Kožuchová, M., Obdržálek, Z., Porubská, E., & Kánik, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
7. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
8. Mertin, V. (2012). Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer.
9. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
10. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
11. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
12. Petty, G. (2013). Moderní vyučování. Portál.
13. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
14. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
15. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
16. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
17. Sitná, D. (2013). Metody aktivního vyučování. Portál.
18. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
19. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
20. Odborné časopisy a noviny, aj v e-podobe.
21. Odkazy na e-zdroje v LMS Moodle.
22. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií: www.minedu.sk, www.statpedu.sk, www.nucem.sk, www.casopisdobraskola.sk

Language of instruction:

Slovak, English C1

Notes: student time load:

60 hours (total) divided into:
 teaching, observations, analysis of lessons taught: 30
 preparing a portfolio: 20
 counselling: 10

Course assessment

The final number of assessed students: 37

A	B	C	D	E	FX(0)	FX(1)	n
97.3	0.0	2.7	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD.

Last changed: 06.03.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-kom-138	Course name: International Certificate of German Language
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: a) continuous assessment: active participation in seminars: 0–30 p. Written test: 0–30 p. b) final assessment: Written and oral test: 0–40 p. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
Learning objectives: The student can read and listen with comprehension, speak fluently, write, and actively participate in a conversation about general topics on the respective CEFR level (A1–C2).	
Brief outline of the course: The seminar focuses on improving language skills in the four basic areas (reading and listening comprehension, writing, speaking). The goal is to prepare the student for an international language certificate exam proving their German language skills on the respective CEFR level (A1–C2).	
Recommended literature: HELBIG, G. - BUSCHA, J. Übungsgrammatik Deutsch. Langenscheidt, 1992. ISBN 3-324-00379-2 HILPERT, S. - SCHÜMANN, A. - GOTTSTEIN-SCHRAMM, B. - KALENDER, S. – ROBERT, A. -SPECHT, F. 2008. Schritte international 1, 2, 3. München : Hueber-Verlag. KANISOVÁ, Z. – RICHTER, M. Sprache im Alltag. Ein Konversationsbuch für Fortgeschrittene. Nové prepracované vydanie, Bratislava, Remedium, 2005 WITZLINGER, H: Deutsch. Aber Hallo! A2, B1, B2. Online: www.deutschkurse-passau.de . www.mein-deutschbuch.de www.lingolia.dehttp://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm 1.	
Language of instruction: German A1 - C2	
Notes:student time load:	

Course assessment							
The final number of assessed students: 6							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Jana Štefaňáková, PhD.							
Last changed: 25.03.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-304	Course name: Irish Language 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: <p>The students will take part in a preliminary assessment (a test). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the preliminary test during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to resit the preliminary test and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)</p>	
Learning objectives: <p>Irish Language will explore basic conversational Irish phrases, common vocabulary, as well as basic grammar and phonology so as to enable students to form and correctly pronounce grammatical sentences with independently-learned vocabulary.</p> <p>Irish Language 1 aims to give students;</p> <ul style="list-style-type: none"> - an ability to read and pronounce Irish as pronounced by native Irish-speakers - a knowledge of the International Phonetic Alphabet as applied to Irish - a knowledge of basic Irish vocabulary - a knowlede of basic Irish grammar and grammatical terminology - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) 	
Brief outline of the course:	
Recommended literature: <p>Irish dictionaries;</p> <ul style="list-style-type: none"> - https://www.teanglann.ie/en/fgb/ - https://en.wiktionary.org/wiki/Category:Irish_lemmas - Dineen's Dictionary (pre-standardised spelling) - http://www.scriobh.ie/page.aspx?id=26&l=2 <p>General Irish-language resources;</p> <ul style="list-style-type: none"> - http://nualeargais.ie/foghlaim/ - Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html <p>Irish grammar;</p>	

- <http://nualeargais.ie/gnag/gram.htm>
- Graiméar na Gaedhilge (1906) - https://en.wikisource.org/wiki/Graim%C3%A9ar_na_Gaedhilge
- Resources for Munster Irish;
- Myles Dillon & Donncha Ó Cróinín; 1961, Teach Yourself Irish (<https://ia801608.us.archive.org/34/items/TeachYourselfIrish/TYI1961.pdf>) (in French)
- Marie-Louise Sjoestedt-Jonval; 1931, Phonétique d'un parler irlandais de Kerry https://fr.wikisource.org/wiki/Phon%C3%A9tique_d%E2%80%99un_parler_irlandais_de_Kerry
- Marie-Louise Sjoestedt-Jonval; 1938, Description de un parler irlandais de Kerry https://fr.wikisource.org/wiki/Description_d%E2%80%99un_parler_irlandais_de_Kerry
- Irish-language History;
- Doyle, Aidan; 2015, A History of the Irish Language: From the Norman Invasion to Independence. Oxford.
- The Story of English (effect on Irish language) – Episode 8 “The Loaded Weapon” (in 7 parts) <https://www.youtube.com/watch?v=hsOduU-20qk&list=PL1DAC7C41112A9B3E>
- Authors of Munster Irish; “The Basket-Island Writers”; Tomás Ó Criomhthain, Muiris Ó Súilleabháin, Peig Sayers <https://www.youtube.com/watch?v=DM166JoI-Us> - Oileán Eile (“Another Island”)
- Tomás Ó Criomhthain; https://wikisource.org/wiki/Author:Tom%C3%A1s_%C3%93_Criomhthain
- An t-Oileánach (“The Islandman”)
- Muiris Ó Súilleabháin;
- Fiche Bliá[dha]n ag Fás (“Twenty Years a-Growing”)
- Peig Sayers;
- Peig – A Scéal Féin (Peg – Her Own Story)
- Machtnamh Seanamhná (The Reflections of an Old Woman)
- Peadar Ua Laoghaire; https://wikisource.org/wiki/Author:Peadar_Ua_Laoghaire
- Mo Sgéal Féin (“My Own Story”); https://wikisource.org/wiki/Mo_Sg%C3%A9al_F%C3%A9in (with audio of native speaker)
- Irish-Language Media;
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>
- BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.
- BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.
- DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.
- MHIC MHATHÚNA, M. 2008. Supporting children’s participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.
- MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.
- Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Language of instruction:

English Language B2

Notes:student time load:

Course assessment

The final number of assessed students: 6

A	B	C	D	E	FX(0)	FX(1)	n
50.0	0.0	33.33	0.0	0.0	16.67	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-314	Course name: Irish Language 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: <p>The students will take part in a preliminary assessment (a test). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the preliminary test during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to resit the preliminary test and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)</p>	
Learning objectives: <p>Irish Language will explore basic conversational Irish phrases, common vocabulary, as well as basic grammar and phonology so as to enable students to form and correctly pronounce grammatical sentences with independently-learned vocabulary.</p> <p>Irish Language 1 aims to give students;</p> <ul style="list-style-type: none"> - an ability to read and pronounce Irish as pronounced by native Irish-speakers - a knowledge of the International Phonetic Alphabet as applied to Irish - a knowledge of basic Irish vocabulary - a knowlede of basic Irish grammar and grammatical terminology - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) 	
Brief outline of the course:	
Recommended literature: <p>Irish dictionaries;</p> <ul style="list-style-type: none"> - https://www.teanglann.ie/en/fgb/ - https://en.wiktionary.org/wiki/Category:Irish_lemmas - Dineen's Dictionary (pre-standardised spelling) - http://www.scriobh.ie/page.aspx?id=26&l=2 <p>General Irish-language resources;</p> <ul style="list-style-type: none"> - http://nualeargais.ie/foghlaim/ - Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html <p>Irish grammar;</p>	

- <http://nualeargais.ie/gnag/gram.htm>
- Graiméar na Gaedhilge (1906) - https://en.wikisource.org/wiki/Graim%C3%A9ar_na_Gaedhilge
- Resources for Munster Irish;
- Myles Dillon & Donncha Ó Cróinín; 1961, Teach Yourself Irish (<https://ia801608.us.archive.org/34/items/TeachYourselfIrish/TYI1961.pdf>) (in French)
- Marie-Louise Sjoestedt-Jonval; 1931, Phonétique d'un parler irlandais de Kerry https://fr.wikisource.org/wiki/Phon%C3%A9tique_d%E2%80%99un_parler_irlandais_de_Kerry
- Marie-Louise Sjoestedt-Jonval; 1938, Description de un parler irlandais de Kerry https://fr.wikisource.org/wiki/Description_d%E2%80%99un_parler_irlandais_de_Kerry
- Irish-language History;
- Doyle, Aidan; 2015, A History of the Irish Language: From the Norman Invasion to Independence. Oxford.
- The Story of English (effect on Irish language) – Episode 8 “The Loaded Weapon” (in 7 parts) <https://www.youtube.com/watch?v=hsOduU-20qk&list=PL1DAC7C41112A9B3E>
- Authors of Munster Irish; “The Basket-Island Writers”; Tomás Ó Criomhthain, Muiris Ó Súilleabháin, Peig Sayers <https://www.youtube.com/watch?v=DM166JoI-Us> - Oileán Eile (“Another Island”)
- Tomás Ó Criomhthain; https://wikisource.org/wiki/Author:Tom%C3%A1s_%C3%93_Criomhthain
- An t-Oileánach (“The Islandman”)
- Muiris Ó Súilleabháin;
- Fiche Bliá[dha]n ag Fás (“Twenty Years a-Growing”)
- Peig Sayers;
- Peig – A Scéal Féin (Peg – Her Own Story)
- Machtnamh Seanamhná (The Reflections of an Old Woman)
- Peadar Ua Laoghaire; https://wikisource.org/wiki/Author:Peadar_Ua_Laoghaire
- Mo Sgéal Féin (“My Own Story”); https://wikisource.org/wiki/Mo_Sg%C3%A9al_F%C3%A9in (with audio of native speaker)
- Irish-Language Media;
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>
- BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.
- BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.
- DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.
- MHIC MHATHÚNA, M. 2008. Supporting children’s participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.
- MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.
- Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Language of instruction:

English Language B2

Notes:student time load:

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

Last changed: 14.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-308	Course name: Irish Language 2
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: The students will take part in a preliminary assessment (a test). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the preliminary test during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to resit the preliminary test and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
Learning objectives: Irish Language Irish Language will explore basic conversational Irish phrases, common vocabulary, as well as basic grammar and phonology so as to enable students to form and correctly pronounce grammatical sentences with independently-learned vocabulary. Irish Language 1 aims to give students; <ul style="list-style-type: none"> - an ability to read and pronounce Irish as pronounced by native Irish-speakers - a knowledge of the International Phonetic Alphabet as applied to Irish - a knowledge of basic Irish vocabulary - a knowlede of basic Irish grammar and grammatical terminology - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) -is able to make simple dialogues and communicate on basic topics such as family, food, travelling. 	
Brief outline of the course:	
Recommended literature: General Irish-language resources; <ul style="list-style-type: none"> - http://nualeargais.ie/foghlaim/ - Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html Irish grammar; <ul style="list-style-type: none"> - http://nualeargais.ie/gnag/gram.htm 	

- Graiméar na Gaedhilge (1906) - https://en.wikisource.org/wiki/Graim%C3%A9ar_na_Gaedhilge
Resources for Munster Irish;
- Myles Dillon & Donncha Ó Cróinín; 1961, Teach Yourself Irish (<https://ia801608.us.archive.org/34/items/TeachYourselfIrish/TYI1961.pdf>)
(in French)
- Marie-Louise Sjoestedt-Jonval; 1931, Phonétique d'un parler irlandais de Kerry
https://fr.wikisource.org/wiki/Phon%C3%A9tique_d%E2%80%99un_parler_irlandais_de_Kerry
- Marie-Louise Sjoestedt-Jonval; 1938, Description de un parler irlandais de Kerry
https://fr.wikisource.org/wiki/Description_d%E2%80%99un_parler_irlandais_de_Kerry
Irish-language History;
- Doyle, Aidan; 2015, A History of the Irish Language: From the Norman Invasion to Independence. Oxford.
- The Story of English (effect on Irish language) – Episode 8 “The Loaded Weapon” (in 7 parts)
<https://www.youtube.com/watch?v=hsOduU-20qk&list=PL1DAC7C41112A9B3E>
Authors of Munster Irish;
“The Blasket-Island Writers”; Tomás Ó Criomhthain, Muiris Ó Súilleabháin, Peig Sayers
<https://www.youtube.com/watch?v=DM166JoI-U> - Oileán Eile (“Another Island”)
- Tomás Ó Criomhthain; https://wikisource.org/wiki/Author:Tom%C3%A1s_%C3%93_Criomhthain
An t-Oileánach (“The Islandman”)
- Muiris Ó Súilleabháin;
Fiche Bliadhain ag Fás (“Twenty Years a-Growing”)
- Peig Sayers;
Peig – A Scéal Féin (Peg – Her Own Story)
Machtnamh Seanamhána (The Reflections of an Old Woman)
- Peadar Ua Laoghaire; https://wikisource.org/wiki/Author:Peadar_Ua_Laoghaire
Mo Sgéal Féin (“My Own Story”);
https://wikisource.org/wiki/Mo_Sg%C3%A9al_F%C3%A9in (with audio of native speaker)
Irish-Language Media;
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>
- BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: *Studia russico-slovaca* 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.
- BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: *European Researcher*. Vol. 42, no. 2-3, s. 455-461.
- DE PAOR. 1988. The People of Ireland. In: *The People of Ireland*. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.
- MHIC MHATHÚNA, M. 2008. Supporting children’s participation in second-language stories in an Irish-language preschool. In: *Early Years: An International Research Journal*. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.
- MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: *Journal of Multicultural Discourses*. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.
- Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: *International Journal of Bilingual Education and Bilingualism*. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.
- Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: *Language, Culture and Curriculum*. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Language of instruction:

English Language B2

Notes:student time load:

Student workload: 90 hrs
 seminar course (S): 13 hrs
 preliminary test preparation: 37 hrs
 study for the final written test: 40 hrs

Course assessment

The final number of assessed students: 1

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-306	Course name: Irish Language 3
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The students will take part in a preliminary assessment (a test). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the preliminary test during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to resit the preliminary test and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
Learning objectives: Irish Language 1 aims to give students; <ul style="list-style-type: none"> - an ability to read and pronounce Irish as pronounced by native Irish-speakers - a knowledge of the International Phonetic Alphabet as applied to Irish - a knowledge of basic Irish vocabulary - a knowlede of basic Irish grammar and grammatical terminology - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) -is able to make simple dialogues and communicate on basic topics such as family, food, travelling. -enhances listening and reading skills on pre-intermediate level 	
Brief outline of the course:	
Recommended literature: Irish dictionaries; <ul style="list-style-type: none"> - https://www.teanglann.ie/en/fgb/ - https://en.wiktionary.org/wiki/Category:Irish_lemmas - Dineen’s Dictionary (pre-standardised spelling) - http://www.scriobh.ie/page.aspx?id=26&l=2 General Irish-language resources; <ul style="list-style-type: none"> - http://nualeargais.ie/foghlaim/ - Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html Irish grammar; <ul style="list-style-type: none"> - http://nualeargais.ie/gnag/gram.htm 	

- Graiméar na Gaedhilge (1906) - https://en.wikisource.org/wiki/Graim%C3%A9ar_na_Gaedhilge
Resources for Munster Irish;
- Myles Dillon & Donncha Ó Cróinín; 1961, Teach Yourself Irish (<https://ia801608.us.archive.org/34/items/TeachYourselfIrish/TYI1961.pdf>)
(in French)
- Marie-Louise Sjoestedt-Jonval; 1931, Phonétique d'un parler irlandais de Kerry
https://fr.wikisource.org/wiki/Phon%C3%A9tique_d%E2%80%99un_parler_irlandais_de_Kerry
- Marie-Louise Sjoestedt-Jonval; 1938, Description de un parler irlandais de Kerry
https://fr.wikisource.org/wiki/Description_d%E2%80%99un_parler_irlandais_de_Kerry
- Irish-language History;
- Doyle, Aidan; 2015, A History of the Irish Language: From the Norman Invasion to Independence. Oxford.
- The Story of English (effect on Irish language) – Episode 8 “The Loaded Weapon” (in 7 parts)
<https://www.youtube.com/watch?v=hsOduU-20qk&list=PL1DAC7C41112A9B3E>
- Authors of Munster Irish;
“The Basket-Island Writers”; Tomás Ó Criomhthain, Muiris Ó Súilleabháin, Peig Sayers
<https://www.youtube.com/watch?v=DM166JoI-Us> - Oileán Eile (“Another Island”)
- Tomás Ó Criomhthain; https://wikisource.org/wiki/Author:Tom%C3%A1s_%C3%93_Criomhthain
An t-Oileánach (“The Islandman”)
- Muiris Ó Súilleabháin;
Fiche Bliadhain ag Fás (“Twenty Years a-Growing”)
- Peig Sayers;
Peig – A Scéal Féin (Peg – Her Own Story)
Machtnamh Seanamhána (The Reflections of an Old Woman)
- Peadar Ua Laoghaire; https://wikisource.org/wiki/Author:Peadar_Ua_Laoghaire
Mo Sgéal Féin (“My Own Story”);
https://wikisource.org/wiki/Mo_Sg%C3%A9al_F%C3%A9in (with audio of native speaker)
- Irish-Language Media;
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>
- BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: *Studia russico-slovaca* 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.
- BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: *European Researcher*. Vol. 42, no. 2-3, s. 455-461.
- DE PAOR. 1988. The People of Ireland. In: *The People of Ireland*. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.
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- Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: *Language, Culture and Curriculum*. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Language of instruction:

English Language B2

Notes:student time load:

Student workload: 90 hrs
 seminar course (S): 13 hrs
 preliminary test preparation: 37 hrs
 study for the final written test: 40 hrs

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-307	Course name: Irish Studies 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The students will elaborate a seminar work on the given topic (10 pages). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to modify the seminar work if it is considered inadequate and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
Learning objectives: The student will be able: <ol style="list-style-type: none"> 1: To use the required facts and basic concepts studied in the subject (cultural, social, political and economic aspects of Irish identity, linguistic, cultural and social diversity of Irish Republic). 2. To define and describe required facts about Irish language, national and cultural identity, Irish culture as a part of identity, education system, language policy, revitalization, language normalization, multiculturalism, diversity. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions). 4. To evaluate studied facts and data on the given topics (language death, vitality of the Irish language, challenges of Irish language acquisition in the context of 21st century, future of the Irish language, European context - challenges and perspectives for the Irish language). 5. To critically analyse thoughts, statements, documents and other materials inevitable for the successful completion of the subject (following the recommended literature - books, articles, documents, etc.). 6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject 	
Brief outline of the course:	

Irish Studies 1 explores topics such as the pre-Indo-European history of Ireland, the arrival of the Celts, Ancient Brehon/Irish Law, The Vikings in Ireland (795-1014), The Battle of Clontarf (1014), The Anglo-Norman Invasion (1169), the Lordship of Ireland (1177-1542), the Statutes of Kilkenny (1366), the Tudor Conquest of Ireland, the Battle of Kinsale (1601), the Ulster Plantations, and Oliver Cromwell's Invasion of Ireland (1649-1653), etc.

Recommended literature:

BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.

BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.

DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.

MHIC MHATHÚNA, M. 2008. Supporting children's participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.

MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.

Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Language of instruction:

English Language B2

Notes: student time load:

Student workload: 90 hrs
 seminar course (S): 13 hrs
 elaboration of seminar work: 37 hrs
 study for the final written test: 40 hrs

Course assessment

The final number of assessed students: 12

A	B	C	D	E	FX(0)	FX(1)	n
33.33	66.67	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-317	Course name: Irish Studies 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: The students will elaborate a seminar work on the given topic (10 pages). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to modify the seminar work if it is considered inadequate and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
Learning objectives: The student will be able: <ol style="list-style-type: none"> 1: To use the required facts and basic concepts studied in the subject (cultural, social, political and economic aspects of Irish identity, linguistic, cultural and social diversity of Irish Republic). 2. To define and describe required facts about Irish language, national and cultural identity, Irish culture as a part of identity, education system, language policy, revitalization, language normalization, multiculturalism, diversity. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions). 4. To evaluate studied facts and data on the given topics (language death, vitality of the Irish language, challenges of Irish language acquisition in the context of 21st century, future of the Irish language, European context - challenges and perspectives for the Irish language). 5. To critically analyse thoughts, statements, documents and other materials inevitable for the successful completion of the subject (following the recommended literature - books, articles, documents, etc.). 6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject 	
Brief outline of the course:	

Irish Studies 1 explores topics such as the pre-Indo-European history of Ireland, the arrival of the Celts, Ancient Brehon/Irish Law, The Vikings in Ireland (795-1014), The Battle of Clontarf (1014), The Anglo-Norman Invasion (1169), the Lordship of Ireland (1177-1542), the Statutes of Kilkenny (1366), the Tudor Conquest of Ireland, the Battle of Kinsale (1601), the Ulster Plantations, and Oliver Cromwell's Invasion of Ireland (1649-1653), etc.

Recommended literature:

BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.

BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.

DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.

MHIC MHATHÚNA, M. 2008. Supporting children's participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.

MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.

Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Language of instruction:

English Language B2

Notes: student time load:

Student workload: 90 hrs
 seminar course (S): 13 hrs
 elaboration of seminar work: 37 hrs
 study for the final written test: 40 hrs

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

Last changed: 14.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-309	Course name: Irish Studies 2
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The students will elaborate a seminar work on the given topic (10 pages). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to modify the seminar work if it is considered inadequate and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
Learning objectives: The student will be able: <ol style="list-style-type: none"> 1: To use the required facts and basic concepts studied in the subject (cultural, social, political and economic aspects of Irish identity, linguistic, cultural and social diversity of Irish Republic). 2. To define and describe required facts about Irish language, national and cultural identity, Irish culture as a part of identity, education system, language policy, revitalization, language normalization, multiculturalism, diversity. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions). 4. To evaluate studied facts and data on the given topics (language death, vitality of the Irish language, challenges of Irish language acquisition in the context of 21st century, future of the Irish language, European context - challenges and perspectives for the Irish language). 5. To critically analyse thoughts, statements, documents and other materials inevitable for the successful completion of the subject (following the recommended literature - books, articles, documents, etc.). 6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject 	
Brief outline of the course:	
Recommended literature:	

BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.

BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.

DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.

MHIC MHATHÚNA, M. 2008. Supporting children's participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.

MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.

Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Language of instruction:

English Language B2

Notes: student time load:

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-311	Course name: Irish Studies 3
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The students will elaborate a seminar work on the given topic (10 pages). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to modify the seminar work if it is considered inadequate and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
Learning objectives: The student will be able: <ol style="list-style-type: none"> 1: To use the required facts and basic concepts studied in the subject (cultural, social, political and economic aspects of Irish identity, linguistic, cultural and social diversity of Irish Republic). 2. To define and describe required facts about Irish language, national and cultural identity, Irish culture as a part of identity, education system, language policy, revitalization, language normalization, multiculturalism, diversity. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions). 4. To evaluate studied facts and data on the given topics (language death, vitality of the Irish language, challenges of Irish language acquisition in the context of 21st century, future of the Irish language, European context - challenges and perspectives for the Irish language). 5. To critically analyse thoughts, statements, documents and other materials inevitable for the successful completion of the subject (following the recommended literature - books, articles, documents, etc.). 6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject 	
Brief outline of the course:	

Irish Studies 3 explores the most important events in the history of Ireland, along with discussing aspects of Irish culture such as the Irish language, music, poetry and literature, storytelling, mythology and religion, St. Patrick, the geography of Ireland, etc.

Recommended literature:

Resources;

Database of cultural and historical documents - <http://www.askaboutireland.ie/reading-room/>

Links to databases of Irish history and culture <https://www.ria.ie/irish-history-online/external-resources>

Logainm (Database of Placenames in Ireland) - <https://www.logainm.ie/en/>

History of Ireland - https://en.wikipedia.org/wiki/History_of_Ireland

Cromwell in Ireland - http://www.olivercromwell.org/wordpress/?page_id=1837

The Irish Story - <https://www.theirishstory.com/category/history/irish-history/#.X8X1OMj7TIU>

Bibliography of Irish Linguistics and Literature; <https://bill.celt.dias.ie/vol4/index2.html>

Video Resources;

- "The Origins of the Irish"; <https://www.youtube.com/watch?v=ZdLUcBbYZqU>

- "Study Ireland: History" (in 8 episodes) - https://www.youtube.com/watch?v=QuO4C9_nn9g&list=PLmDLV-EiXI_ul7kamgxdLQuVX5hPEtxET

- "The Story of Ireland" (in 5 episodes); https://www.youtube.com/watch?v=Jb11KxSGQpk&list=PL9ePwrw_5Jy0F2AHTbIcHjXTQ0g3VqftY

- "DNA Caillte" ("Lost DNA") - The Battle of Kinsale (in Irish with English subtitles);

<https://www.tg4.ie/ga/player/seinn/?pid=6190954173001&title=In%20Aimsir%20Chogaidh&series=DNA%20Caillte&genre=Faisneis&pcode=095984>

- Cromwell in Ireland, "God's Executioner" - <https://www.youtube.com/watch?v=lWkBieHmV3s>

BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: *Studia russico-slovaca* 1.

Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.

BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In:

European Researcher. Vol. 42, no. 2-3, s. 455-461.

DE PAOR. 1988. The People of Ireland. In: *The People of Ireland*. 1988. Dublin : The Appletree

Press. ISBN 0-86281-198-8.

MHIC MHATHÚNA, M. 2008. Supporting children's participation in second-language stories in

an Irish-language preschool. In: *Early Years: An International Research Journal*. 2008. vol, 28,

no. 3. s. 299-309. ISSN 0957-5146.

MORIARTY, M. 2009. Normalising language through television: the case of the Irish language

television channel, TG4. In: *Journal of Multicultural Discourses*. 2009. vol. 4, no. 2, s. 137-149.

ISSN 1744-7143.

Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language

Preference and Practice. In: *International Journal of Bilingual Education and Bilingualism*. 2008.

vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring

the issues. In: *Language, Culture and Curriculum*. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: *Naukovij visnik*

Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: *BBC, The People of Ireland*. Dublin: The Appletree

Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking

Toddlers. In: *First Language*. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish.

In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Language of instruction:

English Language B2

Notes:student time load:

Student workload: 90 hrs

seminar course (S): 13 hrs

elaboaration of seminar work: 37 hrs

study for the final written test: 40 hrs

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-izi-01	Course name: Knowledge Implementation in Foreign Person Integration 1
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The student creates a project addressing the topic of caring for a person from a target group. The project covers min. 5 activities (20 p.). The maximum score is 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%), FX (64%–0%).	
Learning objectives: The student: - can identify the default situation, activity goals, how to achieve them, schedule, problems, partners, appropriate promotion, perform and evaluate activities. - applies the knowledge and competences developed through their study programme in practice.	
Brief outline of the course: Addressing the target group to identify its needs. Project draft. Assistance provided to foreign persons – interpreting, establishing social contacts, communication with authorities, integration into majority society. Evaluation.	
Recommended literature: BROZMANOVÁ GREGOROVÁ, Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4. BROZMANOVÁ-GREGOROVÁ, Alžbeta - FRIMMEROVÁ, Alžbeta - ŠOLCOVÁ, Jana. Dobrovoľníctvo v zariadeniach sociálnych služieb: Sprievodca tvorbou dobrovoľníckeho programu. 1. vyd. Stupava: Platforma dobrovoľníckych centier a organizácií, 2019. 92 s. ISBN 978-80-973034-2-6 BROZMANOVÁ-GREGOROVÁ, Alžbeta - ŠAVRNOCHOVÁ, Michaela - ŠOLCOVÁ, Jana. Objav sa v dobrovoľníctve. 1. vyd. Bratislava : Bratislavské dobrovoľnícke centrum, 2016. 102 s. ISBN 978-80-972255-2-0 BROZMANOVÁ-GREGOROVÁ, Alžbeta - MRAČKOVÁ, Alžbeta. D-zručnosti pre zamestnanie: manuál pre dobrovoľníkov a dobrovoľníčky, dobrovoľnícke organizácie a dobrovoľnícke centrá. Rec. Peter Jusko, Ladislav Vaska. 1. vyd. Banská Bystrica : Univerzita Mateja Bela, 2014. 50 s. ISBN 978-80-557-0728-0	
Language of instruction: Slovak, Ukrainian, Russian, English	

Notes:student time load:

60 h.

Project and report preparation: 13 h.

Project implementation: 47 h.

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Lujza Urbancová, PhD.**Last changed:** 27.10.2022**Approved by:** prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-izc-02	Course name: Knowledge Implementation in Foreign Person Integration 2
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The student creates a project addressing the topic of caring for a person from a target group. The project covers min. 5 activities (20 p.). The maximum score is 100 p. A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%), FX (64%–0%).	
Learning objectives: The student: - can identify the default situation, activity goals, how to achieve them, schedule, problems, partners, appropriate promotion, perform and evaluate activities. - applies the knowledge and competences developed through their study programme in practice.	
Brief outline of the course: Addressing the target group to identify its needs. Project draft. Assistance provided to foreign persons – interpreting, establishing social contacts, communication with authorities, integration into majority society. Evaluation.	
Recommended literature: BROZMANOVÁ GREGOROVÁ, Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4. BROZMANOVÁ-GREGOROVÁ, Alžbeta - FRIMMEROVÁ, Alžbeta - ŠOLCOVÁ, Jana. Dobrovoľníctvo v zariadeniach sociálnych služieb: Sprievodca tvorbou dobrovoľníckeho programu. 1. vyd. Stupava: Platforma dobrovoľníckych centier a organizácií, 2019. 92 s. ISBN 978-80-973034-2-6 BROZMANOVÁ-GREGOROVÁ, Alžbeta - ŠAVRNOCHOVÁ, Michaela - ŠOLCOVÁ, Jana. Objav sa v dobrovoľníctve. 1. vyd. Bratislava : Bratislavské dobrovoľnícke centrum, 2016. 102 s. ISBN 978-80-972255-2-0 BROZMANOVÁ-GREGOROVÁ, Alžbeta - MRAČKOVÁ, Alžbeta. D-zručnosti pre zamestnanie: manuál pre dobrovoľníkov a dobrovoľníčky, dobrovoľnícke organizácie a dobrovoľnícke centrá. Rec. Peter Jusko, Ladislav Vaska. 1. vyd. Banská Bystrica : Univerzita Mateja Bela, 2014. 50 s. ISBN 978-80-557-0728-0	
Language of instruction: Slovak, Russian, Ukrainian, English	

Notes:student time load:

60 h.

Project and report preparation: 13 h.

Project implementation: 47 h.

Course assessment

The final number of assessed students: 1

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Lujza Urbancová, PhD.**Last changed:** 27.10.2022**Approved by:** prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-jzh-01	Course name: Language Games
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: a) Continuous assessment: regular practical exercises (0–10 p.), evaluation of specialised discussions (0–10 p.). b) Final assessment: project of an original game or playful exercises + presentation (0–80 p.). The maximum number of points consisting of continuous and final assessment is 100. Credits will not be awarded to a student who scores less than 52 points. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.	
Learning objectives: The student: <ol style="list-style-type: none"> 1. understands the basic concepts in language games 2. understands how rules are created in accordance with the didactic principles 3. can effectively use language games in language teaching in primary and secondary education 4. can evaluate how language competences can be improved through games as an experiential form of learning 5. designs and original game (playful exercises) and presents it. 	
Brief outline of the course: History of games. Game theory. Serious games and gamification. Games and playful exercises. Game classification. Language games in language teaching (including Slovak as a foreign language). Language games in teaching Slovak (primary and secondary education). Serious language game in the educational process – the didactic principles of its preparation and application. Games and cooperative learning. Phonetic and phonemic games. Games focused on reception, production, interaction, and mediation. Games focused on grammatical phenomena. Games focused on vocabulary development. Narrative games. Story dramatisation. Using games in language education.	
Recommended literature: BEERMANN, Susane – SCHUBACH, Monika – TORNOW, Ortrud E.: Hry na semináře a workshopy. 124 kreativních her. Praha : Grada Publishing, 2015. BUTNER, Amy: 100 aktivit, her a učebních strategií ve výuce cizích jazyků. Praktické návody, jak zpříjemnit výuku studentům i sobě. Brno: Edika, 2013.	

GÁLISOVÁ, Anna – BARIAKOVÁ, Zuzana – VANČÍKOVÁ, Katarína: Jazykové a literárne hry pre 1. a 2. stupeň základnej školy. Krakov : Spolok Slovákov v Poľsku, 2013.

GÁLISOVÁ, Anna: Cvičenia pre žiakov s neslovenským materinským jazykom. Metodický sprievodca. Banská Bystrica : PF UMB, 2006.

HLADÍK, Petr: 111 her pro atraktivní výuku angličtiny. Praha : Grada Publishing, 2013.

HLADÍK, Petr: 111 nových her pro atraktivní výuku jazyků. Praha : Grada Publishing, 2016.

HOUSER, Pavel: Hry se slovy a jazykem. Praha : Portál, 2002.

KESSELOVÁ, Jana: Rozviazané jazýčky. Prešov : Náuka, 1999.

KLEIN, Zamyat M.: 100 kreativních metod a her na semináře a workshopy. Praha : Grada Publishing, 2012.

KLUSÁK, Miroslav – KUČERA, Miloš: Dětské hry – Games. Praha : Univerzita Karlova v Praze, 2010.

PALENČÁROVÁ, Jana – BAJZÍKOVÁ, Vladimíra: Rozcevičme si jazýčky. Bratislava : Združenie Orava, 2006.

PIŠLOVÁ, Simona: Jazykové hry. Praha : FORTUNA, 2011.

SEVILLE, Adrian: Historie deskových her. Brno : CPress, 2020.

SCHNEIDEROVÁ, Eva: Jazykové hry a hříčky. Praha : Portál, 2010.

Language of instruction:

Slovak

Notes:student time load:

150 h.

Combined study (L, S, C): 26 h. Self-study: 44 h.

Collecting up-to-date information, study of the legislation – form preparation and filling in-

Other: Working with specialised literature and sources: 30 h.

Seminar paper preparation for presentation: 50 h.

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Gálisová, PhD.

Last changed: 27.10.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-LMT-123		Course name: Limity intimity: o zodpovedných vzťahoch	
Type, extent and method of instruction:			
Form of instruction: Practical / Seminar			
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
Recommended number of periods: 13 / 13			
Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 2., 4.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment			
The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
Instructor: doc. Mgr. Lívia Nemcová, PhD., doc. PaedDr. Lenka Rovňanová, PhD.			
Last changed: 22.03.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-313	Course name: Linguistic Landscape
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: Assessment in the classroom: active participation in the classroom: 0 – 20 points homework: 0 – 20 points presentation: 0 – 60 points Final assessment: Students can gain 100 points in total for all aforementioned activities. Passmark for getting credits is 65 points out of 100. NB: Students can miss 3 seminars out of 13. However, over 3 absences (i.e. 4 and more) automatically mean evaluation Fx for students. a) continuous assessment: active participation in the classroom: 0 – 20 points homework: 0 – 20 points presentation: 0 – 60 points b) final assessment: Students can gain 100 points in total for all aforementioned activities. Passmark for getting credits is 65 points out of 100.	
Learning objectives: Students <ol style="list-style-type: none"> 1. will be able to use learned knowledge in their professional career, 2. will be autonomously able to work in a creative way and make conclusions, 3. will be able to use newly acquired research skills in practise, 4. will be able to identify, collect, classify, analyze, explain, and interpret research material, 5. will be able to autonomously present their attitudes and opinions. 	
Brief outline of the course: Linguistic Landscape of a chosen area. Essentials of a research in practice (collecting data). Processing the collected data - methods and techniques. Creating the database. Linguistic Landscape with the accent on English phrases and texts. Linguistic Landscape (LL) with the accent on representation of fe/males in public spaces. Emphasis is placed on acquainting students with the latest trends in the dynamics of LL research and the involvement of students in these research activities.	
Recommended literature: CRYSTAL, David.2010. English as a Global Language. Second Edition	

- ČERNÝ, Miroslav. 2016. Role angličtiny v jazykovej krajine Srí Lanky. DOI:10.18355/XL.2016.09.03.51-57
- ČERNÝ, J. - HOLEŠ, J. 2004. Sémiotika.
- FERENČÍK, Milan. 2014. Jazyk v meste. Angličtina vo vizuálnej semiotike mestskej jazykovej krajiny
- GORTER, D. (Ed.). 2006. Linguistic Landscape. A New Approach to Multilingualism.
- JESENSKÁ, Petra. 2019. English Vocabulary Stratification. Link: <https://www.ff.umb.sk/pjesenska/publikacna-cinnost.html>
- JESENSKÁ, Petra. 2021. Jazyková krajina v pedagogickej. In Teória a prax prípravy budúcich translológov a učiteľov anglického jazyka 3.: zborník recenzovaných príspevkov z Medzinárodnej online konferencie konanej v dňoch 8. - 9. septembra 2021 (ed. Anna Slatinská) pp. 111-115
- JESENSKÁ, Petra. 2018. Jazyková politika a jazyková situácia v EÚ s ohľadom na angličtinu ako jazyk lingua franca
- JESENSKÁ, Petra. 2009. Prezentovanie rodových rol a stereotypov vo vybraných učebniciach anglického jazyka
- JESENSKÁ, Petra. 2021. Skúmanie základnej jednotky jazykovej. In Od textu k prekladu 15 (eds. Alena Ďuricová, Jana Lauková). 2. časť. pp. 45-51
- JESENSKÁ, Petra. 2020. Úvodné poznámky na margo výskumu jazykovej krajiny Národnej ulice v Banskej Bystrici. In Od textu k prekladu 14 (ed. Alena Ďuricová) pp. 24-28
- KLINCKOVÁ, Jana. 2014. Jazyk bilbordov. In: Polarity, paralely a prieniky jazykovej komunikácie (ed. V. Patráš), pp. 88 - 102
- LAUNDRY, Rodrigue – BOURHIS, Richard. 1997. Linguistic Landscape and Ethnolinguistic Vitality An Empirical Study. In: Journal of Language and Social Psychology 16(1):23-49. March 1997. DOI: 10.1177/0261927X970161002
- SATINSKÁ, Lucia. 2014. Jazyková krajina Bratislavy: Dunajská ulica. In: Polarity, paralely a prieniky jazykovej komunikácie (ed. V. Patráš), pp. 157 – 167

Language of instruction:

English (B2 – C1 levels), Slovak and occasionally Czech

Notes:student time load:

90 hours in total (13 classes + 26 hours/homework + 51 hours/self-study)

Course assessment

The final number of assessed students: 1

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PaedDr. Petra Jesenská, PhD.

Last changed: 12.05.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-MRK-402		Course name: Mediation and resolution of interpersonal conflicts					
Type, extent and method of instruction:							
Form of instruction: Lecture / Seminar							
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 13 / 13							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester: 1.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 58							
A	B	C	D	E	FX(0)	FX(1)	n
48.28	27.59	13.79	6.9	1.72	1.72	0.0	0.0
Instructor: Mgr. Zuzana Heinzová, PhD., doc. Mgr. Lenka Ďuricová, PhD.							
Last changed: 03.02.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-101	Course name: Methodology of Teaching English 1
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 4	
Recommended semester/trimester: 1.	
Level: II.	
Prerequisites:	
Course completion conditions: 2 language games 0- 5 points each 1 article review: 0-5 points Written test: (pass 65%) Overall assessment: pass: 65% out of points: language games + Article review+ written test Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). a) continuous assessment: 2 language games 0- 10 points each 1 article review: 0-5 points Written test: 0- 35 points (pass 65%) b) final assessment: Overall assessment: written test (pass 65% out of maximum points) language games + article review + written test Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %).	
Learning objectives: Student will be able to: <ol style="list-style-type: none"> 1. apply effective methods and approaches in teaching vocabulary and grammar 2. work with texts for developing receptive skills Reading and listening comprehension) 3. evaluate suitable text-related tasks 4. adapt authentic texts for classroom use 5. create situations for language acquisition 	
Brief outline of the course: Presentation and practice of vocabulary, grammar structures and functions. Developing reading comprehension. Using visuals in the lessons. Developing listening comprehension. Pre, while, post text tasks. Creative tasks. Developing autonomous learning .Functions and types of questions. Learning styles. Using authentic materials in the lesson.	
Recommended literature: <ol style="list-style-type: none"> 1. HARMER, J. The Practice of English Language Teaching, Harlow: Longman 2007 2. HOMOLOVÁ, E. Teaching English. Banská Bystrica: Belianum, 2016 3. HOMOLOVÁ, E. Methodology of Teaching English. Banská Bystrica: Belianum, 2013 	

4. BETÁKOVÁ, L. - HOMOLOVÁ, E. – ŠTULRAJTEROVÁ, M. Moderní didaktika anglického jazyka v otázkách a odpovědích . Praha: Wolters Kluwer, 2017.
5. OXFORD, L.R. Language Learning Strategies. Boston : Heinle, 1990
6. LOJOVÁ, G. - VLČKOVÁ K. Styly a strategie učení ve výuce cizích jazyků. Praha: Portál, 2011
7. STRAKOVÁ, Z. Teaching English as a Foreign Language. Prešov, PU: 2014
8. DOFF, A. Teach English CUP, 1992
9. Inovovaný štátny vzdelávací program
10. Spoločný európsky referenčný rámec pre jazyky.

Language of instruction:

English C1

Notes: student time load:

Student time load: 120 hours

Combined study: 26

Self study: 20

Article review: 20

Preparation of language games: 14

Study for the written test: 40

Course assessment

The final number of assessed students: 101

A	B	C	D	E	FX(0)	FX(1)	n
21.78	19.8	32.67	18.81	5.94	0.0	0.99	0.0

Instructor: doc. PhDr. Eva Homolová, PhD.

Last changed: 11.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-102	Course name: Methodology of Teaching English 2
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 4	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: In the course of the semester the students prepare in writing a summary of a specialised text in English (article, study, chapter, etc.), expressing their own opinion about it (0-10 points). In the seminars, the students will also teach – simulate a lesson (0-20 points), following a prepared lesson plan and with the use of material and technical teaching aids (0-20 points). After the end of the semester students will take a final written exam (0-50 points). Students have one chance to retake the final written test composed of the entire term curriculum. The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100. a) continuous assessment: Processing the scientific article, preparation of a lesson plan b) final assessment: final written exam	
Learning objectives: Students will be able: 1. To use adequate sources, materials and technical means for preparing the lesson plan 2. To choose and evaluate an adequate textbook for a given language level and curriculum 3. To encourage the pupils to speak using adequate stimulating activities 4. To evaluate and mark the written and oral expression in English correctly 5. To apply acquired knowledge when simulating an English lesson 6. To compare traditional type of ELT practice at middle and high schools.	
Brief outline of the course: The importance of productive skills. The importance of writing. Differences between writing and speaking. Writing as a means and writing as an aim. The process of writing. Pre-writing activities. Types of tasks for developing writing (controlled tasks, structure-based tasks, authentic writing tasks), overall written production according to CEFR. Teaching speaking. Importance of speaking. Speaking as a productive skill. Aspects of the speaking skill. Accuracy and fluency. Appropriacy. Developing speaking in the classroom. Types of classroom speaking activities. Accuracy-based practice (different types of drills: substitution drills, transformation drills, functional-situational drills, etc). Fluency-based practice (discussion, role play,debate). Communicative method of teaching. Communicative speaking activities. Format of a speaking lesson (before, during, after and	

transfer stage). Pre-speaking activities. Motivation. Triggering interest of learners in both writing and speaking activities. CEFR and development of speaking skills.

Recommended literature:

1. COUNCIL OF EUROPE 2001. The Common European Framework of References for Languages: Learning, Teaching, Assessment. Dostupné na: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf
2. GOWER, R. a kol. 1995. Teaching Practice Handbook. Oxford : Heinemann, 1995.
3. HARMER, J. 2009. How to teach English. Harlow : Longman, 2009.
4. HOMOLOVÁ, E. 2013. Methodology of Teaching English. Banská Bystrica : Belianum, 2013.
5. HOMOLOVÁ, E.- ŠTULRAJREROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica : Belianum, 2013.
6. CHODĚRA, R. 2013. Didaktika cizích jazyku. Praha : Academia, 2013.
7. LARSEN-FREEMAN, D. 2000. Techniques and Principles in Language Teaching. Oxford : OUP, 2000.
8. POKRIVČÁKOVÁ, S. 2013. Teaching Techniques for Modern Teachers of English. Nitra : ASPA, 2013.
9. Spoločný európsky referenčný rámec pre jazyky. Prvé vydanie, 2006 ŠPÚ, Bratislava. ISBN 80-85756-93-5.
10. STRAKOVÁ, Z. 2003. Vedenie žiakov k samostatnosti. Prešov : MPC, 2003.
11. ŠTÁTNY VZDELÁVACÍ PROGRAM. Dostupné na: <http://www.statpedu.sk/sk/Statny-vzdelavaciprogram>.
12. VAJDIČKOVÁ, R. 2013. Štandard a kompetenčný profil učiteľa. In Determinanty pregraduálnej prípravy učiteľov anglického jazyka 2: monografia Katedry anglistiky a amerikanistiky. 1. vyd. - Banská Bystrica : Univerzita Mateja Bela, Fakulta humanitných vied, 2013, s. 48-73. ISBN 978-80-557-0484-5.
13. VAJDIČKOVÁ, R. 2013. Tradičné a súčasné trendy rozvoja jazykových zručností vo výučbe anglického jazyka. In Vzájomná informovanosť - cesta k efektívnemu rozvoju vedeckopedagogickej činnosti. Zborník z medzinárodnej konferencie doktorandov, Nitra 2013. Nitra : Univerzita Konštantína Filozofa v Nitre, 2013. s. 178-185. ISBN 978-80-558-0467-5.

Language of instruction:

English C1

Notes: student time load:

total: 120 hours

Combined form of study (seminars): 26

Scientific article elaboration: 20

Preparation of the lesson plan and simulation of lesson: 20

Self-study: 24

Study for the final exam: 30

Course assessment

The final number of assessed students: 69

A	B	C	D	E	FX(0)	FX(1)	n
81.16	11.59	4.35	2.9	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD.

Last changed: 07.02.2024

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-103	Course name: Methodology of Teaching English 3
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: In the course of semester students will teach – simulate a lesson in a seminar (0-20 points) according to a prepared lesson plan and with the use of material and technical teaching tools (0-20 points). After the end of the semester students have to take a final written exam (0-60 points). Students have one chance to retake the final written exam. The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points out of possible 100. a) continuous assessment: written preparation for the lesson: 20 points presentation – lesson simulation: 20 points Total: 40 points b) final assessment: Final written exam: 60 points	
Learning objectives: Students will be able: <ol style="list-style-type: none"> 1. To prepare a lesson plan based on the principles of the educational process 2. To choose specialised texts published in English suitable for English language teaching 3. To use adequate types of teaching tasks when practicing language means and skills 4. To identify and use European documents as a source for foreign language teaching 5. To be well informed about the State and the School Education Programme 6. To review the differences in curricula and lesson plans between various types of schools. 7. To implement basics of Service Learning activities during ELT practice. 	
Brief outline of the course: Planning the English language lesson. Contemporary trends in curricula and teaching materials. Common European Framework of Reference for Languages. Education programme – curriculum. National Education Programme. School Education Programme. Service Learning Potential for future teachers.	
Recommended literature:	

1. COUNCIL OF EUROPE 2001. The Common European Framework of References for Languages: Learning, Teaching, Assessment. Dostupné na: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf
2. GOWER, R. a kol. 1995 .Teaching Practice Handbook.Oxford : Heinemann,1995.
3. HARMER, J. 2009. How to teach English. Harlow : Longman, 2009.
4. HOMOLOVÁ, E. 2013. Methodology of Teaching English. Banská Bystrica : Belianum, 2013.
5. HOMOLOVÁ, E.-ŠTULRAJREROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica : Belianum, 2013.
6. CHODĚRA, R. 2013. Didaktika cizích jazyku. Praha : Academia, 2013.
7. LARSEN-FREEMAN, D. 2000. Techniques and Principles in Language Teaching. Oxford : OUP, 2000.
8. POKRIVČÁKOVÁ, S. 2013. Teaching Techniques for Modern Teachers of English. Nitra : ASPA, 2013.
9. SPOLOČNÝ EURÓPSKY REFERENČNÝ RÁMEC PRE JAZYKY. Prvé vydanie, 2006 ŠPÚ, Bratislava. ISBN 80-85756-93-5.
10. STRAKOVÁ, Z. 2003. Vedenie žiakov k samostatnosti. Prešov : MPC, 2003.
11. ŠTÁTNY VZDELÁVACÍ PROGRAM. Dostupný na: <http://www.statpedu.sk/sk/Statny-vzdelavaciprogram>
12. VAJDIČKOVÁ, R. 2013. Štandard a kompetenčný profil učiteľa. In: Determinanty pregraduálnej prípravy učiteľov anglického jazyka 2: monografia Katedry anglistiky a amerikanistiky. 1. vyd. - Banská Bystrica : Univerzita Mateja Bela, Fakulta humanitných vied, 2013, s. 48-73. ISBN 978-80-557-0484-5.

Language of instruction:

English B2

Notes:student time load:

Total amount of hours: 150, consisting of:

combined studies (L, S, C): 26 hrs.

written preparation – lesson plan for the lesson simulation: 10 hrs.

preparation for presentation – lesson simulation: 20 hrs.

selfstudy 50 hrs.

preparation for final exam 44 hrs.

Course assessment

The final number of assessed students: 69

A	B	C	D	E	FX(0)	FX(1)	n
98.55	0.0	1.45	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD.

Last changed: 11.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-mr-54	Course name: Modern Rhetoric
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: a) continuous assessment: discussible approaches to the introduced case studies (0 – 25 points) suggestions for the synchronization of the parts in the rhetoric speech (0 – 25 points) b) final assessment: presentation of the chosen motif in the public performance with the speech analysis (0 – 50 points) Maximum number of points obtained is 100. Credits are assigned to the student who acquires minimum 65 points for fulfilling certain conditions.	
Learning objectives: The student will be able 1. To know the purpose and be aware of the meaning of the public communication, 2. To understand the interdisciplinary definition, relations and connections in the speech communication, 3. To identify the conceptual-compositional essence of the speech text, 4. To master the content-motivic peculiarities and expressional possibilities of the rhetoric communicate, 5. To respect the principles of preparation and rules of successful rhetoric, 6. To purposefully apply the acquired knowledge in a way to make the speech interesting, impressive, argumentative persuasive, understandable and cultivated.	
Brief outline of the course: Profile and purpose of the subject, literature and sources. (Self)image, stage fright. Communication means of the speaker - verbal and nonverbal part. Verbal part of the rhetoric communication - selective excurses. Accuracy and comprehensibility: the topic and its structure. Genres of speech. Nonverbal components of rhetoric communication - essence and meaning. Arguing, wrong arguments and communication risks. Detailed preparation of public speaking.	
Recommended literature: a) basic: ARISTOTELES: Rétorika. Martin : Thetis, 2009. DAŇKOVÁ, M.: Prokoukněte komunikační styly druhých. Praha : Grada Publishing, 2018. FEXEUS, H.: Nejlepší přesvědčovací techniky. Praha : Grada Publishing, 2017.	

GALLO, J.: Rétorika v teórii a praxi. Prešov : Dominanta, 2004.
 HIERHOLD, E.: Rétorika a prezentace. Praha : Grada, 2005.
 KRÁĽ, Á.: Pravidlá slovenskej výslovnosti. Martin : Matica slovenská, 2005.
 MISTRÍK, J.: Rétorika. 3. vyd. Bratislava : SPN, 1987.
 PATRÁŠ, V.: Pohotovosť čítania a myšlienkové spracovanie textu. Banská Bystrica : UMB, 2011.
 ŠKVARENINOVÁ, O.: Rečová komunikácia. 3., rozšír. vyd. Trnava : UCM, 2014.
 ŠPAČKOVÁ, A.: Moderní rétorika na univerzitě. Praha : UK, 2017.

b) secondary:
 BECK/ová, G.: Zakázaná rétorika. 30 manipulatívnych technik. Praha : Grada, 2007.
 BRUNO/vá, T. – ADAMCZYK, G.: Řeč těla. Praha : Grada, 2005.
 BUČEK, J.: Rola moderátora v masmediálnom dialógu. Zlín : VeRBuM, 2012.
 EKMAN, P. – FRIESEN, W.: Emoce pod maskou. Praha : Biz Books, 2015.
 KRAUS, J. a kol.: Člověk mluvící. Voznice : Leda, 2011.
 MARKOŠ, J.: Sila rozumu v bláznivej dobe. Bratislava : NPress, 2019.
 MYSLOVIČOVÁ, S. – VANČOVÁ, I. (eds.): Spytovali ste sa. Bratislava : JÚLŠ SAV, 2017.
 SLEZÁK, M.: Achillova pata a jiné patálie: dobrodružný výklad živých slov, rčení, úsloví a často používaných frází od A do Ž. Praha : Euromedia Group, 2019.
 STEHLÍKOVÁ, M.: Tajomstvo reči tela. Bratislava : BodyTalks, 2018.
 STANČEK, L. – ŠURÁB, M.: Rétorika dnes. Ružomberok : Rektorát KU, 2006.
 TERMANN, S.: Umění přesvědčit a vyjednat. Praha : Grada, 2009.
 URBANOVÁ, M. a kol.: Rétorika pro právníky. Plzeň : Aleš Čeněk, 2009.
 VYBÍRAL, Z.: Psychologie komunikace. Praha : Portál, 2005.

Language of instruction:

Notes:student time load:

90 hrs.
 Sit-in-class study (L,S,C): 26 hrs.
 Work with the technical literature and sources: 20 hrs.
 E-learning, case studies: 10 hrs.
 Preparation for the final assessment: 24 hrs.
 Preparation for the public performance in front of the audience: 10 hrs.

Course assessment

The final number of assessed students: 75

A	B	C	D	E	FX(0)	FX(1)	n
50.67	18.67	16.0	5.33	4.0	5.33	0.0	0.0

Instructor: prof. PaedDr. Vladimír Patráš, CSc.

Last changed: 31.01.2024

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-003	Course name: Observation Teaching Practice - French
Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined	
Number of credits: 2	
Recommended semester/trimester: 1.	
Level: II.	
Prerequisites:	
Course completion conditions: a) participation on class observations b) portfolio of materials from teaching observation: written records from didactic class observations of a practice teacher in form of class observation sheets + practice report. The course assessment corresponds to the A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquired a minimum of 65%. Course completion conditions and recommended literature are updated every year in a syllabus of the course. Continuous assessment: participation on class observations Final assessment: portfolio of materials from teaching observation (written records from didactic class observations of a practice teacher in form of class observation sheets + practice report)	
Learning objectives: The student <ol style="list-style-type: none"> 1. has practical experience in teaching FJ. 2. on the basis of pedagogical, psychological and professional subjects, can analyze parts of the lesson, assess the appropriateness of the chosen means of education. 3. is able to carry out a didactic analysis of the lesson together with the trainee teacher. 4. uses relevant professional literature to gain knowledge in the given field 5. writes notes 6. observes interactions in the classroom between the teacher and students and between students 7. observes the teacher's pedagogical approaches and interprets them based on his theoretical knowledge of didactics 8. observes the students' learning process and the students' reactions to the teacher's stimuli 9. summarizes the class he observed and analyzes its most significant characteristics 	
Brief outline of the course: During the class observations of French language classes it is recommended for students to observe: Readiness of the class and preparation of students for the classes (tidiness of the classroom, entry of a teacher to the classroom, preparedness of teaching aids and technical aids and their usage in class etc.). Readiness of students after the bell, welcome of a teacher (behaviour of a teacher and students, the way of checking presence in classes etc.). Checking of homework (in which part of	

a class and in what way was done the checking, difficulty and extent of homework, frequency of assigning homework, applied forms and methods of checking, orientation of homework to creative thinking of students, the way of application of knowledge to practical activities, verbal assessment and grading of students' performances etc.). Checking of students' knowledge (way, content, extent), activation of students during individual examination, orientation of a teacher to creative thinking of students, the way of using language tools in communication situations, verbal assessment and grading of students' performances etc.). Defining of a theme and goals of a class (the way of motivation to active acquisition of a new curriculum, application of interdisciplinary and intra-course relations etc.) Exposition of a curriculum (applied forms and tools of work, activity of a teacher and students, representation of a formative component in classes, modernisation of a content, forms and tools of work etc.). Fixing of a new curriculum (organisation of fixing a new curriculum, types of fixing methods, their relations to exposition methods, possibilities of practical application of new language tools in communication situations, formulation and way of asking checking questions, use of technical tools for fixing of a curriculum, feedback in a period of fixing a curriculum etc.). Homework (way of its assigning, motivation for homework, individualizes, individual, pair and group homework, etc.). Personality of a teacher (teacher's communication, objectivity, demands, respect for students' demands and personality abilities, gesticulation and facial expression, tidiness of a teacher, movement of a teacher around the classroom, teacher's reactions to unexpected impulses from a students, teacher's temperament, pitch of a voice etc.). Use of French and Slovak languages by teacher and students, their ratio and function. Quality of foreign-language expression.

Recommended literature:

1. BARANOVÁ, Elena. 2009. Francúzština pre komunikáciu v škole. Slovensko- francúzsky odborný slovník a odborná príručka. Banská Bystrica: FHV UMB 2009. 125 s. ISBN 978-80-8083-813-3
2. DOUŠKOVÁ, A. a i. 2011. Zo študenta učiteľ. Banská Bystrica.
3. FORTINOVÁ, N., Laurinová, J., Škola ako dedičstvo. (Preklad: Baranová, E). Banská Bystrica: PF UMB 1997
4. LÁSZLÓ, K. - BABICOVÁ, Z.: Koncepcia pedagogickej praxe v študijnom odbore učiteľstvo akademických predmetov na UMB.
5. LÁSZLÓ, K. 1996. Teória a prax vo vzdelávaní učiteľov. 1. vyd. Banská Bystrica, 141 s. ISBN 80-88825-41-5.
6. MIHÁLIK, L.: Analýza vyučovacej hodiny. Bratislava : 1988.
7. PETLÁK, E.: Pedagogicko-didaktická práca učiteľa. Bratislava : 2000.
8. ZOLYOMIOVÁ, P. – NEMCOVÁ, L. – ŠKVARKOVÁ, Z. 2008. Miesto a úloha pedagogickej praxe v učiteľských a neučiteľských študijných programoch na Katedre pedagogiky PF UMB v Banskej Bystrici. In Pedagogické praxe a odborové didaktiky. Brno. ISBN 978-80-7392-052-4.

Language of instruction:

Slovak, French (C1-C2)

Notes:student time load:

Student time load: 60 hrs, of which:

Class observations with analysis: 26 hrs Consultations with preparation of a portfolio: 34 hrs

Course assessment

The final number of assessed students: 5

A	B	C	D	E	FX(0)	FX(1)	n
60.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.
Last changed: 18.08.2022
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-104	Course name: Observation Teaching Practice EN
Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined	
Number of credits: 2	
Recommended semester/trimester: 1.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester the student participates in observing English lessons, works on observation tasks and actively participates in follow up discussions and feedback sessions. Continuous assessment: essay: 0-10 points observation tasks: 0-20 points feedback session : 0-10 points Total: 40 points; pass 25 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). a) continuous assessment: Continuous assessment consists of active observations and completion of portfolio tasks. b) final assessment: with a trainee teacher, written preparations for direct teaching activities, including didactic analysis of the curriculum for freely selected contents, own evaluation of pedagogical practice - report from practice including suggestions and recommendations (min. 65 points, max. 100 points). The scoring for individual components is determined by the approbation subjects. Other records determined by AP didactics may also be part of the portfolio. Together, students have the opportunity to earn 100 points for the entire course.	
Learning objectives: Course aims: Student will be able to: 1. state the overall aim of the lesson observed; 2. analyze parts of the lesson; 3. discuss learning value of tasks and activities used in the lesson; 4. participate in follow up discussion and suggest alternative tasks and approaches.	
Brief outline of the course: During the students' study, it is recommended to follow the determined aspects of the educational process according to the tasks in the scripts: 1. Class readiness and preparation of students for teaching 2. Pupils ready after the bell, teacher welcome. 3. Homework check (at which stage of the lesson and how it was carried out)	

4. Verification of students' knowledge (method, content and scope), activation of the classroom society in individual examination, teacher's orientation to students' creative thinking, method of applying theoretical knowledge to practical activities, verbal evaluation and classification of students' performance, etc.
5. Defining the topic and goal of the lesson (method of motivation for active acquisition of new curriculum, application of interdisciplinary and interdisciplinary relationships, etc.).
6. Exposure of the curriculum (applied forms and means of work, activity of teacher and students, representation of the formative component in teaching, modernization of content, forms and means of work, etc.).
7. Fixation of new curriculum (organization of consolidation of curriculum, types of fixation methods, their relation to exposure methods, orientation of students' attention to the possibilities of practical application of new knowledge in practice, formulation and method of entering control questions, use of technical means for fixing curriculum, stage feedback fixing the curriculum, etc.)
8. Homework (way of assigning it, motivation for homework, individualized, individual, pair, group, etc.).
9. Teacher's personality (teacher's communicativeness, objectivity, difficulty, respect for students' requirements and personal possibilities, gestures and facial expressions, his order, the teacher's movement around the class, the teacher's reactions to unforeseen stimuli from the class, his temperament, speech volume, etc.).
10. It is also recommended to monitor: pedagogical communication, communication structures, content and curriculum transformation, student induction, motivational aspects, student involvement in activities, clarity and comprehensibility of instructions for tasks, implementation of individualized teaching, teacher-by-class movement, inclusion of accountability activities, social contact, increasing self-perception, reflexive activities, control and evaluation.

Recommended literature:

Homolová, E. Becoming an English Teacher. Banská Bystrica: FHV UMB, 2012
 2. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav, 2006.
 3. ŠVP ISCED 2 <http://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-druhy-stupen-zs/>
 4. iŠVP ISCED <http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-gymnazia-so-stvorrocnym-patrocnym-vzdelavacim-programom/>
 5. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
 6. Harmer, J. (2007) The practice of English language teaching. OUP
 7. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
 8. Sieglová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
 9. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií: www.minedu.sk, www.statpedu.sk, www.nucem.sk, www.casopisdobraskola.sk

Language of instruction:

Slovak language C1 English language B2-C1

Notes: student time load:

60 hours:
 combined study: 26
 portfolio: 20
 consultations: 14

Course assessment							
The final number of assessed students: 100							
A	B	C	D	E	FX(0)	FX(1)	n
99.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: doc. PhDr. Eva Homolová, PhD.							
Last changed: 20.04.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 1d-fjs-021	Course name: Organizing activities for the UMB University Success Center 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: I.	
Prerequisites:	
Course completion conditions: a) facilitate proper functioning of activities planned according to the schedule of financed activities approved for the given academic year in cooperation with the members of the CAS organizing team: 0 – 20 points; b) Perform 2 – 3 activities per semester beyond the schedule of financed activities approved for the given academic year in cooperation with the members of the CAS organizing team: 0 – 20 points; c) help manage CAS websites on social networks in cooperation with the members of the CAS organizing team: 0 – 20 points d) contact possible participants in the activities within the given academic year in cooperation with the members of the CAS organizing team, p: 0 – 20 points e) design a plan of financed activities for the given academic year in cooperation with the members of the CAS organizing team: 0 – 20 points The maximum number of points consisting of continuous and final assessment is 100. The credits are assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. Final assessment: The maximum number of points consisting of continuous and final assessment is 100. The credits are assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements.	
Learning objectives: Students will able: <ol style="list-style-type: none"> 1. to communicate with the members of the organizing team 2. to communicate with external participants (in French if necessary) 3. to organize cultural and social events. 	
Brief outline of the course:	
Recommended literature:	
Language of instruction: French (A2-B1) or English (B1)	

Notes:student time load:

Student time load: 90 hours.

Contact with CRU organizing team members: 15 hours

Contact with participants: 15 hours

Social network management: 20 hours

Organization of events: 30 hours

Creation of activity plan: 10 hours

Course assessment

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD., Gautier Quentin Crept

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 1d-fjs-022	Course name: Organizing activities for the UMB University Success Center 2
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: I.	
Prerequisites:	
Course completion conditions: a) facilitate proper functioning of activities planned according to the schedule of financed activities approved for the given academic year in cooperation with the members of the CAS organizing team: 0 – 20 points; b) Perform 2 – 3 activities per semester beyond the schedule of financed activities approved for the given academic year in cooperation with the members of the CAS organizing team: 0 – 20 points; c) help manage CAS websites on social networks in cooperation with the members of the CAS organizing team: 0 – 20 points d) contact possible participants in the activities within the given academic year in cooperation with the members of the CAS organizing team, p: 0 – 20 points e) design a plan of financed activities for the given academic year in cooperation with the members of the CAS organizing team: 0 – 20 points The maximum number of points consisting of continuous and final assessment is 100. The credits are assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. Final assessment: The maximum number of points consisting of continuous and final assessment is 100. The credits are assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements.	
Learning objectives: Students will able: <ol style="list-style-type: none"> 1. to communicate with the members of the organizing team 2. to communicate with external participants (in French if necessary) 3. to organize cultural and social events. 	
Brief outline of the course:	
Recommended literature:	
Language of instruction: French (A2-B1) or English (B1)	

Notes:student time load:

Student time load: 90 hours.

Contact with CRU organizing team members: 15 hours Contact with participants: 15 hours

Social network management: 20 hours Organization of events: 30 hours Creation of activity plan: 10 hours

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD., Gautier Quentin Crept

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajp-304	Course name: Philosophy of Translation
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: Course completion conditions: a) continuous assessment: active participation in class 0-50 points b) final assessment: analytical essay 0-50 points Maximum number of points covering the continual and final assessment is 100. It corresponds to the standard A-FX grading scale. Credits are assigned to the student who acquired a minimum of 65 points out of a possible 100. a) continuous assessment: a) continuous assessment: active participation in class 0-50 points b) final assessment: b) final assessment: analytical essay 0-50 points	
Learning objectives: Students: 1. will be able to critically evaluate various TS paradigms, 2. will assess validity or invalidity of theoretical concepts, 3. will consider ideological influences on translation (censorship, self-censorship etc.) 4. will acquire an insight into national and international TS.	
Brief outline of the course: Translation. Translability. Ideology in translation. Patronage. Culture in translation.	
Recommended literature: LEFEVERE, André (1992). Translation/History/Culture. London – New York: Routledge, 199 p. ISBN 0-203-41760-7. TYMOCZKO, Maria (2007). Enlarging Translation, Empowering Translators. Manchester: St. Jerome Publishing, 360 p. ISBN 1-900650-66-5.	
Language of instruction: Slovak and English	
Notes: student time load: combined studies: 13 hrs. self-study: 40 hrs. preparing of topic and presentation: 37 hrs.	

Course assessment							
The final number of assessed students: 14							
A	B	C	D	E	FX(0)	FX(1)	n
57.14	14.29	14.29	0.0	7.14	0.0	7.14	0.0
Instructor: Leonid Chernovaty, PhD.							
Last changed: 29.04.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-vstv-106		Course name: Physical Education 6	
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 1., 3.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment The final number of assessed students: 73			
abs	n	p	v
94.52	5.48	0.0	0.0
Instructor: Mgr. Jaroslav Popelka, PhD., PaedDr. Jaroslav Kompán, PhD., Mgr. Andrea Izáková, PhD., doc. PaedDr. Jiří Michal, PhD., PaedDr. Mgr. Lukáš Opáth, PhD., doc. PaedDr. Pavol Pivovarniček, PhD., Mgr. Kristián Bako, Mgr. Michal Hlávek, Mgr. Marián Škorik			
Last changed: 27.03.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-vstv-107		Course name: Physical Education 7	
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 2., 4.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
Instructor: Mgr. Jaroslav Popelka, PhD., PaedDr. Jaroslav Kompán, PhD., Mgr. Andrea Izáková, PhD., doc. PaedDr. Jiří Michal, PhD., PaedDr. Mgr. Lukáš Opáth, PhD., doc. PaedDr. Pavol Pivovarniček, PhD., Mgr. Martin Bako, Mgr. Marián Škorik, Mgr. Michal Hlávek			
Last changed: 27.03.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-vstv-108		Course name: Physical Education 8	
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 1., 3.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment The final number of assessed students: 54			
abs	n	p	v
92.59	7.41	0.0	0.0
Instructor: PaedDr. Boris Beňák, PhD., Mgr. Jaroslav Popelka, PhD., PaedDr. Jaroslav Kompán, PhD., Mgr. Andrea Izáková, PhD., doc. PaedDr. Jiří Michal, PhD., PaedDr. Mgr. Lukáš Opáth, PhD., doc. PaedDr. Pavol Pivovarniček, PhD., Mgr. Michal Hlávek, Mgr. Kristián Bako, Mgr. Marián Škorik			
Last changed: 27.03.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-fju-011		Course name: Plurality approaches in teaching languages and cultures					
Type, extent and method of instruction:							
Form of instruction: Lecture / Seminar							
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 13 / 13							
Method of study: combined							
Number of credits: 5							
Recommended semester/trimester: 3.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: prof. PhDr. Katarína Chovancová, PhD.							
Last changed:							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-pol-201	Course name: Polish Language A1 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student continuously submits their completed homework. In the last week of the semester, the student takes a written test. After completing the semester, they take a final oral exam. Credits will not be awarded to a student who scores fewer than 19.5 in the written test and/or fewer than 22.5 in the oral exam. The student has the right to one resit (For each part of the final exam respectively.) The grading scale: A (100 – 94 %), B (93 – 87 %), C (86 – 80 %), D (79 – 73 %), E (72 – 65 %). Credits are assigned to the student who collects the minimum of 65 points (%). a) continuous assessment: Completing homework: 0–30 p. Written test in week 13: 35 p. b) final assessment: Oral exam during the exam period: 35 p.	
Learning objectives: The student understands the most important content and intent of written and oral texts addressing everyday life. They can use the Polish language fluently and spontaneously. Their communication competence allows them to speak to Polish native speakers in most everyday situations.	
Brief outline of the course: Polish alphabet. Pronunciation of vowels and consonants. Informal and formal greetings. Introduction. Basic courtesies. Polish names and surnames. Personal information. Countries and nationalities. Colours. In the classroom. Self-presentation. Description of a person – appearance and attributes. Hobbies. Sports. Occupations. Expressing possessiveness. Numerals 0–100. Fruit and vegetables. Shopping in a stall, supermarket, market, mall. Foodstuff. Meals. Café & restaurant. Expressing preferences. Family and relatives. Family tree. Parts of day and seasons. Months and week days. Life and institutions in Poland.	
Recommended literature: 1. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Podręcznik. Kraków : Glosa, 2011. 2. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Zeszyt ćwiczeń. Kraków : Glosa, 2011.	

3. MAŁOLEPSZA, M., SZYMKIEWICZ, A. 2020. Hurra. Po polsku. Część 1. Podręcznik studenta. Kraków : Prolog, 2020.
- 4 MAŁOLEPSZA, M., SZYMKIEWICZ, A. 2020. Hurra. Po polsku 1. Zeszyt ćwiczeń. Kraków : Prolog, 2020.
5. MADELSKA, L., WARCHOŁ-SCHLOTTMANN, M. 2013. Hurra! Odkrywamy język polski. Gramatyka dla uczących (się) języka polskiego jako obcego. Kraków : Prolog, 2013.
6. MACHOWSKA, J. 2022. Gramatyka? Dlaczego nie?!. Ćwiczenia gramatyczne dla poziomu A!. Kraków : Universitas, 2022.
7. GARNCAREK, P. 2022. Czas na czasownik. Kraków : Universitas, 2022.
8. LIPIŃSKA, E. 2022. Nie ma róży bez kolców. Ćwiczenia ortograficzne dla cudzoziemców. Kraków : Universitas, 2022.

Language of instruction:

Slovak, Polish

Notes:student time load:

90 h.

Presence, combined studies (L, S, C): 26 h.

Self-study: 14 h.

Completing homework: 15 h.

studying for the written test: 15 h.

Studying for the oral exam: 20 h.

Course assessment

The final number of assessed students: 32

A	B	C	D	E	FX(0)	FX(1)	n
46.88	15.63	25.0	9.38	0.0	0.0	3.13	0.0

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-pol-202	Course name: Polish Language A1 2
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student continuously submits their completed homework. In the last week of the semester, the student takes a written test. After completing the semester, they take a final oral exam. Credits will not be awarded to a student who scores fewer than 19.5 in the written test and/or fewer than 22.5 in the oral exam. The student has the right to one resit (For each part of the final exam respectively.) The grading scale: A (100 – 94 %), B (93 – 87 %), C (86 – 80 %), D (79 – 73 %), E (72 – 65 %). Credits are assigned to the student who collects the minimum of 65 points (%). a) continuous assessment: Completing homework: 0–30 p. Written test in week 13: 35 p. b) final assessment: Oral exam during the exam period: 35 p.	
Learning objectives: The student understands the most important content and intent of written and oral texts addressing everyday life. They can use the Polish language fluently and spontaneously. Their communication competence allows them to speak to Polish native speakers in most everyday situations.	
Brief outline of the course: Free time. Expressing temporal relations. Communication tools. Collecting information: station, airport, hotel, travel agency. Travelling. Meetings. Invitation. Positive and negative response to proposals. Shopping. Size, measure, weight, clothing. Requests, feelings, compliments, opinions. Future plans. Weather forecast. Furniture and home appliances. Rooms. Rental. Expressing spatial relationships. Writing advertisements. Polish physical geography and demography. Tourist attractions. Weekend and holiday plans. Family celebrations. Congratulations. Language etiquette. Savoir-vivre. Famous Polish figures – biography. Body parts, disease symptoms. Visiting doctors and dentists.	

Providing advice, expressing dis/satisfaction. Writing complaints.
Police chronicles – car accident, theft, loss of personal items, fire.

Recommended literature:

1. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Podręcznik. Kraków : Glosa, 2011.
2. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Zeszyt ćwiczeń. Kraków : Glosa, 2011.
3. MAŁOLEPSZA, M., SZYMKIEWICZ, A. 2020. Hurra. Po polsku. Część 1. Podręcznik studenta. Kraków : Prolog, 2020.
4. MAŁOLEPSZA, M., SZYMKIEWICZ, A. 2020. Hurra. Po polsku 1. Zeszyt ćwiczeń. Kraków : Prolog, 2020.
5. MADELSKA, L., WARCHOŁ-SCHLOTTMANN, M. 2013. Hurra! Odkrywamy język polski. Gramatyka dla uczących (się) języka polskiego jako obcego. Kraków : Prolog, 2013.
6. SZELC-MAYS, M. 2022. Coś Wam powiem... Ćwiczenia komunikacyjne. Kraków : Universitas, 2022.
7. GARNCAREK, P. 2022. Czas na czasownik. Kraków : Universitas, 2022.
8. LIPÍŃSKA, E. 2022. Z polskim na Ty. Kraków : Universitas, 2022.
9. PYZIK, J. 2022. Przygoda z gramatyką. Kraków : Universitas, 2022.

Language of instruction:

Slovak, Polish

Notes: student time load:

90 h.
Combined study (S, C): 26 h.
Self-study: 14 h.
Completing homework: 10 h.
studying for the written test: 20 h.
Studying for the oral exam: 20 h.

Course assessment

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: prof. PhD. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-pol-203	Course name: Polish Language A2 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student continuously submits their completed homework and presents a selected topic. After completing the semester, the student takes the final oral and written exams. The student will not be assigned the credits if they score fewer than 19.5 for the homework and presentation submitted; and/or fewer than 22.5 for the final written and oral exams respectively. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
a) continuous assessment: Completing homework: 0–15 p. Presentation: 0–15 p.	
b) final assessment: written final exam (test): 0–35 p. final oral exam: 0–35 p. Final exam in total: 0–70 p. 0–70 p.	
Learning objectives: The student understands the most important content and intent of written and oral texts addressing general, specific, and abstract topics. They can use the Polish language fluently and spontaneously. The level of communication competence allows the student to easily communicate with Polish native speakers. They are able to express their opinion on the topic they find interesting as well as past events, and participate in a (formal) discussion.	
Brief outline of the course: Reporting events – disasters. Summarisation. Favourite film – a comparison. Requests, proposals, commands. Expressing opinions. Adjectives describing people. Structure of definition. Computer and the Internet – people’s friends. Discussing education. Classroom meeting. Job and occupation. Job interview. Types of companies. Discussing work-related problems. Writing e-mails. CV and cover letter. Roots – discussion. Orders, bans, recommendations. Travel, packing, airport. Holiday in Poland – tourist attractions. Letters, e-mails, text messages. Weekend in mountains – verbs of movement.	
Recommended literature:	

- 1 STEMPEK, I. – STELMACH, A. i in. 2020. Polski. Krok po kroku A2. Kraków : Glossa, 2020.
- 2 BURKAT, A. – JASIŃSKA, A. 2020. Hurra! Po polsku cz.2. Kraków : Prolog, 2020.
3. SZELC-MAYS, M. 2022. Coś Wam powiem... Ćwiczenia komunikacyjne. Kraków : Uniwersitas, 2022.
- 4 BURKAT, A. – JASIŃSKA, A. 2020. Hurra! Po polsku cz.2. Zeszyt ćwiczeń. Kraków : Prolog, 2020.
5. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A2. Zeszyt ćwiczeń. Kraków : Glossa, 2014.

Language of instruction:

Slovak, Polish A1

Notes:student time load:

90 h.

Presence, combined studies (L, S, C): 26 h.

Self-study: 14 h.

Completing of homework and preparation of presentations: 20 h.

Studying for the written test: 15 h.

Studying for the oral exam: 15 h.

Course assessment

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-pol-204	Course name: Polish Language A2 2
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 4.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student continuously submits their completed homework and presents a selected topic. After completing the semester, the student takes the final oral and written exams. The student will not be assigned the credits if they score fewer than 19.5 for the homework and presentation submitted; and/or fewer than 22.5 for the final written and oral exams respectively. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
a) continuous assessment: Completing homework: 0–15 p. Presentation: 0–15 p.	
b) final assessment: written final exam (test): 0–35 p. final oral exam: 0–35 p. Final exam in total: 0–70 p. 0–70 p.	
Learning objectives: The student understands the most important content and intent of written and oral texts addressing general, specific, and abstract topics. They can use the Polish language fluently and spontaneously. The level of communication competence allows the student to easily communicate with Polish native speakers. They are able to express their opinion on the topic they find interesting as well as past events, and participate in a (formal) discussion.	
Brief outline of the course: Traffic rules. Discussing life problems: unemployment, alcoholism, violence, discrimination, depression. Key life situations, interpersonal relationships. Foundations, volunteering. Expressing dissatisfaction and resentment. Recent Polish history – describing events, discussing historical facts. Polish holidays. Easter and traditions. Describing situations. Expressing temporal contexts. Discussing the past – important dates, Solidarity, martial law. Poland and Polish society. Politics. Power in Poland. Polish parliament, political parties, elections. Animals. Ecology and environmental protection. Polish consumer. Exchanging opinions. Comparison. Discussing films	

and theatre. Expressing emotions. Discussions – arguments for and against. Museum, exhibitions – discussing art. Expressing appreciation, respect, and critical attitudes.

Recommended literature:

- 1 STEMPEK, I. – STELMACH, A. i in. 2020. Polski. Krok po kroku A2. Kraków : Glossa, 2020.
- 2 BURKAT, A. – JASIŃSKA, A. 2020. Hurra! Po polsku cz.2. Kraków : Prolog, 2020.
3. SZELC-MAYS, M. 2022. Coś Wam powiem... Ćwiczenia komunikacyjne. Kraków : Universiadas, 2022.
- 4 BURKAT, A. – JASIŃSKA, A. 2020. Hurra! Po polsku cz.2. Zeszyt ćwiczeń. Kraków : Prolog, 2020.
5. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A2. Zeszyt ćwiczeń. Kraków : Glossa, 2014.

Language of instruction:

Slovak, Polish A1

Notes:student time load:

90 h.

Combined study (S, C): 26 h.

Self-study: 14 h.

Completing of homework and preparation of presentations: 20 h.

Studying for the written test: 15 h.

Studying for the oral exam: 15 h.

Course assessment

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-POZ-402		Course name: Positive psychology					
Type, extent and method of instruction:							
Form of instruction: Lecture							
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 26							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester: 2.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 105							
A	B	C	D	E	FX(0)	FX(1)	n
27.62	27.62	22.86	10.48	6.67	2.86	1.9	0.0
Instructor: Mgr. Zuzana Heinzová, PhD.							
Last changed: 19.04.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-PMG-513		Course name: Project management					
Type, extent and method of instruction:							
Form of instruction: Seminar							
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 26							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester:							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: doc. PhDr. Alžbeta Brozmanová Gregorová, PhD.							
Last changed: 08.09.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-MVE-221		Course name: Research methodology in education					
Type, extent and method of instruction:							
Form of instruction: Lecture							
Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 26							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester: 2.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 275							
A	B	C	D	E	FX(0)	FX(1)	n
34.91	27.27	20.36	10.91	5.82	0.73	0.0	0.0
Instructor: prof. PhDr. Miriam Niklová, PhD., prof. PhDr. Bronislava Kasáčová, CSc.							
Last changed: 02.12.2021							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-rus-230	Course name: Russian Language and for Beginners 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: The student has the right to one resit. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). a) continuous assessment: 1. Test: 25 p. 2. Test: 25 p.	
Learning objectives: The student can speak in Russian on the level A1–A2. They can answer the questions: Who is it? What is it? What is its name? What is your name? Where is it? (place adverbial) They can form negative sentences, decline, and conjugate. They can apply this knowledge to create their own professional CV. They can use the lexical units in accordance with the speech etiquette.	
Brief outline of the course: The course focuses on developing basic language skills on the A1–A2 level. Simple communication situations, reading and listening comprehension are trained. Specific attention is paid to speech etiquette, addressing, and greeting (Russian vs. Slovak).	
Recommended literature: 1. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. <i>Kogda ne pomagajut slovari... časť 1.</i> Moskva: Flinta, 2011, ISBN 978-5-89349-804-2 2. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. <i>Kogda ne pomagajut slovari... časť 2.</i> Moskva: Flinta, Nauka, 2011, ISBN 978-5-89349-938-4 3. BITECHINA, G. A. a kol.: <i>26 urokov po razvitiu reči.</i> Moskva: Russkij jazyk, 1975 4. DEKANOVA, E., ONDREJČEKOVÁ, E.: <i>Да! Ruština, Učebnica a cvičebnica.</i> ENIGMA, 2008, ISBN 80-89132-30-8 5. KAPITANOVA, T. I. a kol.: <i>Testy, testy, testy...</i> Sankt-Peterburg: Zlatoust, 2010, ISBN 978-5-86547-406-7 6. KOVÁČIKOVÁ, T.: <i>Ruština pre samoukov.</i> Bratislava: Slovenské pedagogické nakladateľstvo, 2009, ISBN 978-80-10-01588 7. LIZOŇ, M.: <i>Jazykové cvičenia pre 1. a 2.ročník,</i> FF UMB, Banská Bystrica 8. NEKOLOVÁ, V., CAMUTALIOVÁ, I., VASILJEVOVÁ, A.: <i>Ruština nejen pro samouky.</i>	

Praha: Leda, 2006, ISBN 8085927969

Language of instruction:

Russian A1, Slovak C2

Notes:student time load:

150 h. Combined study (S, C): 26 h. self-study: 50 h. studying for continuous test 1: 20 h. studying for continuous test 2: 25 h. studying for the final test: 25 h.

Course assessment

The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Nataliia Kalnychenko, PhD.

Last changed: 21.09.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-rus-231	Course name: Russian Language and for Beginners 2
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The student has the right to one resit. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). a) continuous assessment: 1. Test: 25 p. 2. Test: 25 p. b) final assessment: Written exam: 50 p.	
Learning objectives: The student can speak in Russian on the A2 level. They can navigate the following topics: nationalities, states, languages, professions, housing. They understand and can retell and interpret simple texts. They know and use the correct grammatical categories and can identify stylistic differences among texts. They can translate simple texts on the selected topics.	
Brief outline of the course: The subject is aimed at mastering basic language skills at the A1-A2 level. Attention focuses on simple communication situations, understanding read and spoken text. He devotes a special place to the issue of speech etiquette, forms of address, greeting and farewell in Russian language in comparison with Slovak.	
Recommended literature: 1. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. <i>Kogda ne pomagajut slovari... časť 1.</i> Moskva: Flinta, 2011, ISBN 978-5-89349-804-2 2. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. <i>Kogda ne pomagajut slovari... časť 2.</i> Moskva: Flinta, Nauka, 2011, ISBN 978-5-89349-938-4 3. BITECHINA, G. A. a kol.: <i>26 urokov po razvitiu reči.</i> Moskva: Russkij jazyk, 1975 4. DEKANOVA, E., ONDREJČEKOVÁ, E.: <i>Да! Ruština, Učebnica a cvičebnica.</i> ENIGMA, 2008, ISBN 80-89132-30-8 5. KAPITANOVA, T. I. a kol.: <i>Testy, testy, testy...</i> Sankt-Peterburg: Zlatoust, 2010, ISBN 978-5-86547-406-7 6. KOVÁČIKOVÁ, T.: <i>Ruština pre samoukov.</i> Bratislava: Slovenské pedagogické nakladateľstvo, 2009, ISBN 978-80-10-01588	

7. LIZOŇ, M.: Jazykové cvičenia pre 1. a 2.ročník, FF UMB, Banská Bystrica
8. NEKOLOVÁ, V., CAMUTALIOVÁ, I., VASILJEVOVÁ, A.: Ruština nejen pro samouky.
Praha: Leda, 2006, ISBN 8085927969

Language of instruction:

Russian A2, Slovak C2

Notes:student time load:

150 h. Combined study (S, C): 26 h. self-study: 50 h. studying for continuous test 1: 20 h.
studying for continuous test 2: 25 h. studying for the final test: 25 h.

Course assessment

The final number of assessed students: 5

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Nataliia Kalnychenko, PhD.

Last changed: 21.09.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-SPM-101		Course name: School pedagogy and school management					
Type, extent and method of instruction: Form of instruction: Lecture / Practical Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 / 26 Method of study: combined							
Number of credits: 4							
Recommended semester/trimester: 2.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment The final number of assessed students: 273							
A	B	C	D	E	FX(0)	FX(1)	n
19.05	36.63	29.67	10.62	2.56	1.1	0.37	0.0
Instructor: Mgr. Petra Fridrichová, PhD., doc. PaedDr. Lenka Rovňanová, PhD., Mgr. Karina Zošáková, PhD., prof. PaedDr. Dana Hanesová, PhD.							
Last changed: 08.02.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-303	Course name: Selected Aspects of the Reception of American Literature in Slovakia
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: Final test from the theory of reception and from acquired knowledge about development and specific features of reception of American literature in Slovakia. Elaboration of a semester project (mapping of assigned historical period/literary genre from the perspective of its reception in Slovak cultural space). Maximum number of points: 100. The course assessment corresponds to the standard A-FX grading scale. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100 for completing the given requirements. a) continuous assessment: 60 % semester project on an assigned topic b) final assessment: 40% final test	
Learning objectives: After completing the course the student should be able to reflect ideological, historical and pragmatic influences determining the reception of (not only) American literature in Slovakia. He should also be acquainted with translators who contributed significantly to the establishment of American literature in Slovak cultural scope.	
Brief outline of the course: Introduction to theory of reception. Translation as a part of history of cultural space. Specific features of reception of Anglophone literatures in Slovakia. Ideological relativity of translation. Reception of American literature in Slovakia between 1945-1968, 1969-1989, after 1989. The most significant translators from American literature in the past and today.	
Recommended literature: literary magazines (Revue svetovej literatúry, Romboid, Slovenské pohľady, RAK, Knižná revue, literary sections of daily newspapers SME, Pravda, DenníkN a i.) Kusá, Mária: Preklad ako súčasť dejín kultúrneho priestoru. Bratislava. Ústav dejín svetovej literatúry, 2005. Biloveský, V. - Djovčoš, M.: Vybrané kapitoly z translológie I (druhé vydanie). Banská Bystrica: Fakulta humanitných vied UMB, 2011.	

Biloveský, V. - Djovčoš, M.: Vybrané kapitoly z translológie 2. Banská Bystrica: Fakulta humanitných vied, 2013. ISBN 978-80-557-0542-2.

Brenkusová, Ľubica: Niekoľko poznámok k mysleniu o recepcii. In: Preklad a tlmočenie 8 : preklad a tlmočenie v interdisciplinárnej reflexii : zborník príspevkov z medzinárodnej konferencie dňa 15. mája 2008 v Banskej Bystrici, 8. S. 23-27. - Banská Bystrica : Fakulta humanitných vied Univerzity Mateja Bela.

Brenkusová, Ľubica: The Reception of American Literature in Slovakia in the Post-World War II Period. In: Amerikanistika : literaturnyje vzaimovliania meždisciplinarnyje issledovania : materialy sekcii amerikanistiky XXXIX. meždunarodnoj filologičeskoj konferencii, Sankt Peterburg, 15. - 20. marta 2010. S. 46-51. - Sankt Peterburg : Izdatel'stvo Nestor – Istor
Djovčoš, Martin – Pliešovská, Ľubica: Power and shifting paradigm in translation. In: Mutatis Mutandis : Revista Latinoamericana de Traducción : Latin American Translation Journal. S. 77-88. - Colombia : Universidad de Antioquia, 2011.

Language of instruction:

Slovak, English

Notes:student time load:

Total workload: 90 hours

13 hours teaching/lectures

50 hours preparation of semester project

27 preparation for final test

Course assessment

The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
50.0	37.5	0.0	0.0	0.0	12.5	0.0	0.0

Instructor: PhDr. Ľubica Pliešovská, PhD.

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-005	Course name: Selected Chapters From Morphology and Lexicology (FR)
Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student takes two tests focused on their knowledge of French morphology (selected phenomena). Each test = 25% of the final assessment. The student has the right to one resit. At the end of the semester, the student takes a written test focused on the selected lexicological phenomena (50% of the final assessment). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale for the final assessment: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). a) continuous assessment: Two written tests focused on French morphology: 25% + 25%. b) final assessment: A written test focused on French lexicology: 50%	
Learning objectives: The student: <ol style="list-style-type: none"> 1. knows and uses basic morphological and lexicological terminology in French and Slovak 2. can compare and evaluate French vs. Slovak morphological and lexicological specificities 3. can identify word classes, derivations, compounds, basic and derived meanings, and assign them to the correct register 4. uses different word classes, compounds, and derivations in their correct forms (including meaning and stylistic value) in practice (oral and written expression) 5. can evaluate which morphological structures are suitable in French. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. French determiners – forms, semantics, stylistic value (definite, indefinite, etc.). 2. French independent and independent pronouns – demonstrative, possessive, interrogative, vocative, and indefinite. 3. Numerals. 4. Relative pronouns. 5. Archaisms, neologisms, loanwords. 6. Basic registers in FR and their subgroups. 	

Recommended literature:

1. POISSON-QUINTON, S. – MIMRAN, R. – MAHÉO-LE COADIC: Grammaire expliquée du français. Niveau intermédiaire. Paris : CLE International, 2002, 2007.
2. TLÁSKAL, J. a kol. 1991. Francouzská mluvnice. Praha : SPN, 1991.
3. TARABA, J. 1995. Francúzska gramatika. Bratislava : SPN, 1995.
4. RIEGEL, M. – PELLAT, J.-Ch. – RIOUL, R.: Grammaire méthodique du français. Paris: PUF, 1994.
5. ŠVARBOVÁ, E.: Morphologie française I. (de la nomination à la détermination). Nitra : FF UKF, 2006.
6. VOJTEK, D.: Précis morphosyntaxique I. Groupe nominal: noms, pronoms et adjectifs. Prešov: PU, 2013.
7. DUCHÁČEK, O. – BARTOŠ, J.: Grammaire du français contemporain. Bratislava : SPN, 1976.
8. DELATOUR, Y. – JENNEPIN, D. – LÉON-DUFOUR, M. – MATTLÉ, A. – TEYSSIER, B.: Grammaire du français. Cours de civilisation française de la Sorbonne. Paris: Hachette F.L.E., 1991.
9. SIRÉJOLS, É. – CLAUDE, P.: Le Nouvel Entraînez-vous. Grammaire. 450 nouveaux exercices. Niveau avancé. Paris : CLE International, 2002.
10. SIRÉJOLS, É. – RENAUD, D.: Le Nouvel Entraînez-vous. Grammaire. 450 nouveaux exercices. Niveau intermédiaire. Paris : CLE International, 1996.
11. CAQUINEAU-GÜNDÜZ, M.-P. – DELATOUR, Y. – JENNEPIN, D. – LESAGE-LANGOT, F. : Les 500 exercices de grammaire avec corrigés. Paris: Hachette F.L.E., 2005.
12. DESCOTES-GENON, CH. – MORSEL, M.-H. – RICHOU, C.: L'Exercisier – l'expression française pour le niveau intermédiaire. Grenoble: Presses Universitaires de Grenoble, 1993.
13. CADIOT-CUEILLERON, J. – FRAYSSINHES, J.-P. – KLOTZ, L. – LEFEBVRE DU PREY, N. – DE MONTGOLFIER, J.: Grammaire. Cours de Civilisation française de la Sorbonne. 350 exercices. Niveau supérieur I. Paris: Hachette F.L.E., 1992.
14. LEHMANN, A. – MARTIN-BERTHET, F.: Introduction à la lexicologie : Sémantique et morphologie. Paris: Armand Colin, 2008.
15. GAUDIN, F. – GUESPIN, L. Initiation à la lexicologie française. De la néologie aux dictionnaires. Bruxelles: Editions Duculot, 2000.
16. ZÁZRIVCOVÁ, M.: Vybrané kapitoly zo sémantiky. Banská Bystrica: FHV UMB, 2011.
17. DOLNÍK, J.: Lexikológia. Bratislava: Univerzita Komenského, 2007.
18. Analyse et traitement informatique de la langue française. [online]. Dostupné na internete : <https://www.atilf.fr/>
19. Trésor de la Langue Française informatisé. [online]. Dostupné na internete : [http:// cntrl.fr/definition/](http://cntrl.fr/definition/).

Language of instruction:

French B2

Notes: student time load:

Student time load - Total: 150 h.

Combined study (lectures/seminars/consultations): 26 h.

Completing seminar assignments: 40 h.

Studying for the written tests (morphology): 44 h.

Studying for the written test (lexicology): 40 h.

Course assessment							
The final number of assessed students: 4							
A	B	C	D	E	FX(0)	FX(1)	n
25.0	50.0	0.0	25.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Monika Zázrivcová, PhD.							
Last changed: 02.11.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-214	Course name: Selected Topics in American Literature and Culture
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: Over the course of the semester, students will read a total of ten shorter texts (essays, short stories) assigned to each week of the semester, one play, and one novel. They must actively participate in seminar discussions and write an essay on the assigned novel. At the end of the semester, each student will take a written test. Students are entitled to one make-up examination. The grade is based on the following grading scale: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). Credits will be awarded to a student who earns a minimum of 65 out of 100 points for meeting the requirements.	
a) continuous assessment: Continuous assessment: active participation in seminars: 0-30 points	
b) final assessment: Final assessment: Essay: 0-30 points Written test: 0-40 points	
Learning objectives: The student will: <ol style="list-style-type: none"> 1) Gain a broader understanding of the major stages in the development of American literature and its dominant genres from the founding of the earliest colonies in the U.S. to the present. 2) Understand the overlaps of U.S. political, social, and cultural developments into literature. 3) Capitalize on the knowledge gained through the study of essayistic and fictional texts in the elaboration of an essay reflecting on a current societal issue against the backdrop of a selected novel from American literature. 	
Brief outline of the course:	
Recommended literature: 1. PITLOR, Heidi (ed). Best American Short Stories Series. 2. MULLER, Gilbert, H., Harvey S. Wiener. Short Prose Reader. 5th edition. New York : McGraw-Hill Publishing Company, 1989. 3. LAUTER, Paul (gen.editor). The Heath Anthology, Volume II., Lexington, Mass. Toronto : Heath and Company, 1990. 4. GEYH, Paula, Fred G. Leebron, Andrew Levy. Postmodern American Fiction. A Norton Anthology, New York and London : 1998.	
Language of instruction:	

English language, level C1 (according to CEFR)							
Notes:student time load: 150 hours, of which: Combined study (P, S): 26 Lecturing of primary texts: 44 Preparation of an essay: 40 Preparation for final exam: 40							
Course assessment The final number of assessed students: 46							
A	B	C	D	E	FX(0)	FX(1)	n
58.7	30.43	6.52	2.17	2.17	0.0	0.0	0.0
Instructor: doc. PhDr. Eva Homolová, PhD., PhDr. Ľubica Pliešovská, PhD.							
Last changed: 31.03.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-215	Course name: Selected Topics in English Literature and Culture
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: Course completion conditions: a) continuous assessment: seminar activities (0-20 points) b) final assessment: essay: (0-80 pints) The total number of points possible to acquire for the assessment is 100. Credits will be assigned to the student who gets minimally 65 out of 100 points for fulfilling the given conditions. a) continuous assessment: a) continuous assessment in seminars: 0-20 % b) final assessment: b) final assessment: essay: 0-80 points The total number of points possible to acquire for the assessment is 100. It corresponds to the ECTS grading scale. Credits will be assigned to the student who gets minimally 65 out of 100 points for fulfilling the given conditions. a) continuous assessment: a) continuous assessment in seminars: 0-20 % b) final assessment: b) final assessment: an essay: 0-80 points The total number of points possible to acquire for the assessment is 100. It corresponds to the ECTS grading scale. Credits will be assigned to the student who gets minimally 65 out of 100 points for fulfilling the given conditions.	
Learning objectives: The student will: 1. According to the acquired knowledge be able to search, elaborate and analyze a primary literary text in a foreign language as well as a secondary literary text; 2. Acquire and use adequate and relevant vocabulary focusing on literary studies as well as related social areas; 3. Understand the context and correlations among various literary texts; 4. Apply methods of scientific research (data collection, formulation of hypothesis, analysis, synthesis, proving or disproving of a hypothesis) in the area of literary studies; 5. Apply critical analysis in the evaluation of chosen social and political phenomena, presented in particular literary works; 6. Acquire the ability of argumentation in a foreign language.	

Brief outline of the course:

Brief outline of the course: Chosen literary problems (questions of literary terms, genres, literary criticism). Methodological and literary themes (modernism and postmodernism). Problems of literary genealogy in drama: from Shakespeare to Stoppard (difference between Shakespearean and modern drama).

Problems of literary genealogy in prose: from Chaucer to Lodge (genesis of narrative techniques).

The list of topics is as follows:

1. Amleth and Hamlet
2. William Wallace
3. Jerusalem: From William Blake to ELP
4. The Dream of Gerontius
5. George Orwell -- 1984
6. Beatlemania
7. The British Museum is Falling Down
8. Kazuo Ishiguro -- The Remains of the Day
9. (the) Darkside (of the Moon)
10. 10 The Wall
11. Bohemian Rhapsody
12. From Mary Shelley (through Joseph Conrad) to Highlander

Recommended literature:

Odporúčaná literatúra: BAŠTÍN, Š., OLEXA, J., STUDENÁ, Z. 1993. Dejiny anglickej literatúry. Bratislava : Obzor, 1993.

GREENBLATT, S., ABRAMS, M. H. et al., 2006. The Norton Anthology of English Literature, Volume 1, New York: W. W. Norton and Company, 2904 s. ISBN 978-0-393-92531-9.

GREENBLATT, S., ABRAMS, M. H. et al., 2006. The Norton Anthology of English Literature, Volume 2, New York: W. W. Norton and Company, 2877 s. ISBN 978-0-393-92532-6.

JAVORČIKOVÁ, J. 2018. WORLD LITERATURE. Bratislava: Z-F Lingua.

NUNNING, A. (ed.) 2006. Lexikon teorie literatury a kultury. Brno : Host, 2006.

STŘÍBRNÝ, Z. 1987. Dějiny anglické literatury I. Praha : Academia Praha, 1987.

STŘÍBRNÝ, Z. 1987. Dějiny anglické literatury I. Praha : Academia Praha, 1987.

Language of instruction:

English C1

Notes:student time load:

150 hrs., including:

combined study (lectures/seminars/consultations): 30

self-study: 120

Course assessment

The final number of assessed students: 47

A	B	C	D	E	FX(0)	FX(1)	n
65.96	21.28	4.26	2.13	4.26	2.13	0.0	0.0

Instructor: doc. PaedDr. Jana Javorčíková, PhD., PhDr. Martin Kubaš, PhD.

Last changed: 30.11.2021

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-210	Course name: Selected Topics in the Methodology of Teaching English
Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 1.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, the student prepares a presentation of two grammar games and two written responses to professional articles on pre-given topics. At the end of the semester he passes a written final test. Credits will not be awarded to a student who obtains less than 65% points for the test. The student has the right to one corrective term of the written test. The evaluation is performed according to the classification scale: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). Credits will be awarded to a student who has obtained at least 65% of the total points for the continuous assessment and written test. Continuous assessment: two grammar games and their presentation: 0-20 points (10 + 10), two written reactions to professional articles: 0-10 points (5 + 5), a) continuous assessment: Two grammar games and their presentation: 0-20 points (10+10), two written comments on scholarly articles: 0-10 points (5+5). b) final assessment: Credits will be awarded to a student who has earned at least 65% of the total number of points for the continuous assessment and the written test.	
Learning objectives: The student will be able 1. use model activities to prepare one's own learning tasks in different phases of the lesson 2. assess the suitability of authentic material for the development of students' communication competence and prepare it for the lesson in accordance with the aim of the lesson. 3. apply knowledge from didactics to the preparation of own segments of lessons and present them in the form of micro-teaching 4. to evaluate the correctness of the didactic procedure with regard to the age and level of the pupils and the aim of the lesson 5. create and present grammar games and understand their meaning in the motivational phase 6. Critically assess their performance and the performance of other colleagues in micro-learning	
Brief outline of the course: Organization and initial motivation in the first English language classes, possibilities of using non-traditional dictation to develop language competence, the use of song for students with different learning styles, direct/indirect teaching strategies and their importance, techniques and principles	

of teaching receptive communication activities, presentation and practice of grammatical structures and functions, the use of authentic texts and their preparation for the class, the potentiality of grammatical games.

Recommended literature:

1. HOMOLOVÁ, E. Methodology of Teaching English. Banská Bystrica: Belianum, 2013 2. BETÁKOVÁ, L.- HOMOLOVÁ, E.- ŠTULRATEROVÁ, M. Moderní didaktika anglického jazyka v otázkách a odpovědích . Praha: Wolters Kluwer, 2017. 3. THORNBURY, S. How to teach English. Longman, 2003 4. HOMOLOVÁ, E. Využívání autentického materiálu na hodine anglického jazyka. Banská Bystrica : FHV UMB, 2003 5. OXFORD, L .R. Language Learning Strategies. Boston : Heinle, 1990 6. LOJOVÁ, G.- VLČKOVÁ, K. Styly a strategie učení ve výuce cizích jazyků. Praha: Portál, 2011 7. HOMOLOVÁ, E. Teaching English. Banská Bystrica: Belianum, 2016

Language of instruction:

English language C1

Notes: student time load:

150 hrs, including
combined study: 26
self-study: 10
preparation and study of handouts: 14
preparation of grammar games
article reviews: 30
preparation for final test: 40

Course assessment

The final number of assessed students: 78

A	B	C	D	E	FX(0)	FX(1)	n
35.9	16.67	30.77	7.69	8.97	0.0	0.0	0.0

Instructor: doc. PhDr. Eva Homolová, PhD.

Last changed: 24.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajp-308	Course name: Simultaneous Interpreting in Practice
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: The total amount of points for the continuous and final assessment is 100. The assessment is carried out according to the ECTS grading scale. Credits will be assigned to those students who gain by fulfilling stated conditions at least 65 out of a total of 100 points. a) continuous assessment: handing in three analyses of one's own interpreting recordings: 0 – 30 points interpreting performance: 0 – 30 points b) final assessment: final interpreting exam and written exam: 0 – 40 points.	
Learning objectives: The student will be able: 1. To interpret difficult conference speeches from both English and Slovak language based on acquired knowledge 2. To distinguish the speech specifics of non-native speakers and flexibly adapt to them 3. To interpret without preparation on the basis of a hypothetical meaning created on the spot 4. To act in the role of a pilot in relay interpreting and be aware of his/her responsibility for his/her own performance 5. To adjust his/her interpreting performance depending on the expectations of different user groups 6. To react to the changes of input variables (accent, speed, terminological density, etc.).	
Brief outline of the course: Simultaneous interpreting. Hypothetical meaning. Interpreting without preparation. Simulated conference. Relay interpreting. Reflective analysis of one's own interpreting. Interpreting speeches of non-native speakers. Input variables and their influence on the interpreter's performance. Simulated conference. Split concentration. Interpreting strategies.	
Recommended literature: 1. BARIK, H. C. (1971). A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation. <i>Meta : journal des traducteurs / Meta: Translators' Journal</i> , vol. 16, n° 4, 1971, p. 199-210. dostupné na: http://www.erudit.org/revue/meta/1971/v16/n4/001972ar.pdf Strana: 180 2. ČEŇKOVÁ, I. (2008). Úvod do teorie tlumočení. Praha: Česká komora tlumočnicků znakového	

jazyka.

3. DJOVČOŠ, M. (2008). Pragmatické kontexty a didaktika tlmočenia v obchodnom prostredí. In: *Lingua rossica et communicatio ... 2007 = Memorial volume from conference (XIV. International scientific conference)*: sborník prací z konference (XIV. mezinárodní vědecké konference. Ostrava : Ostravská univerzita, Filozofická fakulta.
4. GILE, D. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Revised Edition. Amsterdam/Philadelphia: John Benjamins Publishing Company.
5. KURZ, I. (1993/2002). *Conference Interpretation: Expectations of different user groups*. In F. Pöchhacker & M. Shlesinger (eds), *The Interpreting Studies Reader*. London/New York: Routledge, 313-324.
6. PÖCHHACKER, F. (2004). *Introducing Interpreting Studies*, London/New York: Routledge.
7. ŠRAMKOVÁ, M. (2009). *Stručný přehľad odchýlok a chýb pri tlmočení*. In: *Slovak Studies in English : the proceedings of the second triennial conference on British, American and Canadian Studies, dedicated to Jan Vilikovský on the occasion of his 70th birthday / editor in chief Alojz Keníž ; ed. Adela Böhmerová, Mária Huttová*.
8. <http://www.multilingualspeeches.eu/scic/portal/index.html>
9. <http://www.europarl.europa.eu>

Language of instruction:

Slovak, English C1

Notes:student time load:

Total amount of 90 hrs., consisting of:
combined studies (L, S, C): 13 hrs.
self-study: 17 hrs.
preparation for the simulated conference: 20 hrs.
recording analysis: 40 hrs.

Course assessment

The final number of assessed students: 9

A	B	C	D	E	FX(0)	FX(1)	n
77.78	0.0	22.22	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Martin Djoščoš, PhD.

Last changed: 30.05.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-SPP-102		Course name: Social pathology and prevention					
Type, extent and method of instruction:							
Form of instruction: Lecture / Seminar							
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 26 / 13							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester: 1.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 264							
A	B	C	D	E	FX(0)	FX(1)	n
37.12	27.27	14.77	9.47	7.95	1.89	1.52	0.0
Instructor: doc. PhDr. Mário Dulovics, PhD., prof. PhDr. Miriam Niklová, PhD.							
Last changed: 06.12.2021							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-312	Course name: Sociolinguistics
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: The maximum total number of points obtained for the interim and final evaluation is 100. Credits will be awarded to a student who has obtained at least 65 out of 100 points for meeting the specified conditions. The student has the right to one correction term of the written test, which he must pass at least 65%. a) continuous assessment: active participation in seminars: 0 - 30 points home preparation for the seminar part: 0 - 20 points b) final assessment: final written test: 0 – 50 points	
Learning objectives: Awareness of the functions of language against the background of macro- and micro-sociolinguistic contexts with regard to the significant influence of social factors (age, gender, social class and ethnicity) and situational factors (genre, style, etc.) on the choice of language resources. Analysis of the reasons and impacts of using a specific language of political correctness as well as the language of media and advertising. Identification and understanding of the principles of power interconnection and language manipulation.	
Brief outline of the course: Language functions. Sociolinguistics and the subject of its research. Sociolinguistic research methods. Macro- and microsociolinguistics. Language and social factors (factor of age, gender, social class and ethnicity). Language and situational factors (eg genre, style, etc.). Language in the context of power: the language of political correctness, the language of the media and advertising. Diglossia and bilingualism. National language and its stratification. Language standard. Language planning. Language and geographical factor.	
Recommended literature: 1. JESENSKÁ, P. 2010. Essentials of Sociolinguistics. Ostrava: Ostravská univerzita, 2010. 2. PAVLÍK, R. 2006. Elements of Sociolinguistics. Bratislava: Univerzita Komenského, 2006. 3. ONDREJOVIČ, S. 2008. Jazyk, veda o jazyku, societa (sociolingvistické etudy). Bratislava: Veda, 2008.	

4. JESENSKÁ, P. 2009. Prezentovanie rodových rol a stereotypov vo vybraných učebniciach anglického jazyka. Banská Bystrica: Fakulta humanitných vied Univerzity Mateja Bela 2009.
5. JESENSKÁ, P. 2013. Analýza vyjadrenia rodu a rodovosti v anglickom jazyku. In: Siločiare súčasného lingvistického myslenia (Ed. Z. Bohušová – Z. Dobrik), Banská Bystrica: Dali BB, s.r.o., str.130 – 143 , 2013.
6. JESENSKÁ, P. 2009. Vplyv rodových stereotypov na budúce učiteľky (nielen) anglického jazyka. In: Aktuální otázky vysokoškolské přípravy pedagogických pracovníků. Ústí nad Labem: Pedagogická fakulta UJEP, str. 75 – 82, 2009.
7. Kol. autorov. 2006. Výzva na ochranu národného jazyka. In: Literárny (dvoj)týždenník č. 9. – 10., 2006
8. ONDREJOVIČ, S. 2010. K niektorým výzvam a petíciám na ochranu slovenského jazyka. In: Jazykovedný časopis 1/2010, str. 5 – 13. Bratislava: Slovak Academic Press, 2010.
9. JESENSKÁ, P. 2007. Jazyková situácia na Slovensku v kontexte EÚ s ohľadom na anglicizmy v slovenskej dennej tlači. Banská Bystrica: Univerzita Mateja Bela Fakulta humanitných vied, 2007.
10. NAYLOR, G.1992. 'Mommy, what does nigger mean?' In: The Norton Reader. Eight Edition. New York, London: W. W. Norton and Company, 1992, str. 378 – 381.
11. JESENSKÁ, P. 2007. Je plánový jazyk riešením pre Úniu? In: Teória a prax prípravy učiteľov anglického jazyka 5. Banská Bystrica: Univerzita Mateja Bela Fakulta humanitných vied, 2007.
12. JESENSKÁ, P. 2011. Štúdium anglicizmov ako špecifická súčasť prípravy poslucháčov a poslucháčok anglického jazyka Učiteľstva akademických predmetov. In: Determinanty pregraduálnej prípravy učiteľov anglického jazyka (E. Homolová a kol.), Banská Bystrica: Fakulta humanitných vied Univerzity Mateja Bela, pp. 37 – 57, 2011.
13. JESENSKÁ, Petra. 2013. Expressing Gender in English, Slovak, and Latin – Comparison. In: European Researcher. International Multidisciplinary Journal. Ročník 3. Zv.53, Číslo 6-2. Soči: Academic Publishing House Researcher, pp. 1755 – 1763, 2013.
14. JESENSKÁ, Petra. 2002. Are British and American English Two Different Languages? In: Teória a prax prípravy učiteľov anglického jazyka, Banská Bystrica: UMB FHV, pp. 28 – 36, 2002.

Language of instruction:

Slovak, English

Notes:student time load:

90 hours, of which:

Combined study (L, S, C): 13

self-study: 77

Course assessment

The final number of assessed students: 7

A	B	C	D	E	FX(0)	FX(1)	n
57.14	28.57	14.29	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PaedDr. Petra Jesenská, PhD.

Last changed: 16.08.2022

Approved by: prof. PhD. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-008	Course name: Spanish History and Society in Cinematography
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: Seminar paper addressing the selected topic (max. 30 p.). Final test (max. 70 p.). The maximum number of points consisting of continuous and final assessment is 100. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. a) continuous assessment: Seminar paper b) final assessment: Final written test	
Learning objectives: The student: 1) navigates Spanish cinematography of the 20th and 21st centuries and knows major Spanish directors 2) can analyse a film and compare it to its literary model 3) can characterise and evaluate the selected historical periods in Spain 4) can identify the social and historical context in a film.	
Brief outline of the course: 1. Spain at the beginning of the 20th century: rural world and political direction, loss of the last Spanish colonies, Primo de Rivera and his rule. 2. 2nd Republic. Coup d'état of 1936. Spanish Civil War. 3. Franco's dictatorship (1936–75): isolationism, emigration, Spain as a tourist destination, nationalism, ETA. 4. Spain at the end of the 20th century: transition towards democracy – cinematography as a mirror of the social changes, modernisation, immigration, return to monarchy (Juan Carlos I), socialists and Felipe González, ETA. 5. Spain in the 21st century – assassinations 11S and 15M, Catalan independence, King Felipe VI. 5. Successful Spanish directors (C. Saura, P. Almodóvar, L. Buñuel, Luis García Berlanga, Juan Antonio Bardem, José Luis Garci, Alejandro Amenábar) and their works.	
Recommended literature: 1. SALVADOR, A. (2009) Español de cine. Lo que hay que ver. Barcelona: Blume, 2009. 2. MONACO, J. (2004) Jak číst film. Svět filmů, médií a multimédií. Praha: Albatros, 2004. 3. CHALUPA, J. (2017) Dějiny Španělska. Praha: Nakladatelství Lidové noviny, 2017.	

4. BOLUFER, M., GOMIS, J. (eds.) (2015) Historia y cine. La construcción del pasado a través de la ficción. Zaragoza: Institución Fernando el Católico, 2015. <https://ifc.dpz.es/publicaciones/ebooks/id/3523>
5. Forteza Faro, Agustín (2015) Películas de libros. Zaragoza: Prensas universitarias de Zaragoza, 2015.
6. Spanish movies (dubbed or with subtitles)

Language of instruction:

Slovak

Notes:student time load:

Student time load - Total: 150 h.

Combined study (L, S, C): 26 h.

Self-study: 24 h.

Analysis of the selected film scenes: 30 h.

Seminar paper preparation and delivery: 30 h.

Preparation for the final exam: 40 h.

Course assessment

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
50.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Eva Reichwalderová, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-sju-001	Course name: Spanish Language 2
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The maximum total number of points obtained for the interim and final assessment is 100. Credits will be awarded to a student who has earned at least 65 out of 100 points for fulfilling the specified requirements. a) continuous assessment: participation and activities in classes (0-20 points) b) final assessment: final exam (0-80 points)	
Learning objectives: At the end of the course, the student is able to give information about himself and his family, introduce his field of study and the school where he studies, talk about his habits, describe his room/apartment/house; he can communicate in the present tense, recognises the announcement and command modes; knows the principles of Spanish grammar at A1 level; understands basic vocabulary expressions and can use them in the right situation; can understand simple text on common topics, understand simple instructions and follow simple orientation instructions.	
Brief outline of the course: 1. Family, 2. Days of the week, months, 3. Everyday repetitive activities, 4. Reversible verbs in the present tense, 5. Imperative negative, 6. Description of the house/apartment and furnishings, 7. Eating habits in Spain and Slovakia, 8. Timing of irregular verbs in the present tense, 9. Leisure time	
Recommended literature: 1. CASTRO VIÚDEZ, F. et al. 2012. Español en marcha. Madrid: SGEL. 2012 2. CORPAS, J. et al. 2013. Aula internacional 1 Nueva edición. Barcelona: difusión.	
Language of instruction: Spanish A1	
Notes:student time load: 120 hours, of which: full-time study: 26 hours Exam preparation + written exam: 94 hours	

Course assessment							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Eva Reichwalderová, PhD.							
Last changed: 14.09.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-sj-001		Course name: Spanish language 1					
Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined							
Number of credits: 3							
Recommended semester/trimester: 1., 3.							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction: slovak or another language (except spanish)							
Notes:student time load:							
Course assessment The final number of assessed students: 5							
A	B	C	D	E	FX(0)	FX(1)	n
60.0	20.0	20.0	0.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Eva Reichwalderová, PhD.							
Last changed: 21.09.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-010	Course name: Special Topics in French stylistics
Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 5	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: Course completion conditions: 20% of the final assessment comprises the continuous participation of students during seminars dedicated to the analysis, potential correction and creation of various types of texts with various lengths in French. At the end of the semester students will hand in a written text in French (dominantly a narration) on a topic specified latest in the third week of the semester. Its evaluation represents 40% from the final assessment. It will be possible to hand in the written text only once in an exactly specified timeframe (arranged together with the topic). At the end of the semester students take a final written test focused on the theoretical knowledge and terminology related to French stylistics of mostly literary texts and text grammar. The written test represents 40% from the final assessment. Students have the right for one resit of the final written exam. The course assessment corresponds to the A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65% out of a possible 100%. a) continual assessment: Preparation of texts and exercises for the seminars, their sharing and discussion: 20% b) final assessment: Final written test focused on the acquired theoretical knowledge: 40% Written text (dominantly a narration) on a specified topic (max. 3 pages): 40% a) continuous assessment: Continuous assessment: Preparing and sharing texts and activities for seminar classes followed by discussion: 20% b) final assessment: Final assessment: Final written exam focusing on acquired theoretical knowledge 40%, writing a narrative on an assigned topic (max. 3 pages): 40%	
Learning objectives: Course aims: Students: 1. Will be able to adequately utilize French terms from the field of literary and argumentative text stylistics and text grammar in specialised discussions 2. Will be able to analyse various types of texts in French from the point of view of employed genres and narrative techniques 3. Will be able to find and classify means of textual coherence and cohesion (anaphora, cataphora, deictic markers, various types of text connectors) 4. Will master / apply basic procedures utilized in the creation of French written texts in practice (mainly those which come into play in the creation of selected administrative texts or argumentative texts and literary texts, mainly those which are dominantly a narration)	

Brief outline of the course:

Brief outline of the course: Stylistics – history of the discipline, definition, the scope of study. Stylistic factors. Language registers. Type of texts in French. Text analysis – content and form. Basic styles, genres, narrative techniques – practical demonstration on individual types of texts (narration, description, information, argumentative, literary). Rules of text composition: principle of sequentiality, clarity, economy, expressivity. Text structuring in French. Features and factors which influence the creation of a literary text – characters, environment (time and place), plot and story, narrator (various types), narrative perspective (focalization) and its basic types, literary means of expression – figures and tropes. Means of textual coherence and cohesion. Administrative texts – motivational letter, curriculum vitae (form and content). Narration in practice. French résumé. Argumentative text.

Recommended literature:

1. HERSBERG PIERROT, A. : Stylistique de la prose. Paris : Belin, 1993.
2. BUFFARD-MORET, B. : Introduction à la stylistique. Paris : Armand Colin, 2005.
3. REUTER, Y. : L'analyse du récit. Paris : Nathan/VUEF, 2003.
4. LAURENT, N.: Initiation à la stylistique. Paris : Hachette Livre, 2001.
5. NIQUET, G. : Ecrire avec la logique et clarté. Paris : Hatier. 1996.
6. PEYROUTET, C.: Expression – méthodes et techniques. Paris: Nathan, 1992.
7. ARÉNILLA-BÉROS, A. : Améliorez votre style 1, 2. Paris : Hatier, 1996.
8. COTENTIN-REY, G. : Le résumé, le compte-rendu, la synthèse. Paris : CLE International, 1995.
9. MEYER, B. : Maîtriser l'argumentation. Paris : Armand Colin, 2011.

Language of instruction:

Language of instruction: french (B2, C1)

Notes:student time load:

Student time workload: 150 hrs. Combined studies (L, S): 26 hrs. Preparation of texts / exercises / assignments for the seminars: 44 hrs. Writing a text on a specified topic in the form of a narration (texte narrative), max. 3 pages long: 30 hrs. Preparation for the final written test: 50 hrs.

Course assessment

The final number of assessed students: 1

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Monika Zázrivcová, PhD.

Last changed: 16.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-adp-004	Course name: State Exam Master's Thesis Defence
Type, extent and method of instruction: Form of instruction: Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 20	
Recommended semester/trimester: 3., 4..	
Level: II.	
Prerequisites:	
Course completion conditions: The conditions for obtaining grades A to E or Fx take into account all components of the state examination, which will be awarded by the State Examination Committee, are updated and listed in the syllabi for the state examination.	
b) final assessment: Final evaluation: The state examination has two components: (1) Thesis defence. The thesis supervisor and the thesis opponent write a review of the thesis and propose a grade. The State Examination Committee comprehensively evaluates the quality of the thesis on the basis of the reviews and the student's defence of the thesis. (2) The State Examination includes a colloquium debate (Methodological Instructions for the State Examination, 2022). In the colloquium, the student responds to the formulated questions and topics in the form of a more broadly conceived problem related to the thesis, the solution of which requires the student's knowledge of the issue presented in the syllabi for the state examination. These are based on a disciplinary-didactic basis, on a social-scientific and pedagogical-psychological basis in relation to the psychodidactic context of education.	
Learning objectives: 1. The student acquires deeper knowledge of the solved problem of the diploma thesis, the broader context of the subject and is able to understand the contexts of the solved problem, to formulate clear conclusions from the diploma thesis and clear recommendations for practice, to understand the interrelationships of knowledge from the individual university courses. 2. In accordance with the description of the field of study, the graduate of the master's study will demonstrate in the colloquial defence of the master's thesis, especially in the pedagogical-psychological and social-scientific part (the so-called common basis): (1) theoretical knowledge and (2) practical skills by presenting the possibility of didactic transformation of the thesis topic into the educational process in the selected target group of pupils on a concrete example of modelling the specified didactic variables in general psychodidactic contexts (in accordance with the content of the pedagogical-psychological courses completed during the studies). 3. The student uses relevant professional sources and identifies significant ideas for the context of the issue addressed, theoretical knowledge of the problem addressed in practical diagnostic and didactic applications, or in the methodology of its research, and the broader pedagogical,	

psychological and social contexts in explaining the problem addressed. The student uses and applies knowledge of bibliographic and citation standards.

4. The student is able to analyze the solved problem into logically and systematically separated and interrelated structural parts of the thesis, to conceive and verify didactic procedures and educational programs for solving the problem of the thesis, respectively, to design and implement its research and interpret its results. The student can critically handle the theoretical background of the solved problem, synthesize the contextual knowledge and use it in professional communication when arguing and defending own point of view on the solved problem.

5. The student will produce a consistent professional text of a theoretical-didactic or theoretical-research nature, which includes a creative treatment of relevant professional sources, original own ideas and proposals for solutions to the problem being treated.

Brief outline of the course:

1. Professional knowledge of the thesis topic, its international, social, broader pedagogical-psychological context.

2. Focus of the thesis topic in the field of teaching and pedagogical sciences, for the relevant level (ISCED 2, ISCED 3).

3. Didactic transformation of the selected theoretical knowledge of the given specialization.

4. Methodology of research of the addressed problem.

5. Integration of the knowledge of the individual disciplines of higher education and the broader context of the theoretical background of the subject, according to the syllabi for the state examination. Integration of educational theory and practice on the example of the problem solved in the thesis.

6. Professional communication and argumentation.

7. Work with literature, bibliographic and citation standards.

8. Presentation skills.

Recommended literature:

1. According to the thesis topic.

2. Smernica č. 9/2021 o záverečných, rigorózných a habilitačných prácach na Univerzite Mateja Bela v Banskej Bystrici. Dostupné na: <https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=22360>

3. STN ISO 690:2012. Informácie a dokumentácia. Návod na tvorbu bibliografických odkazov na informačné pramene a ich citovanie.

4. ISO 7144:1986. Documentation – Presentation of theses and similar documents.

5. Metodické usmernenie Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 56/2011 o náležitostiach záverečných prác, ich bibliografickej registrácii, uchovávaní a sprístupňovaní.

6. STN ISO 2145:1997. Dokumentácia. Číslovanie oddielov a pododdielov písaných dokumentov.

7. STN ISO 214:1998. Dokumentácia. Abstrakty (referáty) pre publikácie a dokumentáciu.

8. STN ISO 690:2012. Informácie a dokumentácia. Návod na tvorbu bibliografických odkazov na informačné pramene a ich citovanie.

9. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 246/2019 Z. z. o postupe získavania vedecko-pedagogických titulov a umelecko-pedagogických titulov docent a profesor.

10. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 233/2011 Z. z., ktorou sa vykonávajú niektoré ustanovenia zákona č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov.

11. Zákon č. 185/2015 Z. z. Autorský zákon v znení neskorších predpisov.

12. Zákon č. 126/2015 Z. z. o knižniciach a o zmene a doplnení zákona č. 206/2009 Z. z. o múzeách a o galériách a o ochrane predmetov kultúrnej hodnoty a o zmene zákona Slovenskej národnej rady č. 372/1990 Zb. o priestupkoch v znení neskorších predpisov v znení zákona č. 38/2014 Z. z. 10. Zákon č. 211/2000 Z. z. o slobodnom prístupe k informáciám a o zmene a doplnení niektorých zákonov (zákon o slobode informácií) v znení neskorších predpisov.
13. Zákon č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov.

Language of instruction:

Slovak, English

Notes:student time load:

600 hours, of which:

consultations: 20 hours,

self-study: 250 hours,

thesis preparation including research: 250 hours,

thesis preparation 40 hours,

preparation of the defence (presentation): 40 hours.

Course assessment

The final number of assessed students: 15

A	B	C	D	E	FX(1)
46.67	33.33	0.0	6.67	6.67	6.67

Instructor:

Last changed: 04.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica					
Faculty: Faculty of Arts					
Code: 2d-fju-012		Course name: State Exam Master's Thesis Defence			
Type, extent and method of instruction:					
Form of instruction:					
Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)					
Recommended number of periods:					
Method of study: combined					
Number of credits: 20					
Recommended semester/trimester: 3., 4..					
Level: II.					
Prerequisites:					
Course completion conditions:					
Learning objectives:					
Brief outline of the course:					
Recommended literature:					
Language of instruction:					
Notes:student time load:					
Course assessment					
The final number of assessed students: 0					
A	B	C	D	E	FX(1)
0.0	0.0	0.0	0.0	0.0	0.0
Instructor:					
Last changed: 10.12.2021					
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.					

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-stu-801	Course name: Student Tutoring EN 1
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 3.	
Level: II.	
Prerequisites:	
Course completion conditions: At the beginning of the semester, the student gets acquainted with the study regulations and maps the needs of students over whom he has taken over the tutoring. After consultations with the department's study advisor, he/she will prepare a plan of creative activities in order to increase students' awareness. During the semester, he implements information activities, which he/she evaluates at the end of the semester in the form of a report and self-reflection.	
a) continuous assessment: Analysis and evaluation of suggestions/needs/problems: 0 - 20 points, preparation of activities: 0 - 25 points, implementation of activities: 0 - 25 points, total: 0 - 70 points.	
b) final assessment: Preparation of the final self-evaluation report on the implemented activities and their results with relevant annexes (plan of activities, promotion, list of participants, photo documentation) and recommendations 0-30 points. The evaluation is performed according to the classification scale: A (100 - 94%), B (93 - 87%), C (86 - 80%), D (79 - 73%), E (72 - 65%). Credits will be awarded to a student who has obtained at least 65 out of 100 points.	
Learning objectives: Student: <ol style="list-style-type: none"> 1. is able to identify the needs and problems of the students; 2. is able to communicate appropriately in the student community; 3. is able to independently organize consulting activities; 4. applies knowledge of the academic environment in counseling; 5. creates a communication platform on the social network and uses it effectively; 6. is able to evaluate student stimuli; 7. is able to assess appropriate forms of promotion of its activities; 8. is able to evaluate the benefits of their creative activities and present their results. 	
Brief outline of the course: The tutor cooperates with the departmental coordinators of ECTS in the study counseling and informing of students in study matters arising from the study regulations and valid legislation.	

As part of the self-study, they will get acquainted with the study regulations. In cooperation with the study advisor, he/she provides students with advice on the selection of subjects and the compilation of the study plan in AiS2. He/she shares with students his/her experience with the selection and provision of study literature, preparation for exams, with the possibility of individual study, obtaining scholarships or participating in the activities of student organizations. The tutor maps, analyzes and evaluates the needs of students (e.g. in the form of an online questionnaire). In cooperation with the department's study advisor or with other tutors he/she prepares presentations and discussions, which he/she effectively promotes. The tutor informs students about important dates in the study schedule. He/she collects suggestions from students, evaluates them and communicates study problems with responsible staff. Suitable platforms on social networks are used for communication.

Recommended literature:

KAHN, Norma B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.
 MEŠKO, Dušan – KATUŠČÁK, Dušan – FINDRA, Ján a kol. 2013. Chcete byť úspešní na vysokej škole? Akademická príručka. Martin : Osveta, 2013.
 Smernica č. 2/2020 o individuálnom štúdiu na FF UMB. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>
 Smernica č.12/2011 o záverečných, rigorózných a habilitačných prácach na Univerzite Mateja Bela v Banskej Bystrici. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>
 Sprievodca štúdiom pre študentov so špecifickými potrebami na UMB v Banskej Bystrici. Dostupné na internete: <https://www.umb.sk/studium/student/student-so-specifickymi-potrebami/informacie-pre-studentov-so-specifickymi-potrebami.html>
 Sprievodca užívateľa ECTS. 2015. Luxembourg : Publications Office of the European Union, 2015. Dostupné na internete: <https://www.umb.sk/app/cmsFile.php?disposition=i&ID=5679>
 Študijný poriadok Univerzity Mateja Bela v Banskej Bystrici pre študentov študijných programov akreditovaných od 1. 1. 2013. Dostupné na internete: <https://www.umb.sk/studium/student/know-how-pre-studenta/studijne-predpisy.html>
 VETRÁKOVÁ, Milota. 2014. Systém kvality vzdelávania na Univerzite Mateja Bela v Banskej Bystrici. Banská Bystrica : Belianum, 2014.
 Zákon č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2002-131>

Language of instruction:

Slovak, English B2

Notes:student time load:

Total time load: 90 hours, of which:
 self-study: 5
 consultations of the plan: 5
 preparation of activities: 20
 implementation of activities: 40
 preparation of the final report: 20

Course assessment

The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: PhDr. Miroslava Melicherčíková, PhD.

Last changed: 11.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-stu-802	Course name: Student Tutoring EN 2
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: At the beginning of the semester, the student gets acquainted with the study regulations and maps the needs of students over whom he has taken over the tutoring. After consultations with the department's study advisor, he/she will prepare a plan of creative activities in order to increase students' awareness. During the semester, he implements information activities, which he/she evaluates at the end of the semester in the form of a report and self-reflection.	
a) continuous assessment: Analysis and evaluation of suggestions/needs/problems: 0 - 20 points, preparation of activities: 0 - 25 points, implementation of activities: 0 - 25 points, total: 0 - 70 points.	
b) final assessment: Preparation of the final self-evaluation report on the implemented activities and their results with relevant annexes (plan of activities, promotion, list of participants, photo documentation) and recommendations 0-30 points. The evaluation is performed according to the classification scale: A (100 - 94%), B (93 - 87%), C (86 - 80%), D (79 - 73%), E (72 - 65%). Credits will be awarded to a student who has obtained at least 65 out of 100 points.	
Learning objectives: Student: <ol style="list-style-type: none"> 1. is able to identify the needs and problems of the students; 2. is able to communicate appropriately in the student community; 3. is able to independently organize consulting activities; 4. applies knowledge of the academic environment in counseling; 5. creates a communication platform on the social network and uses it effectively; 6. is able to evaluate student stimuli; 7. is able to assess appropriate forms of promotion of its activities; 8. is able to evaluate the benefits of their creative activities and present their results. 	
Brief outline of the course: The tutor cooperates with the departmental coordinators of ECTS in the study counseling and informing of students in study matters arising from the study regulations and valid legislation.	

As part of the self-study, they will get acquainted with the study regulations. In cooperation with the study advisor, he/she provides students with advice on the selection of subjects and the compilation of the study plan in AiS2. He/she shares with students his/her experience with the selection and provision of study literature, preparation for exams, with the possibility of individual study, obtaining scholarships or participating in the activities of student organizations. The tutor maps, analyzes and evaluates the needs of students (e.g. in the form of an online questionnaire). In cooperation with the department's study advisor or with other tutors he/she prepares presentations and discussions, which he/she effectively promotes. The tutor informs students about important dates in the study schedule. He/she collects suggestions from students, evaluates them and communicates study problems with responsible staff. Suitable platforms on social networks are used for communication.

Recommended literature:

KAHN, Norma B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.
 MEŠKO, Dušan – KATUŠČÁK, Dušan – FINDRA, Ján a kol. 2013. Chcete byť úspešní na vysokej škole? Akademická príručka. Martin : Osveta, 2013.
 Smernica č. 2/2020 o individuálnom štúdiu na FF UMB. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>
 Smernica č.12/2011 o záverečných, rigorózných a habilitačných prácach na Univerzite Mateja Bela v Banskej Bystrici. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>
 Sprievodca štúdiom pre študentov so špecifickými potrebami na UMB v Banskej Bystrici. Dostupné na internete: <https://www.umb.sk/studium/student/student-so-specifickymi-potrebami/informacie-pre-studentov-so-specifickymi-potrebami.html>
 Sprievodca užívateľa ECTS. 2015. Luxembourg : Publications Office of the European Union, 2015. Dostupné na internete: <https://www.umb.sk/app/cmsFile.php?disposition=i&ID=5679>
 Študijný poriadok Univerzity Mateja Bela v Banskej Bystrici pre študentov študijných programov akreditovaných od 1. 1. 2013. Dostupné na internete: <https://www.umb.sk/studium/student/know-how-pre-studenta/studijne-predpisy.html>
 VETRÁKOVÁ, Milota. 2014. Systém kvality vzdelávania na Univerzite Mateja Bela v Banskej Bystrici. Banská Bystrica : Belianum, 2014.
 Zákon č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2002-131>

Language of instruction:

Slovak, English B2

Notes:student time load:

Total time load: 90 hours, of which:
 self-study: 5
 consultations of the plan: 5
 preparation of activities: 20
 implementation of activities: 40
 preparation of the final report: 20

Course assessment

The final number of assessed students: 4

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: PhDr. Miroslava Melicherčíková, PhD.

Last changed: 11.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-ext-2	Course name: Student counselling and engagement		
Type, extent and method of instruction:			
Form of instruction:			
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
Recommended number of periods:			
Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 3.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment			
The final number of assessed students: 1			
abs	n	p	v
100.0	0.0	0.0	0.0
Instructor: PhDr. Miroslava Melicherčíková, PhD.			
Last changed:			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-013	Course name: Student scientific activity
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 2	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The student addresses the topic of their Student Scientific Activity in a 10-page paper and submits it by the deadline. Upon its submission, the student is assigned the credits and the course is assessed as completed in AiS2 (abs). b) final assessment: Subsequently, the student presents their paper to a commission at the student conference. Upon its submission and presentation, the student is assigned the credits and the course is assessed as completed in AiS2 (abs).	
Learning objectives: The student: <ol style="list-style-type: none"> 1) gains experience with academic writing and research methods in their field of study 2) learns how to apply they knowledge in practice and follow the citation norms 3) creates, submits, and presents their own paper. 	
Brief outline of the course: Continuous consulting with the supervisor. Creation and submission of the paper. Presentation of the paper at the student conference.	
Recommended literature: KATUŠČÁK, Dušan: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 2013. Smernica č. 9/2021 o záverečných, rigorózných a habilitačných prácach na UMB: https://www.ff.umb.sk/app/cmsFile.php?disposition=a&ID=23830 ECO, Umberto: Jak napsat diplomovou práci. Olomouc : Votobia, 1997. KAHN, N. B.: Jak efektivně studovat a pracovat s informacemi. Praha: Portál, 2001.	
Language of instruction: Slovak, French	
Notes:student time load: Time load for the student: Time load for the student: 90 h. Self-study (creation of the paper): 85 h. Consulting with the supervisor: 5 h.	

Course assessment			
The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
Instructor: Mgr. Monika Zázrivcová, PhD.			
Last changed: 07.10.2022			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-011	Course name: Student tutoring FR 1
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: At the beginning of the semester, the student reads the study regulations and identifies the needs of students who need tutorship. Upon consulting with the department study advisor, the student creates a plan of awareness raising activities. During the semester, the student performs awareness raising activities. Upon completion of the semester, they draft a self-reflective evaluation report. a) continuous assessment: analysis and evaluation of complaints/needs/issues: 0–20 p. Preparation of activities: 0–25 p. Implementation of these activities: 0–25 p. Total: 0–70 p. b) final assessment: completing the final self-reflective evaluation report addressing the activities performed and their results including the relevant appendices (activity plan, promotion, list of attendees, photo documentation), and recommendations 0–30 p. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points (%). a) continuous assessment: Continuous assessment: Analysis and evaluation of complaints/needs/issues: 0–20 p. Preparation of activities: 0–25 p. Implementation of these activities: 0–25 p. b) final assessment: Final assessment: Completing the final self-reflective evaluation report addressing the activities performed and their results including the relevant appendices (activity plan, promotion, list of attendees, photo documentation), and recommendations 0–30 p.	
Learning objectives: The student: <ol style="list-style-type: none"> 1. is able to identify the needs and problems of the tutored students 2. can efficiently communicate with the student community 	

3. can independently provide consulting activities
4. navigates the academic environment well enough to provide useful advice
5. creates a communication platform on a social network and uses it efficiently
6. can evaluate other students' needs
7. can select appropriate forms of promotion of their activities
8. can evaluate the benefit of their creative activities and present their results.

Brief outline of the course:

The tutor cooperates with the department ECTS coordinators in consulting and providing information on study issues to students in accordance with the study rules and valid legislation. They self-study the study regulations. In cooperation with the study advisor, they arrange meetings with new students at the beginning of the academic year.

They inform the new students about life at the university, their rights and responsibilities, and explain the principles of credit study. They advise students on the selection of courses and creation of study plans in AiS2. They share their own experience with the selection and acquisition of study literature, studying for exams, individual study possibilities, scholarships, and participating in student organisations. They identify, analyse, and evaluate the tutored students' needs (e.g. via an online survey). In cooperation with the department study advisor and other student tutors, they prepare informational presentations and discussions, and promotes them. They inform other students on important dates in the academic schedule. They collect complaints and ideas, evaluate, and communicate study related issues to the relevant employees. They communicate via an appropriate social media platform as well.

Recommended literature:

KAHN, Norma B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.

MEŠKO, Dušan – KATUŠČÁK, Dušan – FINDRA, Ján a kol. 2013. Chcete byť úspešní na vysokej škole? Akademická príručka. Martin : Osveta, 2013.

Smernica č. 2/2020 o individuálnom štúdiu na FF UMB. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>

Smernica č.12/2011 o záverečných, rigorózných a habilitačných prácach na Univerzite Mateja Bela v Banskej Bystrici. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>

Spríevodca štúdiom pre študentov so špecifickými potrebami na UMB v Banskej Bystrici.

Dostupné na internete: <https://www.umb.sk/studium/student/student-so-specifickymi-potrebami/informacie-pre-studentov-so-specifickymi-potrebami.html>

Spríevodca užívateľa ECTS. 2015. Luxembourg : Publications Office of the European Union, 2015. Dostupné na internete: <https://www.umb.sk/app/cmsFile.php?disposition=i&ID=5679>

Študijný poriadok Univerzity Mateja Bela v Banskej Bystrici pre študentov študijných programov akreditovaných od 1. 1. 2013. Dostupné na internete: [https://www.umb.sk/studium/student/knowhow-](https://www.umb.sk/studium/student/knowhow-pre-studenta/studijne-predpisy.html)

[pre-studenta/studijne-predpisy.html](https://www.umb.sk/studium/student/knowhow-pre-studenta/studijne-predpisy.html)

VETRÁKOVÁ, Milota. 2014. Systém kvality vzdelávania na Univerzite Mateja Bela v Banskej Bystrici. Banská Bystrica : Belianum, 2014.

Zákon č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2002-131>

Language of instruction:

Slovak

Notes:student time load:

Time load for the student: Total time load: 90 h. 5

consulting the activity plan: 5. Preparation of activities: 20

Implementation of these activities: 40							
Preparation of the final report: 20							
Course assessment							
The final number of assessed students: 1							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Monika Zázrivcová, PhD.							
Last changed: 07.10.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-012	Course name: Student tutoring FR 2
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: At the beginning of the semester, the student reads the study regulations and identifies the needs of students who need tutorship. Upon consulting with the department study advisor, the student creates a plan of awareness raising activities. During the semester, the student performs awareness raising activities. Upon completion of the semester, they draft a self-reflective evaluation report. a) continuous assessment: analysis and evaluation of complaints/needs/issues: 0–20 p. Preparation of activities: 0–25 p. Implementation of these activities: 0–25 p. Total: 0–70 p. b) final assessment: completing the final self-reflective evaluation report addressing the activities performed and their results including the relevant appendices (activity plan, promotion, list of attendees, photo documentation), and recommendations 0–30 p. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points (%). a) continuous assessment: Continuous assessment: Analysis and evaluation of complaints/needs/issues: 0–20 p. Preparation of activities: 0–25 p. Implementation of these activities: 0–25 p. b) final assessment: Final assessment: Completing the final self-reflective evaluation report addressing the activities performed and their results including the relevant appendices (activity plan, promotion, list of attendees, photo documentation), and recommendations 0–30 p.	
Learning objectives: The student: <ol style="list-style-type: none"> 1. is able to identify the needs and problems of the tutored students 2. can efficiently communicate with the student community 	

3. can independently provide consulting activities
4. navigates the academic environment well enough to provide useful advice
5. creates a communication platform on a social network and uses it efficiently
6. can evaluate other students' needs
7. can select appropriate forms of promotion of their activities
8. can evaluate the benefit of their creative activities and present their results.

Brief outline of the course:

The tutor cooperates with the department ECTS coordinators in consulting and providing information on study issues to students in accordance with the study rules and valid legislation. They self-study the study regulations. In cooperation with the study advisor, they arrange meetings with new students at the beginning of the academic year.

They inform the new students about life at the university, their rights and responsibilities, and explain the principles of credit study. They advise students on the selection of courses and creation of study plans in AiS2. They share their own experience with the selection and acquisition of study literature, studying for exams, individual study possibilities, scholarships, and participating in student organisations. They identify, analyse, and evaluate the tutored students' needs (e.g. via an online survey). In cooperation with the department study advisor and other student tutors, they prepare informational presentations and discussions, and promotes them. They inform other students on important dates in the academic schedule. They collect complaints and ideas, evaluate, and communicate study related issues to the relevant employees. They communicate via an appropriate social media platform as well.

Recommended literature:

KAHN, Norma B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.

MEŠKO, Dušan – KATUŠČÁK, Dušan – FINDRA, Ján a kol. 2013. Chcete byť úspešní na vysokej škole? Akademická príručka. Martin : Osveta, 2013.

Smernica č. 2/2020 o individuálnom štúdiu na FF UMB. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>

Smernica č.12/2011 o záverečných, rigorózných a habilitačných prácach na Univerzite Mateja Bela v Banskej Bystrici. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>

Spríevodca štúdiom pre študentov so špecifickými potrebami na UMB v Banskej Bystrici. Dostupné na internete: <https://www.umb.sk/studium/student/student-so-specifickymi-potrebami/informacie-pre-studentov-so-specifickymi-potrebami.html>

Spríevodca užívateľa ECTS. 2015. Luxembourg : Publications Office of the European Union, 2015. Dostupné na internete: <https://www.umb.sk/app/cmsFile.php?disposition=i&ID=5679>

Študijný poriadok Univerzity Mateja Bela v Banskej Bystrici pre študentov študijných programov akreditovaných od 1. 1. 2013. Dostupné na internete: [https://www.umb.sk/studium/student/knowhow-](https://www.umb.sk/studium/student/knowhow-pre-studenta/studijne-predpisy.html)

[pre-studenta/studijne-predpisy.html](https://www.umb.sk/studium/student/knowhow-pre-studenta/studijne-predpisy.html)

VETRÁKOVÁ, Milota. 2014. Systém kvality vzdelávania na Univerzite Mateja Bela v Banskej Bystrici. Banská Bystrica : Belianum, 2014.

Zákon č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2002-131>

Language of instruction:

Slovak

Notes:student time load:

Time load for the student: Total time load: 90 h. 5

consulting the activity plan: 5. Preparation of activities: 20

Implementation of these activities: 40 Preparation of the final report: 20							
Course assessment The final number of assessed students: 1							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: Mgr. Monika Zázrivcová, PhD.							
Last changed: 07.10.2022							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-SVA		Course name: Students' Scientific Activity	
Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined			
Number of credits: 2			
Recommended semester/trimester: 2., 4.			
Level: II.			
Prerequisites:			
Course completion conditions: The course is completed after the student has defended their work at the student scientific conference. b) final assessment: Upon defence of the work, the course will be recognised as completed (Abs).			
Learning objectives: The student is able to create a scholarly work addressing the selected topic, present it, and defend before the commission during the student conference.			
Brief outline of the course: The student selects a supervisor and topic. They proceed to write a 10-page scholarly work following the IMRaD structure (introduction, methodology, results, discussion). The work is to be submitted to the department coordinator within the specified deadline. Subsequently, the student attends the student conference to present and defend their work. The course is considered completed (Abs) at this point.			
Recommended literature:			
Language of instruction: Slovak, English			
Notes:student time load: 60 h: 10 h consulting, 40 h research and writing, 10 h preparation for the oral presentation			
Course assessment The final number of assessed students: 6			
abs	n	p	v
100.0	0.0	0.0	0.0
Instructor: Mgr. Marianna Bachledová, PhD.			
Last changed: 12.08.2022			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-303	Course name: Teaching English to Adult Learners
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: The student will prepare presentation of the authentic ESP text for developing reading comprehension: 0-10 points and needs analysis for selected group of learners: 0-10 points. Article review: 0-5 points Total: 25 points; pass 16 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %) <p>a) continuous assessment: The student will prepare presentation of the authentic ESP text for developing reading comprehension: 0-10 points and needs analysis for selected group of learners: 0-10 points. Article review: 0-5 points Total: 25 points; pass 16 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %)</p> <p>b) final assessment: The student will prepare presentation of the authentic ESP text for developing reading comprehension: 0-10 points and needs analysis for selected group of learners: 0-10 points. Article review: 0-5 points Total: 25 points; pass 16 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %)</p>	
Learning objectives: Student will be able to: <ol style="list-style-type: none"> 1. apply knowledge from ELT to teaching adult learners 2. evaluate and adapt authentic materials 3. prepare needs analysis for a specific group of learners 4. formulate aims in teaching adults 5. motivate adult learners 6. design ESP course 	
Brief outline of the course: English for specific history and its origin. Adult learner and its characteristics. Needs analysis. Linguistic and communicative aims. Specific issues in teaching adults. ESP classroom. Methods and approaches. ESP textbooks. ESP Course design.	
Recommended literature:	

1. HOMOLOVÁ, E. 2013. Methodology of Teaching English 1. Banská Bystrica: Belianum, 2013
2. HOMOLOVÁ, E.- ŠTULRAJTEROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica: Belianum, 2013
3. HUTCHINSON, T.- WATERS, A. English for Specific Purposes. OUP, 2010
4. HOMOLOVÁ, E. 2016. Teaching English. Banská Bystrica: Belianum, 2016
5. Odborné časopisy: Forum, Modern English Teacher, Humanising Language Teaching Magazine, Lingua Viva
5. HOMOLOVÁ, E. 2016. Teaching English. Banská Bystrica: Belianum, 2016

Language of instruction:

Slovak language C1 English A2-C1

Notes: student time load:

Total student time load: 90 hours

Combined study: 26

Self-study: 14

Article review: 10

Needs analysis and adaptation of authentic text: 40

Course assessment

The final number of assessed students: 12

A	B	C	D	E	FX(0)	FX(1)	n
75.0	16.67	8.33	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Eva Homolová, PhD.

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-vdsl-02	Course name: The Great Works in World Literature II
Type, extent and method of instruction: Form of instruction: Lecture Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2., 4.	
Level: II.	
Prerequisites:	
Course completion conditions: The student prepares an essay in which he/she takes a position on the issue discussed. The final assessment is passed/failed.	
Learning objectives: 1. The student will obtain an adequate overview of the origin and functioning of selected representative literary works from several civilizational and cultural areas from medieval literature to contemporary literature; will improve in professional terminology. 2. The student will acquire the specific interpretation skills necessary when working with a literary text anchored in a radically different cultural environment, thereby strengthening tolerance towards cultural differences and the will to respect the right to be different. 3. The student is able to conduct research on the assigned topic, can identify reliable sources, select relevant information from them and present it to others in a clear and useful form. 4. The student will acquire an organized sum of knowledge and a more widely applicable set of useful habits, methods, approaches, competences applicable in the interpretation of literary and non-literary texts or other cultural phenomena from various cultural periods.	
Brief outline of the course: Some of the greatest works of the European literature from the Middle Ages to the present day will be presented. It will be a selective selection of the presentation of literary worlds and the values they created. The Divine Comedy as the main work of the Middle Ages or the Renaissance? The Middle Ages as the "cradle" of European culture and education. Testaments enfant terrible. The spiciness of the Decameron and Laura's ephemerality. From Shakespeare to French classical drama. Playwrights and their (non)dramatic characters. Fairy tales that changed the world. Shock the bourgeois! Avant-gardes in world art. Literature as a place for women. On Freedom, Being and Apricot Cocktails: Existentialism in World Literature. Crazy for Life: The Beat Generation and Their Followers. Great works in small publishers.	
Recommended literature: 1. BURKE, Peter. Kulturní historie. Dokořán, 2011. 2. MACURA, V. a kol.: Slovník světových literárních děl. 3. PIŠŮT, M.: Dejiny svetovej literatúry (I., II.). 4. Malá encyklopédia spisovateľov sveta	

5. VANTUCH, A.: Dejiny francúzskej literatúry.
6. BAŠTÍN, Š.: Dejiny anglickej a americkej literatúry.
7. STROMŠÍK, J.: Od Grimmshausena k Dürenmattovi – Kapitoly z německé literatury.
8. CVRKAL, I.: Z dejín európskych literatúr 20. storočia.
9. CVRKAL, I.: Kapitoly z moderny, avantgardy a postmoderny.
10. NEZVAL, V.: Moderní básnické směry.
11. KASÁČ, Z.: Svetová literatúra 20. storočia.
12. Heslo Svetová literatúra, v: <http://hyperlexikon.sav.sk/sk/pojem/zobrazit///svetova-literatura>
13. <http://encyclopedia.thefreedictionary.com/Literature>

Language of instruction:

Slovak

Notes: student time load:

90 hours, of which 26 hours full-time, 64 hours self-study

Course assessment

The final number of assessed students: 1

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: PaedDr. Zuzana Bariaková, PhD., prof. PaedDr. Martin Golema, PhD., doc. Ivan Jančovič, PhD., Mgr. Martina Kubealaková, PhD., Mgr. Eva Pršová, PhD., doc. PaedDr. Jozef Tatár, PhD.

Last changed: 19.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajm-313	Course name: Turkish Language 1
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, students will take a written test that will verify the practical use of their knowledge. They will take a written test with variable assignments for the practical application of theoretical knowledge and take the final oral exam after the end of the semester. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%). a) continuous assessment: a) written test – 40 points b) final assessment: b) final written examination: 0 – 60 points	
Learning objectives: Students will be able: 1. to talk about places/directions/family/occupation in Turkish, 2. to listen to and understand some simple short dialogues in Turkish, 3. to read some texts in Turkish, 4. to write some texts in Turkish.	
Brief outline of the course: 1. Greeting 2. Daily Life 3. Our family and our relatives 4. Time is passing 5. Enjoy your mail 6. Bureaucracy everywhere 7. The future will come some day also 8. He said something 9. Different worlds and lifes 10. Our media 11. Healthy living	

12. Travel

Recommended literature:

1. Gökkuşuğu Türkçe Eğitim Kitabı (Rainbow Turkish Education Book), Mgr Öztürk TUNCAY, Dilset, 2014.
2. Yeni Hayat (New Life), Gedik Enver, Mevsimler, 2015.
3. Yabancı Dil Olarak Türkçe Öğretimi, Prof Dr. Güzel Abdurrahman, Akçağ, 2002.
4. Etkinliklerle Türkçe Öğretimi, Aslan Derya and Doğan Birsen, Ekin, 2013.
5. Haydi Türkçe Öğrenelim, commision, Yunus Emre enstitüsü, 2015.

Language of instruction:

English language B2

Notes:student time load:

student workload: 90 hrs.

seminars: 13

study for the continuous written test: 30 hrs.

study for the final oral exam: 47 hrs.

Course assessment

The final number of assessed students: 60

A	B	C	D	E	FX(0)	FX(1)	n
70.0	1.67	15.0	8.33	3.33	1.67	0.0	0.0

Instructor: Mgr. Görkem Arslan

Last changed: 16.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajm-314	Course name: Turkish Language 2
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, students will take a written test that will verify the practical use of their knowledge. They will take a written test with variable assignments for the practical application of theoretical knowledge and take the final oral exam after the end of the semester. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%). a) continuous assessment: a) written test – 40 points b) final assessment: b) final written examination: 0 – 60 points	
Learning objectives: Students will be able: 1. to talk about places/directions/family/occupation in Turkish, 2. to listen to and understand some simple short dialogues in Turkish, 3. to read some texts in Turkish, 4. to write some texts in Turkish.	
Brief outline of the course: 1. Greeting 2. Daily Life 3. Our family and our relatives 4. Time is passing 5. Enjoy your mail 6. Bureaucracy everywhere 7. The future will come some day also 8. He said something 9. Different worlds and lifes 10. Our media 11. Healthy living	

12. Travel
13. Turkish culture and identity
14. Lifestyle

Recommended literature:

1. Gökkuşuğu Türkçe Eğitim Kitabı (Rainbow Turkish Education Book), Mgr Öztürk TUNCAY, Dilset, 2014.
2. Yeni Hayat (New Life), Gedik Enver, Mevsimler, 2015.
3. Yabancı Dil Olarak Türkçe Öğretimi, Prof Dr. Güzel Abdurrahman, Akçağ, 2002.
4. Etkinliklerle Türkçe Öğretimi, Aslan Derya and Doğan Birsen, Ekin, 2013.
5. Haydi Türkçe Öğrenelim, commission, Yunus Emre enstitüsü, 2015.

Language of instruction:

English language B2

Notes:student time load:

student workload: 90 hrs.
seminars: 13
study for the continuous written test: 30 hrs.
study for the final oral exam: 47 hrs.

Course assessment

The final number of assessed students: 30

A	B	C	D	E	FX(0)	FX(1)	n
63.33	16.67	16.67	0.0	0.0	3.33	0.0	0.0

Instructor: Mgr. Görkem Arslan

Last changed: 16.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajm-315	Course name: Turkish Language 3
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: During the semester, students will take a written test that will verify the practical use of their knowledge. They will take a written test with variable assignments for the practical application of theoretical knowledge and take the final oral exam after the end of the semester. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%). a) continuous assessment: a) written test – 40 points b) final assessment: b) final written examination: 0 – 60 points	
Learning objectives: Students will be able: 1. to talk about places/directions/family/occupation in Turkish, 2. to listen to and understand some simple short dialogues in Turkish, 3. to read some texts in Turkish, 4. to write some texts in Turkish.	
Brief outline of the course: 1. Greeting 2. Daily Life 3. Our family and our relatives 4. Time is passing 5. Enjoy your mail 6. Bureaucracy everywhere 7. The future will come some day also 8. He said something 9. Different worlds and lifes 10. Our media 11. Healthy living	

12. Travel
13. Turkish culture and identity
14. Lifestyle

Recommended literature:

1. Gökkuşuğu Türkçe Eğitim Kitabı (Rainbow Turkish Education Book), Mgr Öztürk TUNCAY, Dilset, 2014.
2. Yeni Hayat (New Life), Gedik Enver, Mevsimler, 2015.
3. Yabancı Dil Olarak Türkçe Öğretimi, Prof Dr. Güzel Abdurrahman, Akçağ, 2002.
4. Etkinliklerle Türkçe Öğretimi, Aslan Derya and Doğan Birsen, Ekin, 2013.
5. Haydi Türkçe Öğrenelim, commission, Yunus Emre enstitüsü, 2015.

Language of instruction:

English language B2

Notes:student time load:

student workload: 90 hrs.
seminars: 13
study for the continuous written test: 30 hrs.
study for the final oral exam: 47 hrs.

Course assessment

The final number of assessed students: 9

A	B	C	D	E	FX(0)	FX(1)	n
44.44	0.0	11.11	44.44	0.0	0.0	0.0	0.0

Instructor: Mgr. Görkem Arslan

Last changed: 16.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-FS1-003		Course name: Univerzitný folklórny súbor 1	
Type, extent and method of instruction:			
Form of instruction: Seminar			
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
Recommended number of periods: 26			
Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 1., 3.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment			
The final number of assessed students: 10			
abs	n	p	v
100.0	0.0	0.0	0.0
Instructor: Mgr. art. Martin Urban, PhD.			
Last changed: 04.04.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-UKO1-003	Course name: Univerzitný komorný orchester 1		
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 1., 3.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment The final number of assessed students: 1			
abs	n	p	v
100.0	0.0	0.0	0.0
Instructor: Mgr. Pavel Martinka, PhD.			
Last changed: 04.04.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica			
Faculty: Faculty of Arts			
Code: 2d-SPZ1-003		Course name: Univerzitný spevácky zbor 1	
Type, extent and method of instruction:			
Form of instruction: Seminar			
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
Recommended number of periods: 26			
Method of study: combined			
Number of credits: 3			
Recommended semester/trimester: 1., 3.			
Level: II.			
Prerequisites:			
Course completion conditions:			
Learning objectives:			
Brief outline of the course:			
Recommended literature:			
Language of instruction:			
Notes:student time load:			
Course assessment			
The final number of assessed students: 2			
abs	n	p	v
100.0	0.0	0.0	0.0
Instructor: Mgr. Pavel Martinka, PhD.			
Last changed: 04.04.2023			
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.			

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-aju-301	Course name: Using Project Work in Teaching English
Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined	
Number of credits: 3	
Recommended semester/trimester: 1.	
Level: II.	
Prerequisites:	
Course completion conditions: Continuous assessment: Design and presentation of own project: 0-25 points 2 written assignments: 0-5 points each 1 article review: 0-5 points Pass: 25 points out of 40 a) continuous assessment: Continuous assessment: Design and presentation of own project: 0-25 points 2 written assignments: 0-5 points each 1 article review: 0-5 points b) final assessment: Continuous assessment: Design and presentation of own project: 0-25 points 2 written assignments: 0-5 points each 1 article review: 0-5 points Pass: 25 points out of 40 Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %).	
Learning objectives: Student will be able to: 1. apply ELT methodology in designing own project 2. motivate learners by project work 3. manage learners 'project work 4. apply assessment criteria to learners 'projects	
Brief outline of the course: Project method and its role in ELT. Types of projects. Project management. Choice of topics. Motivation of learners by project method. Project work in basic and secondary schools. Project assessment. Presentation of projects.	
Recommended literature: 1. HOMOLOVÁ, E. 2013. Methodology of Teaching English 1. Banská Bystrica: Belianum ,2013	

<p>2. HOMOLOVÁ,E.- ŠTULRAJTEROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica: Belianum, 2013</p> <p>3. HUTCHINSON,T. Introduction to Project Work. OUP, 1994</p> <p>4. Odborné časopisy: Forum, Modern English Teacher, Humanising Language Teaching Magazine, Lingua Viva</p>							
<p>Language of instruction: English A2-C1</p>							
<p>Notes:student time load: Total student time load: 90 hours Combined study: 26 Self-study: 14 Written assignment:10 Project design and presentation:40</p>							
<p>Course assessment The final number of assessed students: 12</p>							
A	B	C	D	E	FX(0)	FX(1)	n
58.33	41.67	0.0	0.0	0.0	0.0	0.0	0.0
<p>Instructor: doc. PhDr. Eva Homolová, PhD.</p>							
<p>Last changed: 11.09.2023</p>							
<p>Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.</p>							

Course Description

University: Matej Bel University in Banská Bystrica							
Faculty: Faculty of Arts							
Code: 2d-VMG-513		Course name: Volunteer management					
Type, extent and method of instruction:							
Form of instruction: Seminar							
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
Recommended number of periods: 26							
Method of study: combined							
Number of credits: 3							
Recommended semester/trimester:							
Level: II.							
Prerequisites:							
Course completion conditions:							
Learning objectives:							
Brief outline of the course:							
Recommended literature:							
Language of instruction:							
Notes:student time load:							
Course assessment							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructor: doc. PhDr. Alžbeta Brozmanová Gregorová, PhD.							
Last changed: 08.09.2023							
Approved by: prof. PhDr. Katarína Chovancová, PhD., doc. PaedDr. Jana Javorčíková, PhD.							