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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 príručka. 2. uprav. a dopln. vyd. Martin : Osveta, 2005.
7. PATRÁŠ, V.: Pohotové 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: 329

A	B	C	D	E	FX(0)	FX(1)	n
41.64	13.37	7.9	22.49	13.37	0.91	0.3	0.0

Instructor: prof. PaedDr. Vladimír Patráš, CSc.

Last changed: 19.03.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ext-1 | **Course name:** Activities to Promote the European Day of Languages

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: 1

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: PhDr. Miroslava Melicherčíková, PhD., univ. doc.

Last changed:

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 12-IDR | **Course name:** An Introduction to Debate and Reasoning

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: 0 / 26
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: 0

abs	n	p	v
0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Dana Benčiková, PhD.

Last changed: 31.08.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 13

A	B	C	D	E	FX(0)	FX(1)	n
30.77	7.69	30.77	15.38	0.0	0.0	15.38	0.0

Instructor: PhDr. Roman Ličko, PhD.

Last changed: 14.04.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
ssessment: 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
Page: 2
-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:

Couse 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 Kušnír, 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 kulturálnych 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.
SCHAPERA, 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: 18

A	B	C	D	E	FX(0)	FX(1)	n
50.0	33.33	5.56	5.56	5.56	0.0	0.0	0.0

Instructor: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Last changed: 14.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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:
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: 28

A	B	C	D	E	FX(0)	FX(1)	n
85.71	10.71	3.57	0.0	0.0	0.0	0.0	0.0

Instructor: PhDr. Miroslava Melicherčíková, PhD., univ. doc.

Last changed: 16.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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:
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:
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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 12-SKS	**Course name:** Contemporary Conflicts in the World: Economic, Political, Social and Legal Dimensions

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: 26 / 0
Method of study: combined

Number of credits: 3

Recommended semester/trimester: 1., 3.

Level: I., II.

Prerequisites:

Course completion conditions:
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Learning objectives:
Upon successful completion of the course, the student will be able to:
explain the main causes, characteristics and typology of contemporary conflicts;
identify the political, economic, social, security and legal dimensions of conflicts;
analyse selected contemporary conflicts from an interdisciplinary perspective;
assess the impact of conflicts on international security, the economy, migration, social stability and human rights;
describe the role of states, international organisations and non-state actors in the emergence, development and resolution of conflicts;
distinguish between facts, expert interpretations, propaganda and disinformation;
use relevant academic sources and critically evaluate information about conflicts;
formulate and substantiate their own position on selected issues related to contemporary conflicts;
propose basic approaches to conflict prevention, mitigation and peaceful resolution.

Brief outline of the course:
Introduction to the study of contemporary conflicts – key concepts, causes and typology of conflicts.
The evolution of armed conflicts and the changing nature of warfare in the 21st century.
State and non-state actors in contemporary conflicts.
Political and geopolitical dimensions of conflicts.
Economic causes and consequences of conflicts – sanctions, trade and the financing of warfare.
Energy, resource and food security in conflict situations.
Social consequences of conflicts – migration, poverty, radicalisation and social polarisation.
International legal aspects of conflicts and international humanitarian law.
Human rights protection and international criminal responsibility.
Hybrid threats, information operations, propaganda and disinformation.
Analysis of selected contemporary conflicts in Europe and its neighbourhood.
Analysis of selected conflicts in the Middle East, Africa and Asia.
Conflict prevention, management and peaceful resolution – final discussion and synthesis of acquired knowledge.

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. Rastislav Kazanský, PhD., EMBA

Last changed: 07.09.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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:
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 francaise, 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 francaise, 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 francaises. Paris: Didier, 1967. 506 s.
9. Harari, Y. N. 2018. 21 lecons pour le XXeme siecle. Paris: Editions Albin Michel, 20188. 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´édutaion et la culture. Paris: Presses de SciPO, 1998. 371 s. ISBN 2-7246-0741-4.
13. Pecníková, J. – Mešková, Ľ. 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 sciecle : 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 mondalisation. 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: 14

A	B	C	D	E	FX(0)	FX(1)	n
71.43	21.43	7.14	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Jana Pecníková, PhD.

Last changed: 02.11.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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:
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: College de France, 2007. 76 s. ISBN 978-2-213-63288-9.
2) Mešková, Ľ. 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 lecons pour le XXeme siecle. Paris: Editions Albin Michel, 20188. 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´édutation 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 francaise. Paris: Nathan, 1998. 159 s. ISBN 2091778761.
11) Pecníková, J. – Mešková, Ľ. 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 XXe 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: 10

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. PhDr. Jana Pecníková, PhD.

Last changed: 02.11.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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. Mathiex, 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: 15

A	B	C	D	E	FX(0)	FX(1)	n
73.33	6.67	20.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Jana Pecníková, PhD.

Last changed: 18.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 then 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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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., univ. doc.
Last changed: 02.11.2022
Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 recommanded 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. Kožuchová, M., Obdržálek, Z., Porubská, E., & Kánik, 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 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. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesijné kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Sieglová, 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: 9

A	B	C	D	E	FX(0)	FX(1)	n
66.67	33.33	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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 recommanded 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. Kožuchová, M., Obdržálek, Z., Porubská, E., & Kánik, 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 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. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesijné kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Sieglová, 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: 5

A	B	C	D	E	FX(0)	FX(1)	n
40.0	60.0	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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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-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:
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: 221

A	B	C	D	E	FX(0)	FX(1)	n
61.99	29.86	7.24	0.45	0.45	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc.

Last changed: 20.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 consits 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:
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. Kalhoust, 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 poznávaní 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). Profesijné kompetencie učiteľov. Belianum.
15. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
16. Sieglová, 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
preaparing a portfolio (+own lesson plans): 20
counselling: 14

Course assessment
The final number of assessed students: 142

A	B	C	D	E	FX(0)	FX(1)	n
92.25	5.63	1.41	0.0	0.0	0.7	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc.

Last changed: 06.03.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-016 | **Course name:** Conversational seminar FL 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:

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

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: Elsa Manon Pachoud Janody

Last changed:

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-018	**Course name:** Corpus Linguistics

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:
The course is completed by successfully submitting a seminar paper focused on the identification and analysis of specific grammatical and lexical means in authentic French texts, with regard to their specific pragmatic function. The student is entitled to one resit. Final assessment is based on the grading scale:
A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are awarded to students who meet the requirements with at least 65%.

b) final assessment:
Seminar paper – 100%

Learning objectives:
The student is able to use different types of corpus tools and their functions. They can analyse the frequency of linguistic units in specific contexts and cotexts. They are capable of formulating a research objective, identifying and evaluating selected parameters in a given corpus, and applying the obtained results in translation, interpreting, as well as in language teaching and learning.

Brief outline of the course:
1. Introduction to corpus linguistics
2. Types of corpus tools
3. Functions of corpus tools
4. AI in corpus linguistics
5. Types of corpora
6. Working with corpora: searching lexical units, concordances, collocations
7. Frequency analysis and data interpretation
8. Applications of corpus linguistics in translation and interpreting
9. Applications of corpus linguistics in didactics
10. Project work: analysis of authentic French texts in a corpus

Recommended literature:
1. BAAYEN, R. H.: Corpus linguistics in morphology: morphological productivity. In: Lüdeling, A. – Kytö, M. (éds.): Corpus Linguistics. An International Handbook. Berlin: Mouton de Gruyter, 2008, s. 899–919.

2. BARONI, M. – BERNARDINI, S. – FERRARESI, A. – ZANCHETTA, E.: The WaCky Wide Web: A Collection of Very Large Linguistically Processed Web-Crawled Corpora. Language Resources and Evaluation, 2009, 43, s. 209–226.
3. BORDONABA-PLOU, D. – JREIS-NAVARRO, L. M.: Are the TenTen Corpora Really a Corpus Family? On Linguistic Tagging and Corpora Members' Kinship Degrees. International Journal of Humanities and Arts Computing, 2025, 19(1), s. 49–64.
4. CARTIER, E. – SABLAYROLLES, J.-F. – BOUTMGHARINE, N. – HUMBLEY, J. – BERTOCCI, M. – JACQUET-PFAU, C. – KÜBLER, N. – TALLARICO, G.: Détection automatique, description linguistique et suivi des néologismes en corpus: point d'étape sur les tendances du français contemporain. In: Actes du 6e CMLF, Mons, 9–13 juillet 2018, s. 1–20.
5. KILGARRIFF, A. – MARCOWITZ, F. – SMITH, S. – THOMAS, J.: Corpora and language learning with the Sketch Engine and SKELL. Revue française de linguistique appliquée, 2015, (1), s. 61–80.
6. LAZAR, J.: Stratégies identitaires d'auto-présentation des jeunes dans l'espace virtuel: Entre tchat, emails et SMS. In: Kacprzak, A. – Goudaillier, J.-P. (éds.): Fonctions identitaires en situations diglossiques: argots – dialectes – patois. Lodz: UL, 2014, s. 135–139.
7. PAVEAU, M.-A.: L'Analyse du discours numérique. Dictionnaire des formes et des pratiques. Paris: Hermann, 2017.
8. ŠTEKAUER, P.: Onomasiological approach to word-formation. In: Handbook of word-formation. Dordrecht: Springer, 2005, s. 207–232.

Language of instruction:
Slovak
French - B1

Notes:student time load:
Total: 90 hours.
Combined instruction: 20.
Preparation for weekly (non-assessed) tasks: 50.
Final paper preparation: 20.

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. Lucia Ráčková, PhD.

Last changed: 19.06.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ajp-310 | **Course name:** Creative Writing

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: 12

A	B	C	D	E	FX(0)	FX(1)
50.0	41.67	8.33	0.0	0.0	0.0	0.0

Instructor: Mgr. Matej Laš, PhD., univ. doc.

Last changed: 16.12.2025

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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.

Hales, A. (2018). The Local in History: Personal and Community History and Its Impact on Identity. Education 3-13, 46:6, 671-684. DOI: 10.1080/03004279.2018.1483802.
Kramsch, C. (1995). The Cultural Component of Language Teaching. Language, Culture and Curriculum, 8:2, 83-92. DOI: 10.1080/07908319509525192.
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.
Račková, Z. (2013). Využitie medzipredmetových vzťahov v projektovom vyučovaní na ZŠ. Bratislava, SK: Metodicko-pedagogické centrum.
Schulz, B. (2008). The Importance of Soft Skills: Education Beyond Academic Knowledge. Nawa Journal of Communication, 2(1), 146-154. Retrieved from http://ir.nust.na/jspui/handle/10628/39.
Theodoulides, L. a kol. (2020) Rozvoj kritického myslenia koučovacím prístupom vo vysokoškolskom prostredí. Belianum.

Language of instruction:
English B2, Slovak

Notes:student time load:
In total: 120
seminars: 26
preparation of the project: 30
presentation of the project: 34
self-study: 30

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: Mgr. Anna Slatinská, PhD., univ. doc.

Last changed: 18.05.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 236

A	B	C	D	E	FX(0)	FX(1)	n
85.17	7.63	4.24	1.27	0.0	0.0	1.69	0.0

Instructor: doc. PaedDr. Lenka Rovňanová, PhD., doc. Mgr. Lívia Nemcová, PhD.

Last changed: 25.03.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 francaise 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: 7

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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 francaise 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: 14

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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2-OEV2	**Course name:** Diplomacy in Practice - Professional Excursion at the Embassy II.

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: 0 / 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: 337

abs	n	p	v
90.5	9.5	0.0	0.0

Instructor: doc. PhDr. Erik Pajtinka, PhD.

Last changed: 07.06.2024

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2-OEMO2	**Course name:** Diplomacy in Practice - Professional Excursion in an International Organization II.

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: 0 / 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: 241

abs	n	p	v
99.17	0.83	0.0	0.0

Instructor: doc. PhDr. Erik Pajtinka, PhD.

Last changed: 07.06.2024

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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: 41

A	B	C	D	E	FX(0)	FX(1)	n
97.56	0.0	0.0	0.0	0.0	2.44	0.0	0.0

Instructor: PaedDr. Alena Štulajterová, PhD.

Last changed: 17.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 constists of: a) continuous assessment: Continuous submitting of assignments related to elaboration of didactic acitivites 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 be 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: 85

A	B	C	D	E	FX(0)	FX(1)	n
94.12	3.53	2.35	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc.

Last changed: 11.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 63

A	B	C	D	E	FX(0)	FX(1)	n
46.03	23.81	19.05	6.35	4.76	0.0	0.0	0.0

Instructor: doc. PhDr. Martin Djovčoš, PhD., Mgr. Matej Laš, PhD., univ. doc.

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 901

A	B	C	D	E	FX(0)	FX(1)	n
23.86	27.52	26.19	14.76	6.55	0.0	1.11	0.0

Instructor: doc. PaedDr. Lada Kaliská, PhD., univ. prof., PaedDr. Jana Stehlíková, PhD.

Last changed: 24.03.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ajmL-316 | **Course name:** English Language B2 for 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 educlogy, 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
the course students will take a written final test. Credits will not be awarded 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:
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:
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: 26

A	B	C	D	E	FX(0)	FX(1)	n
61.54	7.69	7.69	19.23	0.0	3.85	0.0	0.0

Instructor: PaedDr. Alena Štulajterová, PhD., M.A. James Ó Conaill, Mgr. Richard Gramanich Štromajer, PhD., Mgr. Patrícia Kvokačka Hatiarová, doc. Natalia Kovalchuk, PhD., Mgr. Vanda Koniarová

Last changed: 11.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ajmZ-317 | **Course name:** English Language B2 for 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 educlogy, 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
the course students will take a written final test. Credits will not be awarded 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:
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:
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: 27

A	B	C	D	E	FX(0)	FX(1)	n
66.67	7.41	7.41	3.7	3.7	7.41	3.7	0.0

Instructor: PaedDr. Alena Štulajterová, PhD., M.A. James Ó Conaill, Mgr. Richard Gramanich Štromajer, PhD.

Last changed: 17.05.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-308	**Course name:** English Language Teaching through Community Partnership 1

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: 3

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
To successfully complete the course, students must:
• actively participate in group meetings;
• plan and deliver English lessons in collaboration with a community partner;
• write an initial reflection and a reflection after each lesson;
• regularly review progress towards their goals and write a final reflection on their experiences and personal development.

Learning objectives:
Upon completion of the course, students will be able to:
• integrate theory and practice in English language teaching;
• plan and deliver lessons in collaboration with a community partner;
• design inclusive, practical activities tailored to the needs of the community;
• reflect on their own experiences and propose ways to improve their teaching.

Brief outline of the course:
The introductory session focuses on the principles of service learning and education for the 21st century. It includes an initial written reflection on students' individual learning goals. From October onwards, students plan and deliver English lessons in collaboration with a community partner, for example as part of an extracurricular activity at a primary school. Throughout the practical component, students reflect in writing on the lessons they teach. Halfway through the semester, they review their experiences and progress towards their goals as a group. The course concludes with a written reflection on student's own learning and the development of their teaching skills.

Recommended literature:
Alliance for Service-Learning in Education Reform. (1993). Standards of Quality for School-Based Service learning. Equity & Excellence in Education, 26(2), 71-73
Brozmanová Gregorová, A., Bariaková Z., Chovancová K., Kubealaková, M., & Šolcová, J. (2014). Experiences with implementation of service-learning at Matej bel University in Banská Bystrica. European Researcher, 77(6-2), 1182-1188
Čapek, R. (2015). Moderní didaktika: Lexikon výukových a hodnoticích metod. Grada Publishing.
Gower, R., Phillips, D., & Walters, S. (1995). Teaching practice handbook (2nd ed.). Heinemann.

Harmer, J. (2009). The Practice of English Language teaching. Longman
Homolová, E. (2013). Methodology of teaching English 1 (2., doplnené a rozšírené vyd.). Univerzita Mateja Bela, Fakulta humanitných vied
Homolová, E. (2016). Teaching English. Belianum
Homolová, E., & Štulrajterová, M. (2013). Didaktika anglického jazyka v otázkach a odpovediach. Belianum
Nemcová, L. & Šolcová, J. (2020). Neformálne vzdelávanie detí a mládeže. Belianum
Pokrivčáková, S. (2013). Teaching techniques for modern teachers of English. ASPA
Rada Európy. (2006). Spoločný európsky referenčný rámec pre jazyky: Učenie sa, vyučovanie, hodnotenie (Š. Franko, prekl.). Štátny pedagogický ústav. (Pôvodné dielo vydané v roku 2001)
Štátny pedagogický ústav. (2015). Štátny vzdelávací program: Nižšie stredné vzdelávanie – 2. stupňa základnej školy.

Language of instruction:
Slovak, English

Notes:student time load:
Total workload: 80 hours, broken down as follows:
• delivering English lessons at the community partner organisation: 22 hours;
• planning sessions and preparing teaching materials: 33 hours;
• consultations with the course instructor and the community partner: 5 hours;
• ongoing reflection and compilation of a teaching portfolio: 15 hours;
• preparation for and participation in the final reflective colloquium: 5 hours.

Course assessment
The final number of assessed students: 0

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

Instructor: Mgr. Anna Slatinská, PhD., univ. doc., Mgr. Richard Gramanich Štromajer, PhD.

Last changed: 11.09.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajs-309	**Course name:** English Language Teaching through Community Partnership 2

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: 3

Recommended semester/trimester: 2., 4.

Level: II.

Prerequisites: KAA-FF/2d-ajs-308/26

Course completion conditions:
To successfully complete the course, students must:
• have successfully completed English Language Teaching through Community Partnership 1;
• actively participate in groups meetings;
• plan and deliver English lessons in collaboration with a community partner;
• write an initial reflection and a reflection after each lesson;
• regularly review progress towards their goals and write a final reflection on their experience and personal development.

Learning objectives:
Upon completion of the course, students will be able to:
• integrate theory and practice in English language teaching;
• plan and deliver lessons in collaboration with a community partner;
• design inclusive, practical activities tailored to the needs of the community;
• reflect on their own experiences and propose ways to improve their teaching.

Brief outline of the course:
This course builds on English Language Teaching through Community Partnership 1. The introductory session focuses on reviewing previous experiences and setting new individual learning goals through an initial written reflection. Throughout the semester, students continue to plan and deliver English lessons in collaboration with a community partner. The emphasis is on improving their teaching in line with the principles of service learning and education for the 21st century. During the practical component, students reflect in writing on the lessons they teach. Halfway through the semester, they review their progress as a group. The final written reflection focuses on students' experiences, progress towards their goals, and the development of their teaching skills.

Recommended literature:
Alliance for Service-Learning in Education Reform. (1993). Standards of Quality for School-Based Service learning. Equity & Excellence in Education, 26(2), 71-73
Brozmanová Gregorová, A., Bariaková Z., Chovancová K., Kubealaková, M., & Šolcová, J. (2014). Experiences with implementation of service-learning at Matej bel University in Banská Bystrica. European Researcher, 77(6-2), 1182-1188

Čapek, R. (2015). Moderní didaktika: Lexikon výukových a hodnoticích metod. Grada Publishing.
Gower, R., Phillips, D., & Walters, S. (1995). Teaching practice handbook (2nd ed.). Heinemann.
Harmer, J. (2009). The Practice of English Language teaching. Longman
Homolová, E. (2013). Methodology of teaching English 1 (2., doplnené a rozšírené vyd.). Univerzita Mateja Bela, Fakulta humanitných vied
Homolová, E. (2016). Teaching English. Belianum
Homolová, E., & Štulrajterová, M. (2013). Didaktika anglického jazyka v otázkach a odpovediach. Belianum
Nemcová, L. & Šolcová, J. (2020). Neformálne vzdelávanie detí a mládeže. Belianum
Pokrivčáková, S. (2013). Teaching techniques for modern teachers of English. ASPA
Rada Európy. (2006). Spoločný európsky referenčný rámec pre jazyky: Učenie sa, vyučovanie, hodnotenie (Š. Franko, prekl.). Štátny pedagogický ústav. (Pôvodné dielo vydané v roku 2001)
Štátny pedagogický ústav. (2015). Štátny vzdelávací program: Nižšie stredné vzdelávanie – 2. stupňa základnej školy.

Language of instruction:
Slovak, English

Notes:student time load:
Total workload: 90 hours, broken down as follows:
• delivering English lessons at the community partner organisation: 26 hours;
• planning sessions and preparing teaching materials: 39 hours;
• consultations with the course instructor and the community partner: 5 hours;
• ongoing reflection and compilation of a teaching portfolio: 15 hours;
• preparation for and participation in the final reflective colloquium: 5 hours.

Course assessment
The final number of assessed students: 0

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

Instructor: Mgr. Anna Slatinská, PhD., univ. doc., Mgr. Richard Gramanich Štromajer, PhD.

Last changed: 11.09.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 50

A	B	C	D	E	FX(0)	FX(1)	n
38.0	24.0	32.0	6.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Michael Eliot Dove

Last changed: 10.12.2021

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 107

abs	n	p	v
98.13	1.87	0.0	0.0

Instructor: Ing. Jana Crmanová

Last changed: 21.09.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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:
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. Courtillon, 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 deu 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 dipomatie 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: 3

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: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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:
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:
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 deu 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: 9

A	B	C	D	E	FX(0)	FX(1)	n
22.22	33.33	22.22	22.22	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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:
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: 9

A	B	C	D	E	FX(0)	FX(1)	n
33.33	11.11	44.44	0.0	11.11	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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:
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 kunematografu. 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 dějiny. Praha: NLN, 2005. 406 s. ISBN 80-7106-667-2.
7. Monaco, J. 2004. Jak číst film. Praha: Albatros, 2004. 735 s. ISBN 978-80-00-01410-4.
8. Perkner, S. 1988. Řěč dramatu. Film a televize. Praha: Horizont, 1988, 291 s. bez ISBN

Language of instruction:

French, 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: 10

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. PhDr. Jana Pecníková, PhD.

Last changed: 01.09.2025

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 14

A	B	C	D	E	FX(0)	FX(1)	n
42.86	14.29	0.0	14.29	0.0	28.57	0.0	0.0

Instructor: doc. PhDr. Jana Pecníková, PhD., Elsa Manon Pachoud Janody

Last changed: 14.09.2023
Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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'Enonciation. Paris : Armand Colin, 1997.
8. MAINGUENEAU, Dominique. L'Enonciation 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: 7

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., Mgr. Lucia Ráčková, PhD.

Last changed: 02.11.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 class activities (30%). Completes a seminary paper according to the assignment (30%). At the end of the semester, he/she takes a written final test in French (40%). The student is entitled to one make-up written final test. The maximum total percentage obtained for the midterm and final assessment is 100%. The grading scale is: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). Credit will be awarded to a student who has achieved a minimum of 65 out of 100 points in meeting the specified requirements. (a) Interim Assessment: Participation in oral activities (30%) Seminar work (30%) (b) written final test (40%)

a) continuous assessment:
continuous assessment: participation in oral activities (30%), seminary paper in French language (30%)

b) final assessment:
final assessment: written final test on the French language (40%)

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

Recommended literature:
1. Mérieux, R. ; Loiseau, Y. 2008. Latitudes A1-A2. Paris : Didier
5. Pecníková, J. - Ráčková, L. 2023. Základy francúzštiny (Belianum, BB)

Language of instruction:
slovak or another language (except french)

Notes:student time load:

Course assessment
The final number of assessed students: 22

A	B	C	D	E	FX(0)	FX(1)	n
36.36	31.82	9.09	4.55	18.18	0.0	0.0	0.0

Instructor: doc. PhDr. Jana Pecníková, PhD., Elsa Manon Pachoud Janody

Last changed: 20.11.2024

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fj-005 | **Course name:** French language 3

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:
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)
b) final assessment:
test

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. Lire/Ecouter divers documents
2. Discussions simples sur des thèmes relatifs à la vie quotidienne
3. Exercices de grammaire
4. Travail sur le vocabulaire

Recommended literature:
1. Abou-Samra, M., Pinson, C., Perrard, M., & Heu, E. (2018). Edito A1.
2. Berthet, A. (2011). Alter ego 1 : méthode de français.
3. Chahi, F., Denyer, M., Gloanec, A., Briet, G., Collige-Neuenschwander, V., & Fouillet, R. (2019). Défi 1, A1, méthode de français : Livre de l'élève.
4. Hirschsprung, N., & Tricot, T. (2017). Cosmopolite A1 : Méthode de français. Hachette Français Langue Etrangère.

Language of instruction:
French A1-A2

Notes:student time load:
90 hours, of which: full-time study: 26 hours Exam preparation + written exam: 64 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. PhDr. Jana Pecníková, PhD., Elsa Manon Pachoud Janody

Last changed: 26.06.2025

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fj-006	**Course name:** French language 4

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: 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)
b) final assessment:
test

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. Lire/Ecouter divers documents
2. Discussions simples sur des thèmes relatifs à la vie quotidienne
3. Exercices de grammaire
4. Travail sur le vocabulaire

Recommended literature:
1. Abou-Samra, M., Pinson, C., Perrard, M., & Heu, E. (2018). Edito A1.
2. Berthet, A. (2011). Alter ego 1 : méthode de français.
3. Chahi, F., Denyer, M., Gloanec, A., Briet, G., Collige-Neuenschwander, V., & Fouillet, R. (2019). Défi 1, A1, méthode de français : Livre de l'élève.

Language of instruction:
French A1-A2

Notes:student time load:
90 hours, of which: full-time study: 26 hours Exam preparation + written exam: 64 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. PhDr. Jana Pecníková, PhD., Elsa Manon Pachoud Janody

Last changed: 26.06.2025

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 7

A	B	C	D	E	FX(0)	FX(1)	n
71.43	14.29	0.0	14.29	0.0	0.0	0.0	0.0

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

Last changed: 14.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-017 | **Course name:** French-Language Theater Workshop

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:
To pass this course, students must generally meet two main requirements: actively participate in seminars and theater rehearsals (which generally requires an attendance rate of at least 75%) and complete practical assignments throughout the course, culminating in a performance.
The assessment is carried out according to classification scale: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65 %).
a) continuous assessment:
regular preparation of short plays (40%)
b) final assessment:
final performance (60%)

Learning objectives:
Student
1. builds self-confidence.
2. is able to manage fear and stress when speaking in public.
3. is able to speak French clearly without preparation.
4. is able to improvise short scenes in French on a simple topic.

Brief outline of the course:
1. Getting to know one another, overcoming initial shyness, and creating a safe atmosphere within the group
2. Working on vocal intensity, intonation, proper diction, and expressing basic emotions.
3. Responding quickly in unexpected situations and developing vocabulary through descriptive expression.
4. Developing a character's personality, gait, motivation, and choice of language register. Selecting the final concept for the closing performance.
5. Rehearsing scenes in the space, working with props, fine-tuning details, and providing mutual feedback.
6. Final performance

Recommended literature:

Language of instruction:
French (B1 - B2)

Notes:student time load:
90 hours, of which:
Combined study: 26
Self-study (preparation for regular activities): 34
Preparation for the final performance: 30

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: Elsa Manon Pachoud Janody

Last changed: 26.06.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
combinated study (L, C): 26 hours
self-study: 64 hours

Course assessment
The final number of assessed students: 171

abs	n	p	v
84.8	15.2	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., JUDr. Jakub Dzimko, PhD., JUDr. Dominik Čipka, PhD., JUDr. Ing. Miroslav Paller, JUDr. Lucia Petríková, PhD.

Last changed: 30.03.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 118

A	B	C	D	E	FX(0)	FX(1)	n
69.49	24.58	3.39	1.69	0.0	0.85	0.0	0.0

Instructor: Mgr. Jana Štefaňáková, PhD., univ. doc.

Last changed: 25.03.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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.
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:
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: 39

A	B	C	D	E	FX(0)	FX(1)	n
87.18	5.13	5.13	2.56	0.0	0.0	0.0	0.0

Instructor: Mgr. Jana Štefaňáková, PhD., univ. doc.

Last changed: 25.03.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 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: Palina Lissitsyna

Last changed: 21.11.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 inegrate 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 develo 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. Moder technologies and apps in EFL context. Development of gobal 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: 63

A	B	C	D	E	FX(0)	FX(1)	n
90.48	6.35	1.59	0.0	0.0	1.59	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc.

Last changed: 11.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 recommanded 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. Kožuchová, M., Obdržálek, Z., Porubská, E., & Kánik, 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 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. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesijné kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Sieglová, 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: 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: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 consits 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. Kalhoust, 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 poznávaní 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). Profesijné kompetencie učiteľov. Belianum.
15. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
16. Sieglová, 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: 142

A	B	C	D	E	FX(0)	FX(1)	n
86.62	11.27	1.41	0.7	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc.

Last changed: 06.03.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 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: Mgr. Jana Štefaňáková, PhD., univ. doc.

Last changed: 25.03.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ajsL-324 | **Course name:** Introduction to Audiovisual Production

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:

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

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. Ľubica Pliešovská, PhD.

Last changed: 27.01.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ajsZ-344 | **Course name:** Introduction to Audiovisual Production

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: 0

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

Instructor: PhDr. Ľubica Pliešovská, PhD.

Last changed: 07.09.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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 prelimary 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 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;
- 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:
Irish dictionaries;
- 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;
- http://nualeargais.ie/foghlaim/
- Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html
Irish grammar;

- 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 Sjoedest-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-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 Blia[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;
- Raidio 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: 8

A	B	C	D	E	FX(0)	FX(1)	n
62.5	0.0	37.5	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc., M.A. James Ó Conaill

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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 prelimary 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 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;
- 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:
Irish dictionaries;
- 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;
- http://nualeargais.ie/foghlaim/
- Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html
Irish grammar;

- 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 Sjoedest-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-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 Blia[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;
- Raidio 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.
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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., univ. doc., M.A. James Ó Conaill

Last changed: 14.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 prelimary 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;
- 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;
- http://nualeargais.ie/foghlaim/
- Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html
Irish grammar;
- 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 Sjoedest-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-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 Blia[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;
- Raidio 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: 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. Anna Slatinská, PhD., univ. doc., M.A. James Ó Conaill

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 prelimary 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;
- 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;
- 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;
- http://nualeargais.ie/foghlaim/
- Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html
Irish grammar;
- 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 Sjoedest-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-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 Blia[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;
- Raidio 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.
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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.
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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., univ. doc., M.A. James Ó Conaill

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 prelimary 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:
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 (langauge 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
elaboaration of seminar work: 37 hrs
study for the final written test: 40 hrs

Course assessment

The final number of assessed students: 27

A	B	C	D	E	FX(0)	FX(1)	n
29.63	59.26	7.41	0.0	0.0	3.7	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc., M.A. James Ó Conaill

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 prelimary 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:
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 (langauge 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
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., univ. doc., M.A. James Ó Conaill

Last changed: 14.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 prelimary 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:
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 (langauge 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: 22

A	B	C	D	E	FX(0)	FX(1)	n
63.64	27.27	9.09	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc., M.A. James Ó Conaill

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 prelimary 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:
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 (langauge 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: 6

A	B	C	D	E	FX(0)	FX(1)	n
16.67	66.67	0.0	0.0	0.0	16.67	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc., M.A. James Ó Conaill

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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 me 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: Rozcvičme 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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-LMT-123 | **Course name:** Limits of intimacy: on responsible relationships

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: 654

abs	n	p	v
97.09	2.91	0.0	0.0

Instructor: doc. Mgr. Lívia Nemcová, PhD., doc. PaedDr. Lenka Rovňanová, PhD.

Last changed: 22.03.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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 interprete 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 jazykové krajině 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 translatológov 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: 04.09.2025

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-MED-402 | **Course name:** Mediation and resolution of interpersonal conflicts

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: 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: 33

A	B	C	D	E	FX(0)	FX(1)	n
45.45	33.33	21.21	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Lenka Ďuricová, PhD., Mgr. Zuzana Heinzová, PhD.

Last changed: 04.03.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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:
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: 222

A	B	C	D	E	FX(0)	FX(1)	n
38.29	16.67	22.97	17.12	4.5	0.0	0.45	0.0

Instructor: PhDr. Miroslava Melicherčíková, PhD., univ. doc., Mgr. Anna Slatinská, PhD., univ. doc.

Last changed: 11.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 (conroleld 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 (dicsussion, 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 develpment 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: 144

A	B	C	D	E	FX(0)	FX(1)	n
67.36	20.14	4.86	4.86	2.78	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc.

Last changed: 07.02.2024

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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.
ý. 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: 142

A	B	C	D	E	FX(0)	FX(1)	n
87.32	5.63	3.52	2.11	0.7	0.7	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc.

Last changed: 11.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-mr-55	**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: 1.

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.: Pohotové čítanie 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 manipulativních 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 : JÚĽŠ 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, Ľ. – 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
64.0	18.67	12.0	2.67	1.33	1.33	0.0	0.0

Instructor: prof. PaedDr. Vladimír Patráš, CSc.

Last changed: 23.04.2024

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 1d-2d-umb-301	**Course name:** Národné obranné sily

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: 14d / 4s
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: 0

abs	n	p	v
0.0	0.0	0.0	0.0

Instructor: doc. PaedDr. Miriam Spodniaková Pfefferová, PhD.

Last changed: 13.09.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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
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: 9

A	B	C	D	E	FX(0)	FX(1)	n
77.78	22.22	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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 221

A	B	C	D	E	FX(0)	FX(1)	n
85.52	12.22	1.36	0.9	0.0	0.0	0.0	0.0

Instructor: PaedDr. Alena Štulajterová, PhD.

Last changed: 20.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-014	**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: 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. Mgr. Francois Schmitt, PhD., Elsa Manon Pachoud Janody

Last changed:

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-015	**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., 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(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., Elsa Manon Pachoud Janody

Last changed:

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 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: 20

A	B	C	D	E	FX(0)	FX(1)	n
50.0	20.0	20.0	0.0	5.0	0.0	5.0	0.0

Instructor: Mgr. Matej Laš, PhD., univ. doc.

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 217

abs	n	p	v
93.55	6.45	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, PhD., Mgr. Michal Hlávek, PhD., Mgr. Marián Škorik, PhD., Mgr. Andrej Dibdiak, Mgr. Bc. Lukáš Karabín, Mgr. Olívia Mudráková, Mgr. Marek Janík, Mgr. Dominik Klimek

Last changed: 19.10.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 265

abs	n	p	v
91.7	8.3	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, PhD., Mgr. Michal Hlávek, PhD., Mgr. Bc. Lukáš Karabín, Mgr. Andrej Dibdiak, Mgr. Olívia Mudráková, Mgr. Marek Janík, Mgr. Dominik Klimek

Last changed: 19.10.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 121

abs	n	p	v
91.74	8.26	0.0	0.0

Instructor: PaedDr. Boris Beťák, 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, PhD., Mgr. Kristián Bako, PhD., Mgr. Marián Škorik, PhD., Mgr. Andrej Dibdiak, Mgr. Bc. Lukáš Karabín, Mgr. Olívia Mudráková, Mgr. Marek Janík, Mgr. Dominik Klimek

Last changed: 19.10.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
The course is completed by successfully submitting a a seminar paper focusing on the theoretical foundations and practical application of pluralistic approaches in teaching French as a foreign language. Students are entitled to one retake. The final grade is determined according to the following grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are awarded to students who meet the specified requirements with a score of at least 65%.

b) final assessment:
Seminar paper – 100%

Learning objectives:
By completing this course, students will:
• Gain knowledge of pluralistic approaches to teaching French
• Gain knowledge of ways to implement these approaches in the classroom
• Enhance their skills in designing pedagogical activities using these approaches

Brief outline of the course:
This course focuses on providing insights into the use of pluralistic approaches in the teaching of French as a foreign language. Pluralistic approaches are didactic approaches that simultaneously incorporate multiple languages and cultures into educational activities. They stand in contrast to traditional approaches, in which only the target language (in this case, French) is used and studied. The main objective is to develop students' multilingual and intercultural competence, i.e., the ability to make connections between the languages they already know and the new language they are learning. The course will cover the four basic pluralistic approaches according to the FREPA/ CARAP reference framework:
• Introduction to languages (students discover and compare different languages, including those not taught at school)
• Intercomprehension between related languages (students use knowledge of one language to understand another language from the same language family)
• Integrated language teaching (knowledge acquired in one language is used to learn another language or to study another subject)
• Intercultural approaches (aimed at fostering understanding and respect for different cultures)
In addition to a theoretical overview, the course will also focus on developing practical activities and exercises using a variety of approaches.

Recommended literature:

1. BEACCO, Jean-Claude. L#approche par compétences dans l#enseignement des langues. Paris : Les Éditions Didier, 2007.
2. BEACCO, Jean-Claude, BYRAM, Michael, CAVALLI, Marisa, COSTE, Daniel, EGLI CUENAT, Mirjam, GOULLIER, Francis et PANTHIER, Johanna. Guide pour le développement et la mise en œuvre de curriculums pour une éducation plurilingue et interculturelle. Strasbourg : Conseil de l'Europe, 2016.
3. CANDELIER, Michel (coord.), CAMILLERI-GRIMA, Antoinette, CASTELLOTTI, Véronique, DE PIETRO, Jean-François, LŐRINCZ, Ildikó, MEISSNER, Franz-Joseph, NOGUEROL, Artur et SCHRÖDER-SURA, Anna. Le CARAP : Un Cadre de Référence pour les Approches Plurielles des Langues et des Cultures. Compétences et ressources. Graz : Centre européen pour les langues vivantes du Conseil de l'Europe, 2012. [liseo.fran...ational.fr], [book.coe.int]
4. COSTE, Daniel, MOORE, Danièle et ZARATE, Geneviève. Compétence plurilingue et pluriculturelle. Strasbourg : Conseil de l'Europe, 2009.
5. DERIVRY-PLARD, Martine, ALAO, George, SOYOUNG, Yun-Roger et SUZUKI, Elli. Dispositifs éducatifs en contexte mondialisé et didactique plurilingue et pluriculturelle. Berne : Peter Lang, 2014.
6. MOORE, Danièle et CASTÉLOTTI, Véronique (éds). La compétence plurilingué: regards francophones. Berne : Peter Lang, 2008.

Language of instruction:
Slovak (B2), French (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: prof. PhDr. Katarína Chovancová, PhD., Mgr. Lucia Ráčková, PhD.

Last changed: 07.07.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 then 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. 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 : Glossa, 2011.
2 STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Zeszyt ćwiczeń. Kraków : Glossa, 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: 82

A	B	C	D	E	FX(0)	FX(1)	n
53.66	14.63	23.17	6.1	0.0	1.22	1.22	0.0

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 then 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 : Glossa, 2011.
2 STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Zeszyt ćwiczeń. Kraków : Glossa, 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. LIPIŃSKA, 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: 30

A	B	C	D	E	FX(0)	FX(1)	n
63.33	20.0	3.33	3.33	0.0	10.0	0.0	0.0

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 : Universiatas, 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: 10

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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 2., 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 : Universiatas, 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: 7

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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 516

A	B	C	D	E	FX(0)	FX(1)	n
45.16	14.34	12.21	11.24	11.82	0.97	4.26	0.0

Instructor: Mgr. Zuzana Heinzová, PhD., doc. PaedDr. Lucia Pašková, PhD.

Last changed: 24.03.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: D_2_LpP_cupv	**Course name:** Practice Laboratory
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: a) continuous assessment: participation in SILab activities – 50% of the overall grade b) final assessment: preparation and presentation of a semester project – 50% of the overall grade Within the continuous assessment, students complete assignments based on project-oriented learning implemented in the Social Innovation Living Lab (SILAb) environment. The assessment includes active participation in classes and SILAb activities, as well as participation in activities carried out in cooperation with external partners from practice. The final assessment consists of the preparation and presentation of a semester project focused on proposing a solution to a specific real-world problem (e.g., a business model, an innovative solution, a strategy, etc.). A student receives a "passed" grade if they achieve at least 65% of the total course evaluation by fulfilling the specified requirements. A resit for the continuous assessment can be completed no later than the last week of teaching and ongoing study obligations and consists of completing substitute assignments. A resit for the final assessment can be completed during the period designated for completing study obligations and consists of a revised or newly prepared semester project and its presentation, focused on proposing a solution to a specific real-world problem.	
Learning objectives: The student: 1. uses appropriate scientific and analytical methods to solve assignments and is able to independently and methodologically correctly address research and applied tasks, 2. applies methods of collecting and processing primary and secondary data in practice, evaluates their suitability, formulates research questions and proposes solutions, 3. designs solutions to problems including an action plan and implementation strategy, applying principles of innovation ecosystems and smart solutions in public, private, and non-profit sectors, 4. designs and tests solutions in a living lab (SILab) using participatory approaches, creates and evaluates business models with regard to sustainability and ESG, 5. works with data and digital tools in designing solutions, 6. uses participatory and co-creation approaches when engaging stakeholders, 7. evaluates the social and economic impact of solutions, integrates knowledge from different disciplines, and presents results to both professional and general audiences.	

Brief outline of the course:

Introduction to the course, idea generation, identification of business opportunities, definition of vision and strategic goals. Social economy, social entrepreneurship, legal framework of social enterprises in Slovakia, business models with social impact, impact measurement, ESG, CSR and non-financial reporting. Business plan development (Business Model Canvas, Lean Canvas), market research, competitor and customer analysis, segmentation, value proposition and go-to-market strategy. Operational planning, logistics, supply chains, outsourcing and risk management. Brand building, identity and positioning, basics of marketing, sales strategies and customer journey. Digital marketing (SEO, content, social media, CRM), feedback, product iteration and MVP. Digital business models, use of AI in business and its impacts, cybersecurity and data protection. Entrepreneurial mindset, dealing with failure, soft skills, leadership and ethics. Presentation of the business plan, pitch deck and defense of solutions.

Recommended literature:

1. ANICHE, L. Q., a kol. 2024. Boosting co-creation of Nature-based Solutions within Living Labs: Interrelating enablers using Interpretive Structural Modelling. Environmental Science & Policy, 161, 103873. ISSN 1462-9011. DOI: https://doi.org/10.1016/j.envsci.2024.103873
2. BLAND, D. J., & OSTERWALDER, A. (2019). Testing business ideas: A field guide for rapid experimentation. Wiley.
3. COOLEY, T. (2021). The pitch deck book: How to present your business and secure investors. Independently published.
4. ENoLL. 2025. Living Lab Origins, Developments and Future Perspectives. DOI: https://doi.org/10.5281/zenodo.14764597
5. FUGLSANG, Lars, HANSEN, Anne V., MERGEL, Ines a RØHNEBÆK, Maria. 2021. Living labs for public sector innovation: An integrative literature review. Administrative Sciences, 11(2), 58. DOI: https://doi.org/10.3390/admsci11020058
6. HERTH, A., VERBURG, R. a BLOK, K. 2025. The Innovation Power of Living Labs to Enable Sustainability Transitions: Challenges and Opportunities of On-Campus Initiatives. Creativity and Innovation Management, 34(2), 427–442. DOI: https://doi.org/10.1111/caim.12649
7. KOTLER, P., KARTAJAYA, H., & SETIAWAN, I. (2021). Marketing 5.0: Technology for humanity. Wiley.
8. KOTLER, P., KARTAJAYA, H., & SETIAWAN, I. (2025). Marketing 6.0: Budoucnost ve znamení zážitků. Grada.
9. KOTLER, P., KARTAJAYA, H., & SETIAWAN, I. (2026). Marketing 7.0: A guide for thinking marketers in the age of AI. Wiley.
10. KÖNIG, W., SCHWARZ, L. a LÖBBE, S. 2025. Co-creating sustainability interventions in practice—coping with constitutive challenges of transdisciplinary collaboration in living labs. Sustainability, 17(16), 7197. DOI: https://doi.org/10.3390/su17167197
11. LEUNG, T. C. H., CHIU, W.-K., YOU, C. S.-X., & FONG, B. Y. F. (2023). Environmental, social and governance and sustainable development in healthcare. Springer Singapore. https://doi.org/10.1007/978-981-99-1564-4
12. RĂDULESCU, M. A., LEENDERTSE, W. a ARTS, J. 2022. Living Labs: A Creative and Collaborative Planning Approach. In: FRANKLIN, A., ed. Co-Creativity and Engaged Scholarship. Cham: Palgrave Macmillan. DOI: https://doi.org/10.1007/978-3-030-84248-2_15
13. SODHI, M. S., & TANG, C. S. (2012). Managing supply chain risk. Springer. https://doi.org/10.1007/978-1-4614-3238-8

Language of instruction:

Slovak

Notes:student time load:
120 hours including:
Combined study (P, S, K):
Teaching: 26 hours
Self-study: 24 hours
Project work and assignments: 70 hours

Course assessment
The final number of assessed students: 0

abs	n	p	v
0.0	0.0	0.0	0.0

Instructor: Ing. Lucia Dobrotová, PhD., Ing. Katarína Sýkorová, PhD., doc. Ing. Radoslav Kožiak, PhD., doc. Ing. Nikoleta Jakuš Muthová, PhD., doc. Ing. Mária Murray Svidroňová, PhD., doc. Ing. Denisa Malá, PhD.

Last changed: 05.05.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 908

A	B	C	D	E	FX(0)	FX(1)	n
42.73	25.66	17.73	8.48	4.63	0.66	0.11	0.0

Instructor: prof. PhDr. Miriam Niklová, PhD.

Last changed: 18.03.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 12-RSOA	**Course name:** Rozvojová spolupráca a občianska angažovanosť

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: 0 / 0
Method of study: combined

Number of credits: 3

Recommended semester/trimester: 2., 4.

Level: I., II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
Project Proposal (SlovakAid Template): 0-80 points
b) final assessment:
Project Presentation: 0-20 points

Learning objectives:
Students:
1. understand the fundamental theoretical concepts and terminology related to development cooperation and international development, and understand their interrelationships and systemic connections;
2. are able to apply acquired knowledge when examining specific cases in the fields of development cooperation and international development, interpret findings, and draw relevant conclusions;
3. can critically assess the activities and roles of various actors in these fields, identify problematic aspects, and propose appropriate solutions or alternative approaches;
4. are capable of developing a development project proposal on a selected or assigned topic, applying theoretical knowledge, analytical skills, and the ability to design effective solutions to development challenges.

Brief outline of the course:
1. Terminology, instruments and forms of development assistance implementation, motivations for providing aid, and the economic significance of international development cooperation
2. Introduction to development project management
3. Major development challenges in Africa, Asia, and Latin America
4. Development assistance providers (official donors and emerging donors), international organizations and institutions engaged in development cooperation, and the SDGs
5. The development policy of the European Union
6. The role of the non-governmental organisations and private sector in international development cooperation
7. Development cooperation of the Slovak Republic – historical overview, institutional framework, territorial and sectoral priorities, and key challenges of Slovak development policy
8. Analysis of selected development projects implemented under the SlovakAid
9. Development diplomacy and its practical implementation

10. Aid for Trade, the Business Partnership Programme, and other development cooperation initiatives
11. Development project design and preparation
12. Presentations of development projects

Recommended literature:

ZHAO, J. (2023): International Development Cooperation: Theory, Practice, and Evaluation. ISBN 978-9811258879.
HASLAM, P. A. – SCHAFER, J. – BEAUDET, P. (2021): Introduction to International Development: Approaches, Actors, Issues, and Practice, 4th Edition. ISBN 978-0199036431.
DEVELTERE, P. – HUYSE, H. – VAN ONGEVALLE, J. (2021): International Development Cooperation Today: A Radical Shift Towards a Global Paradigm. ISBN 978-9462702615.
POTTER, R. et al. (2018): Geographies of Development. An Introduction to Development Studies, 4th Edition. ISBN 978-1138794306.
TODARO, M. P. – SMITH, S. C. (2020): Economic Development, 13th Edition. ISBN 978-1292291154.
KINGSBURY, D. et al. (2016): International Development. Issues and Challenges, 3rd Edition. ISBN 978-1-137-42940-7.
MINISTRY OF FOREIGN AND EUROPEAN AFFAIRS OF THE SLOVAK REPUBLIC (2025): Medium-Term Strategy for Development Cooperation of the Slovak Republic for 2025-2030.
Official websites SlovakAid, OECD, United Nations, European Union and others.

Language of instruction:
Slovak, English

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. Martina Bolečeková, PhD.

Last changed: 18.06.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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. Kogda ne pomagajut slovari... časť 1. Moskva: Flinta, 2011, ISBN 978-5-89349-804-2
2. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. Kogda ne pomagajut slovari... časť 2. Moskva: Flinta, Nauka, 2011, ISBN 978-5-89349-938-4
3. BITECHINA, G. A. a kol.: 26 urokov po razvitiu reči. Moskva: Russkij jazyk, 1975
4. DEKANOVÁ, E., ONDREJČEKOVÁ, E.: Да! Ruština, Učebnica a cvičebnica. ENIGMA, 2008, ISBN 80-89132-30-8
5. KAPITANOVA, T. I. a kol.: Testy, testy, testy... Sankt-Peterburg: Zlatoust, 2010, ISBN 978-5-86547-406-7
6. KOVÁČIKOVÁ, T.: Ruština pre samoukov. 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 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: 32

A	B	C	D	E	FX(0)	FX(1)	n
96.88	0.0	0.0	0.0	0.0	3.13	0.0	0.0

Instructor: Mgr. Igor Cintula, PhD.

Last changed: 21.09.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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. Kogda ne pomagajut slovari... časť 1. Moskva: Flinta, 2011, ISBN 978-5-89349-804-2
2. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. Kogda ne pomagajut slovari... časť 2. Moskva: Flinta, Nauka, 2011, ISBN 978-5-89349-938-4
3. BITECHINA, G. A. a kol.: 26 urokov po razvitiu reči. Moskva: Russkij jazyk, 1975
4. DEKANOVÁ, E., ONDREJČEKOVÁ, E.: Да! Ruština, Učebnica a cvičebnica. ENIGMA, 2008, ISBN 80-89132-30-8
5. KAPITANOVA, T. I. a kol.: Testy, testy, testy... Sankt-Peterburg: Zlatoust, 2010, ISBN 978-5-86547-406-7
6. KOVÁČIKOVÁ, T.: Ruština pre samoukov. 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: 30

A	B	C	D	E	FX(0)	FX(1)	n
73.33	10.0	0.0	6.67	0.0	10.0	0.0	0.0

Instructor: Mgr. Igor Cintula, PhD.

Last changed: 21.09.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ext-2	**Course name:** SCELT Volunteering
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: 1	
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: 0

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

Instructor: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.	
Last changed:	
Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.	

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: 907

A	B	C	D	E	FX(0)	FX(1)	n
14.77	30.87	29.0	17.97	4.85	0.77	1.76	0.0

Instructor: doc. PaedDr. Lenka Rovňanová, PhD.

Last changed: 25.03.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 od 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 translatológie I (druhé vydanie). Banská Bystrica: Fakulta humanitných vied UMB, 2011.

Biloveský, V. - Djovčoš, M.: Vybrané kapitoly z translatológie 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 : Izdateľstvo 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: 24

A	B	C	D	E	FX(0)	FX(1)	n
33.33	29.17	25.0	8.33	0.0	4.17	0.0	0.0

Instructor: PhDr. Ľubica Pliešovská, PhD.

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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:
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 suprérieur 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/.

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: 6

A	B	C	D	E	FX(0)	FX(1)	n
16.67	66.67	0.0	16.67	0.0	0.0	0.0	0.0

Instructor: Mgr. Lucia Ráčková, PhD.

Last changed: 02.11.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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: 116

A	B	C	D	E	FX(0)	FX(1)	n
53.45	25.86	11.21	6.03	1.72	1.72	0.0	0.0

Instructor: doc. PaedDr. Jana Javorčíková, PhD., univ. prof., PhDr. Ľubica Pliešovská, PhD.

Last changed: 31.03.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
a) Final assessment: written exam. Students complete the course with a written exam covering the material taught, in which they demonstrate their reading comprehension skills, their ability to analyze literary texts, and their familiarity with the authors discussed in class.
Credits will be awarded to students who achieve a score of at least 65 out of 100 on the course by fulfilling the specified requirements.

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:
1. Introduction to British Literature
2. Oscar Wilde
3. Rudyard Kipling, E. M. Forster
4. James Joyce
5. Virginia Woolf
6. D. H. Lawrence
7. George Orwell
8. Theatre
9. Angry Young Men
10. Poetry
11. Roald Dahl
12. Women Writers

13. Contemporary Writers

Recommended literature:

ČAŇKOVÁ, M. Open Channels. - Britská literatura 20. století – učebnica. 1997. Voznice : LEDA, 1997.
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.
JAVORČÍKOVÁ, J. 2018. WORLD LITERATURE. Bratislava: Z-F Lingua.

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: 115

A	B	C	D	E	FX(0)	FX(1)	n
71.3	17.39	5.22	3.48	1.74	0.87	0.0	0.0

Instructor: doc. PaedDr. Jana Javorčíková, PhD., univ. prof., Mgr. Barbora Vinczeová, PhD.

Last changed: 10.04.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:

HARMER, J. 1998. How to Tech English. Harlow : Parsons.
THORNBURY,S. 2003. How to teach English. Longman.
OXFORD, L .R. Language Learning Strategies. Boston : Heinle.
HOMOLOVÁ, E. 2018. Becoming and English Teacher, Banská Bystrica : Belianum.
BETÁKOVÁ,L.- HOMOLOVÁ, E.– ŠTULRATEROVÁ, M. Moderní didaktika anglického jazyka v otázkách a odpovědích . Praha: Wolters Kluwer.
HOMOLOVÁ, E. Využívanie autentického materiálu na hodine anglického jazyka. Banská Bystrica : FHV UMB.

Further reading:

HOMOLOVÁ, E. Methodology of Teaching English. Banská Bystrica: Belianum, 2013
LOJOVÁ, G.- VLČKVÁ, 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: 87

A	B	C	D	E	FX(0)	FX(1)	n
34.48	17.24	32.18	8.05	8.05	0.0	0.0	0.0

Instructor: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Last changed: 05.09.2025

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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. Meta : journal des traducteurs / Meta: Translators' Journal, 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 tlumočníků 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 prehľad 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: 35

A	B	C	D	E	FX(0)	FX(1)	n
71.43	17.14	11.43	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Martin Djovčoš, PhD.

Last changed: 30.05.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 461

A	B	C	D	E	FX(0)	FX(1)	n
29.5	29.93	17.79	10.85	9.54	1.3	1.08	0.0

Instructor: doc. PhDr. Mário Dulovics, PhD., prof. PhDr. Miriam Niklová, PhD.

Last changed: 18.03.2026

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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. Sociolongvistic 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 (sociolingvistiké 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: Siločiary súčasného lingvistického myslenia (Ed. Z. Bohušová – Z. Dobrík), 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: 11

A	B	C	D	E	FX(0)	FX(1)	n
72.73	18.18	9.09	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PaedDr. Petra Jesenská, PhD.

Last changed: 16.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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. Buňuel, 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: 8

A	B	C	D	E	FX(0)	FX(1)	n
87.5	0.0	12.5	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Eva Reichwalderová, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 41

A	B	C	D	E	FX(0)	FX(1)	n
58.54	19.51	7.32	2.44	7.32	4.88	0.0	0.0

Instructor: Mgr. Eva Reichwalderová, PhD., univ. doc.

Last changed: 14.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 langiage (except spanish)

Notes:student time load:

Course assessment
The final number of assessed students: 130

A	B	C	D	E	FX(0)	FX(1)	n
30.0	29.23	19.23	10.77	5.38	3.85	1.54	0.0

Instructor: Mgr. Eva Reichwalderová, PhD., univ. doc.

Last changed: 21.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 3

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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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, rigoróznych 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: 37

A	B	C	D	E	FX(0)	FX(1)
54.05	18.92	13.51	5.41	5.41	0.0	2.7

Instructor:

Last changed: 04.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 3

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

Instructor:

Last changed: 10.12.2021

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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, rigoróznych 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: 14

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., univ. doc., PhDr. Roman Ličko, PhD.

Last changed: 11.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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, rigoróznych 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., univ. doc., PhDr. Roman Ličko, PhD.

Last changed: 11.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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, rigoróznych 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: 2

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: Mgr. Monika Zázrivcová, PhD., Mgr. Dagmar Veselá, PhD.

Last changed: 07.10.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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, rigoróznych 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/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: 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: Mgr. Monika Zázrivcová, PhD.

Last changed: 07.10.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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:
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, rigoróznych 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/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: 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: Mgr. Monika Zázrivcová, PhD.

Last changed: 07.10.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 13

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: Mgr. Marianna Bachledová, PhD.

Last changed: 12.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 %)
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 %)
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 %)

Learning objectives:
Student will be able to:
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 clasroom. 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: 21

A	B	C	D	E	FX(0)	FX(1)	n
57.14	33.33	9.52	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Eva Homolová, PhD.

Last changed: 29.04.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ext-2Z | **Course name:** Terminology project Closer2Nature

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: 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: 3

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: PhDr. Miroslava Melicherčíková, PhD., univ. doc.

Last changed:

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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. PIŠÚT, 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 Grimmelshausena 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: 78

abs	n	p	v
92.31	7.69	0.0	0.0

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

Last changed: 19.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 wıll come some day also
8. He said something
9. Different worlds and lifes
10. Our media
11. Healthy living

12. Travel

Recommended literature:
1. Gökkuşağı 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: 99

A	B	C	D	E	FX(0)	FX(1)	n
64.65	8.08	10.1	13.13	2.02	2.02	0.0	0.0

Instructor: Dr. İsmail Aydo#du

Last changed: 16.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 wıll 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. Gökkuşağı 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: 59

A	B	C	D	E	FX(0)	FX(1)	n
62.71	15.25	11.86	6.78	0.0	3.39	0.0	0.0

Instructor: Dr. İsmail Aydo#du

Last changed: 16.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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 wıll 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. Gökkuşağı 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: 12

A	B	C	D	E	FX(0)	FX(1)	n
33.33	0.0	8.33	41.67	0.0	16.67	0.0	0.0

Instructor: Dr. İsmail Aydo#du

Last changed: 16.08.2022

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ajp-311	**Course name:** Umelá inteligencia v akademickom prostredí, preklade a tlmočení

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 regularly participates in seminars focusing on the use of artificial intelligence in an academic environment, translation and interpreting. The course involves work with AI tools, ongoing experimentation with their capabilities, and reflective analysis of their potential applications in academic study and research. Successful completion of the course requires active participation and systematic engagement with these technologies. At the end of the semester, the student submits an output demonstrating how artificial intelligence was applied in their studies. This submission must include a reflection on the ethical use, limitations, and benefits of AI. This output is assessed as part of the course completion requirements.

Learning objectives:
After successful completion of the course, students gain practical experience in using artificial intelligence tools for academic work, translation and interpreting. They will have developed the specific competencies necessary for the ethical, critical, and effective use of AI in study, research, translation, interpreting, and producing academic outputs. Students will be able to independently identify appropriate AI tools for a specific task, define the objectives of their use, select an optimal workflow, and evaluate the results

Brief outline of the course:
As part of the activities, students will become familiar with the practical and critical applications of artificial intelligence tools in an academic environment, particularly in translation and interpreting. The course develops students' ability to use AI effectively as a supportive tool in research, source management, interpreter training, and the translation process. It emphasises the importance of academic integrity, ethics, and the responsible use of technology. Students learn and apply the most suitable AI tools for specific stages of work, formulate precise instructions (prompts), critically evaluate AI outputs, and consider their limitations in academic and professional contexts.

Recommended literature:
HATIAROVÁ, Patrícia. AI in Interpreting Training. In: L10N Journal [online]. 2025, 4 (1), pp. 45-66. ISSN 2730-0757 Available online: https://l10njournal.net/index.php/home/article/view/48
HORVÁTH, Ildikó. AI in interpreting: Ethical considerations. In: Across Languages and Cultures [online]. 2022, 23 (1), pp. 1-13. ISSN 1588-2519. Available online: https://doi.org/10.1556/084.2022.00108

SHAHMERDANOVA, Roya. Artificial Intelligence in Translation: Challenges and Opportunities. In: Acta Globalis Humanitatis et Linguarum [online]. 2025, 2 (1), pp. 62-70. ISSN 3030-1718. Available online: https://doi.org/10.69760/aghel.02500108.

Language of instruction:
Slovak, English

Notes:student time load:
attendance at membership meetings: 60 hours
working on tasks: 30 hours
overall student workload: 90 hours

Course assessment
The final number of assessed students: 9

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

Instructor: Mgr. Vanda Koniarová

Last changed: 16.12.2025

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-FS1-003 | **Course name:** University folklore ensemble 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: 21

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: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 5

abs	n	p	v
80.0	20.0	0.0	0.0

Instructor: Mgr. Pavel Martinka, PhD.

Last changed: 04.04.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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: 19

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: Mgr. Pavel Martinka, PhD.

Last changed: 04.04.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

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

2. HOMOLOVÁ,E.- ŠTULRAJTEROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica: Belianum, 2013
3. HUTCHINSON,T. Introduction to Project Work. OUP, 1994
4. Odborné časopisy: Forum, Modern English Teacher, Humanising Language Teaching Magazine, Lingua Viva

Language of instruction:
English A2-C1

Notes:student time load:
Total student time load: 90 hours
Combined study: 26
Self-study: 14
Written assignment:10
Project design and presentation:40

Course assessment
The final number of assessed students: 12

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

Instructor: doc. PhDr. Eva Homolová, PhD.

Last changed: 11.09.2023

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ajs-323 | **Course name:** Volunteering in Sa zobuď!

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 student is actively involved in activities of the student civic association Sa zobuď!. Student works in a team, participates in the creation of the student community and the organization of events. The prerequisite for successful completion is active participation in membership meetings and working a minimum of 5 hours per week. At the end of the semester, the student will submit a report on their activities during the semester, which will include feedback on each activity. The report will be evaluated as part of the course requirements.

Learning objectives:
After successful completion of the course, the student will gain practical experience in organizing activities. Develops specific competences necessary for the profession with a focus on the development of civic engagement and service to society. Student is able to independently determine the initial situation, the objectives of the activity, the process of achieving the objective and the timetable, to identify problems, to find partners, to determine the right promotion, the needs of personnel resources, to implement and evaluate the activities. Student learns how to motivate students of translation and interpreting to engage in volunteer activities.

Brief outline of the course:
As part of volunteer activities, students actively participate in the activities of the student civic association Sa zobuď!, which connects students of translation and interpreting in Slovakia. Volunteers participate in the organisation of the Winter School of Translation and other activities organised by the civic association.

Recommended literature:
HATIAROVÁ, Patrícia. Zviditeľňovanie prekladateľskej profesie na Slovensku. #Diplomová práca#, 95904f5e-c4a1-48cb-9ea7-70dad221ba09.
KRÁLIKOVÁ, Nadežda (zost.). Ja nie som dobrovoľník! Ja to robím len tak... Bratislava : IUVENTA, 2006, ISBN 80-8072-054-1.

Language of instruction:
Slovak, English

Notes:student time load:
90 hours
attendance at membership meetings: 30 hours

working on tasks: 40 hours
attending events: 20 hours

Course assessment
The final number of assessed students: 4

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: Mgr. Vanda Koniarová, Mgr. Patrícia Kvokačka Hatiarová

Last changed: 03.07.2024

Approved by: doc. PaedDr. Jana Javorčíková, PhD., univ. prof.