

## Book Reviews

---

**Lojova Gabriela – Kostelnikova Maria – Vajickova Maria: Studies in Foreign Language Education – Volume 8. Köln, Bratislava: Institute of Philological Studies, Department of English Language and Literature, Faculty of Education, Comenius University, Bratislava in cooperation with Slavisches Institut, Universität zu Köln. ISBN 978-3-943906-28-8**

Studies in Foreign Language Education is a forum for teachers and academics in the field of foreign language teaching. It is a product of cooperation between the Department of English Language and Literature (Institute of Philological Studies at the Faculty of Education, Comenius University in Bratislava) and of the Faculty of Arts and Humanities of the University in Cologne. Volume 8 of this journal was published by Kirsch-Verlag (Nürnberg, Germany) and contains papers written in English and German language focusing on the research findings in applied linguistics, literary studies, didactics and cultural studies. Although the papers are organized based on the alphabetical ordering, we will organize the review according to the fields of interest as proclaimed in the introduction. Thus, papers on the issues in applied linguistics, literary studies, didactics and cultural studies will be dealt with individually.

In her paper, Simona Tomášková presents the results of her linguistics research on *proverbs with discourse-deictic function / Routineformeln mit diskursdeiktischer Funktion im Deutschen und im Slowakischen*. The paper was written within the project Contrastive analysis of fixed expressions in German and Slovak (KEGA 042UK-4/2014). Tomášková considers the conversation to be the basic unit of human speech and thus the aim of the work was based on researching in the field of conversation structures, conventionalized and prefabricated expressions. She examined conversational routines, which are important for the skill of speaking in German as foreign language, she performed a contrastive analysis of Slovak-German equivalents to describe this linguistics phenomenon and its discursive function.

Word formation is the topic of the paper by Mária Vajičková *What role does the word formation play in learning of German as foreign language? / Welche Rolle spielt die Wortbildung beim Erwerb des Deutschen als Fremdsprache?* It highlights not only the most important regular word formation models but also irregularities, which can be found in all parts of speech. The question is, whether the word formation models are worth teaching or not. However, the author believes the learner should have the knowledge of the word formation models as well as they should be acquainted with irregularities in this field.

Volume 8 of Studies contains two papers on literary studies, the first one by Faithová dealing with notoriously known work by Gibson – *Neuromancer*. In her *paper Interpretative difficulty of Gibson's Cyberpunk Novel Neuromancer*, she put the work of art in question under the microscope to resolve the reasons of its interpretation difficulty. The result of the analysis is Gibson's vast use of traditional genres only to exploit them in highly intellectual manner by the means of reflecting on their destructed configurations, all that on the background of two seemingly clashing concepts of cybernetics and punk. Narrative techniques being the signature feature of

writers of literary works, they are closely looked at, deconstructed and reconstructed just to bring the new perspectives on their cognizance.

The second paper on literary studies *Psycholinguistic Aspects of Literary Analysis: A Survey of Theory and Research Issues* by Javorčíková brings the multidisciplinary perspective on 'reading the meaning'. She does this by the means of approaching the literary text as being produced as well as perceived by language users who work beyond the level of pure semantics (in the most simplistic meaning). Thus, Positivist stance of one author's idea equalling one readers' meaning is pushed aside by postmodern and deconstructive approaches supported by current psycholinguistic views of meaning being based on individuals constructing their very own and very subjective conceptualisations. As such, the added value of literary works, often overlooked, lies in them offering vast opportunities for, as Javorčíková says, developing skills relevant for social and community learning.

The very first paper of the current volume *English Grammar Declarative and Procedural Knowledge in Slovak Adult ELT* by Blight offers the original survey findings that are the partial outcome of the 1/0716/13 VEGA research project focusing on the development of declarative and procedural knowledge in English language teaching in Slovak educational context. In particular, Blight picked up on the general theoretical concept and methodology introduced by Lojová (2001) and specific findings by Bednárová (2012) who focused on the opinions of English language adult learners. Methodological flaws in Bednárová's work were very well recognized. Thus, Blight widened the research sample from 256 to 1011 respondents which is a good background for solid findings. However, while Bednárová worked only with the data gathered from language schools students (non-formal education), Blight's sample consists mostly of university students (formal education). The only exception is students from The State Language School in Bratislava. As a result, those two works cannot be neither compared nor supplement each other without a great caution. Otherwise, Blight offers a solid background information on the English grammar teaching from adults' perspective, which is consistent with down to date findings at other levels of education (Lojová et. al., 2015). Hence, Blight proclaims that tertiary level grammar teaching suffers from the preponderance of traditional teaching methods resulting in lack of time and scope to develop procedural knowledge by the means of productive, life-like activities.

In their paper *The Teaching of English Grammar to Slovak Learners*, Repka and Horváthová offer the survey of important theoretical issues of applied linguistics to be borne in mind when approaching the English language classroom teaching. Although no original research is included, user-oriented dimension reflecting the introduced topical subject-matter is supported by rather exhaustive field of instances depicting its practical application. What should be highlighted is the perspective based on cognitive grammar considering grammar fully meaningful, deserting the traditional viewpoint of formal linguistics allocating the meaning to semantics / vocabulary only (Dirven, 2007?). Thus, by the means of sophisticated argumentation and synthesis of the knowledge of multiple fields of linguistics, while for some seemingly formally unrelated, the discourse invites the practitioners into meta-analysis and reconsideration of their internalised set of beliefs, attitudes, mental schemes, conceptualisations related to their day to day English language classroom educational reality.

Didactic triad of papers written in English language is completed by treatise on teachers' corrective feedback on learners' mistakes in oral production. In her paper *The Importance of a Teacher's Corrective Feedback on Learners' Mistakes in Oral Production in the EFL Classroom*, Šipošová offers a compact overview of otherwise vast field of expertise. As expected, the agreed on classification of types of 'mistakes' is offered, followed by section devoted to distinguishing among the different internal (cognitive / processual aspects of production build pathing) and external (code; or rather quasi-external in the case of language being the code of mind) phenomena of cognitive basis being the source of what is otherwise externalised in behavioural realm as a flawed language material. Besides that, the author offers a brief overview of how the so-called 'didactic pendulum', this time in terms of error treatment, became released from its unidimensional trajectory into multi-factorial dynamism based on the development in the fields of linguistics and psychology, followed and supported by other inter-disciplinary subjects. Practical application of the types of corrective feedback strategies is introduced in the last section of the paper.

Edina Borovská devoted her paper *Literary Texts in German Language Course Books / Literarische Texte in DaF-Lehrwerken* to the analysis and evaluation of the course books for German language learning recommended by the Ministry of Education of the Slovak Republic from the point of implementation of the intercultural aspects. She provides an overview of the issue. Before conducting a statistical analysis, she highlights the role of literary texts in learning of German as foreign language and emphasizes the intercultural aspects in learning process. The results of the statistical analysis indicate that the analysed course books offer literary texts, but it is still necessary to supplement the offered ones by additional texts. In addition, the issue of which texts are the most suitable for foreign language teaching is covered by the qualitative analysis.

The aim of the paper *Slovakia and her media image in Frankfurter allgemeine Zeitung / Die Slowakei und ihr Bild der Frankfurter Allgemeine Zeitung* by Tobias/Alexander Herrmann – Renáta Machová is to give an overview of the media image of Slovakia spread by this important German newspaper during the year 2015. The concept of Slovakia as a small country in central Europe being not in the centre of interests of the world press directly asks for finding what role does it play in this German newspaper. The quantitative and qualitative analysis applied by Herrmann and Machová showed that our country is presented primarily in the News section. In particular, Slovakia was mentioned in connection with the refugee issue and the financial aid in Greece.

Renáta Machová is the co-author of the paper *Slovak-German Relations – German Language in the Area of Slovakia (Die slowakisch-deutschen Beziehungen – Das Deutsche auf dem Gebiet der Slowakei)*, the second author being Marián Macho. Their work is focused on what role did German language play in the area of Slovakia in the past, since it was spoken in this area for the centuries. The main use of the language was found in bringing on the German colonization that occurred in several waves. They discussed many fields of using German language, as such German manuscripts, old prints originating in 16. and 17. century, music and the German theatre in 17. and 18. century.

Magdaléna Bachratá, a student of the Faculty of Education of Comenius-University in Bratislava, reports on *The days of Slovak culture at the University of Cologne / Die*

Tage der Slowakischen Kultur an der Universität zu Köln about the days of Slovak culture on this university. Many lectures by speakers from Germany and Slovakia were presented, covering topics in the field of linguistics. Magdaléna Bachratá was in Cologne as an Erasmus student of German language and literature.

All in all, the present paper offers the insight into various interesting topics and provides possibilities for advancement and the knowledge exchange in the field of foreign language education.

Mgr. Tomáš Hlava, PhD.  
Institute of Philological Studies  
Department of English Language and Literature  
Faculty of Education, Comenius University, Bratislava  
Račianska 59  
813 34 Bratislava  
Slovakia  
hlavaXXII@uniba.sk

PaedDr. Peter Gergel, PhD.  
Institute of Philological Studies  
Department of German Language and Literature  
Faculty of Education, Comenius University, Bratislava  
Račianska 59  
813 34 Bratislava  
Slovakia  
peter.gergel@uniba.sk