# Characteristics of the submitted research/ artistic/other output

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| **Name and surname** | doc. PhDr. Ivica Kolečáni Lenčová, PhD. |
| **Document type:** | Characteristics of the submitted research/ artistic/other output |
| **The name of the university** | Comenius University Bratislava |
| **The seat of the university** | Šafárikovo námestie 6, 818 06 Bratislava |

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| **OCA1. - Surname awarded to the assessed person** | Kolečáni Lenčová |
| **OCA2. - Name awarded to the assessed person** | Ivica |
| **OCA3. - Degrees awarded to the assessed person** | doc. PhDr., PhD. |
| **OCA4. - Hyperlink to the entry of the person in the Register of university staff** | https://www.portalvs.sk/regzam/detail/11321 |

## 1st evaluated output

**OCA5.1 - Area of assessment**

Teaching of German Language and Literature (in combination): 1st degree, 2nd degree, Didactics of Foreign Languages and Literatures: 3rd degree

**OCA6.1 - Category of the research/ artistic/other output**

scientific output

**OCA7.1 - Year of publication of the research/artistic/other output**

2020

**OCA8.1 - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID = 200599

**OCA9.1 - Hyperlink to the record in CRPA or CRAA**

https://app.crepc.sk/?fn=detailBiblioFormChildU2CLC&sid=91D350D805BE9AB6A382715CC5

**OCA16.1 - Annotation of the output in English**

The publication approaches the Linguistic Landscape as a phenomenon of (not only) today. We are interested in its didactic use in foreign language teaching, with a focus on supporting critical reading skills, improving communicative competence, perception of multilingualism and developing awareness of linguistic diversity. The theoretical basis is supplemented with practical examples.

**OCA17.1 - List of maximum 5 most significant citations corresponding to the output**

[o4] 2020 Lauková, Jana: Kontext viacjazyčnosti vo verejnom priestore v meste Banská Bystrica. In: Aplikované jazyky v univerzitnom kontexte 7. Zvolen : Technická univerzita vo Zvolene, 2020, S. 204
[o4] 2020 Molnárová, Eva: Jazyková krajina ako motivačný faktor vo výučbe cudzích jazykov. In: Aplikované jazyky v univerzitnom kontexte 7. Zvolen : Technická univerzita vo Zvolene, 2020, S. 237
[o4] 2021 Javorčíková, Jana - Kováč, Stanislav: Ako čítame analýza čitateľského výkonu dospelých v cudzom (anglickom) jazyku. In: Philologia, roč. 31, č. 1, 2021, s. 73
[o4] 2021 Molnárová, Eva: Linguistic landscape a service learning vo vyučovaní cudzích jazykov na vysokých školách. In: Lingua et vita, roč. 10, č. 19, 2021, s. 116
[o1] 2021 Molnárová, Eva: Multimodal aspects of the Banská Bystrica linguistic landscape. In: AD ALTA, roč. 11, č. 1, 2021, s. 209 - ESCI

**OCA18.1 - Characteristics of the output's impact on socio-economic practice**

Využitie Linguistic Landscape ako pedagogického nástroja v univerzitnom vzdelávaní.
The use of Linguistic Landscape as a Pedagogical Tool in University Education.

**OCA19.1 - Characteristics of the output and related activities' impact on the educational process**

Publikácia približuje Linguistic landscape ako fenomén (nielen) dnešnej doby. Zaujíma nás jej didaktické využitie vo výučbe cudzích jazykov so zameraním na podporu kritických čitateľských schopností, zlepšenie komunikatívnej kompetencie, vnímanie viacjazyčnosti a rozvoj povedomia jazykovej diverzity. Teoretický základ doplňujú praktické ukážky.
The publication approaches the Linguistic Landscape as a phenomenon of (not only) today. We are interested in its didactic use in foreign language teaching, with a focus on supporting critical reading skills, improving communicative competence, perception of multilingualism and developing awareness of linguistic diversity. The theoretical basis is supplemented with practical examples.

## 2nd evaluated output

**OCA5.2 - Area of assessment**

Teaching of German Language and Literature (in combination): 1st degree, 2nd degree, Didactics of Foreign Languages and Literatures: 3rd degree

**OCA6.2 - Category of the research/ artistic/other output**

scientific output

**OCA7.2 - Year of publication of the research/artistic/other output**

2018

**OCA8.2 - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID = 97621

**OCA9.2 - Hyperlink to the record in CRPA or CRAA**

https://app.crepc.sk/?fn=detailBiblioFormChildM2CE6&sid=D545F7C78E9623F4236D8F74

**OCA16.2 - Annotation of the output in English**

New Ways in the Teaching of German as a Foreign Language: Fine Arts – Film – Digital Media
The aim of the publication is to demonstrate the didactic potential of visual artistic artefacts, such as paintings, comics and films, in connection with other new media and their role in foreign language education. The theoretical framework and direction (orientation) are based on interdisciplinarity and interculturality – and they also reflect the up-to-date knowledge in psychology, neuro-science, fine arts, visual arts and film. The presented research reflects the latest trends in the foreign language didactics (shifting from a transmissive teaching towards more interactive teaching and from learning output paradigm towards a new, humanistically oriented paradigm).
Fine art, characteristic of multiple dimensions and ambiguity, is an extremely motivating and stimulating medium, developing visual literacy, creative potential and emotional background of the student. Moreover, fine arts, integrated with film-based didactics and the use of audio-visual materials in class not only support language skills development and creativity. This way, ideas suitable for imple(4mentation in lessons create an open system which can continually be extended and enriched with new impulses and motives. (46% - 6 AH)

**OCA17.2 - List of maximum 5 most significant citations corresponding to the output**

[o3] 2020 Bučková, Tamara: Interkulturní didaktika cizojazyčné literatury. Kontexty a perspektivy se zaměřením na německy psanou literaturu pro děti a mládež a zřetelem k tématu 2. světové války.
Praha : Univerzita Karlova, Pedagogická fakulta, 2020, S. 183
[o4] 2020 Tomčániová, Zuzana: Podporné stratégie učenia sa druhého cudzieho jazyka L3. In: Aplikované jazyky v univerzitnom kontexte 7. Zvolen : Technická univerzita vo Zvolene, 2020, S. 359
[o3] 2020 Tomčániová, Zuzana: Výtvarné umenie v cudzojazyčnej edukácii. In: Filologické štúdie 6. Nümbrecht : Kirsch-Verlag, 2020, S. 105, 106
[o6] 2021 Molnárová, Eva: Neue Wege im DaF-Unterricht: Bildende Kunst - Spielfilm - digitale Medien.
In: Philologia, roč. 31, č. 1, 2021, s. 243-245

**OCA18.2 - Characteristics of the output's impact on socio-economic practice**

Monografia je zameraná na vzdelávanie v bakalárskom, magisterskom a doktorandskom študijnom programe. The monograph focuses on education in bachelor's, master's and doctoral study programs.

**OCA19.2 - Characteristics of the output and related activities' impact on the educational process**

Publikácia je zacielená na didaktický potenciál umeleckých artefaktov vo vyučovaní cudzích jazykov. Inšpiruje budúcich učiteľov nemeckého jazyka k ich využívaniu, podporuje u nich rozvoj imaginácie, kreativity a autonómie. Teória sa opiera o interdisciplinárny rámec a zohľadňuje najnovšie poznatky z psychológie učenia, neurovied, ako aj vied o výtvarnom umení a filme. V intenciách interkultúrneho nasmerovania cudzojazyčnej edukácie ponúka originálne v praxi overené postupy na prácu s výtvarným umením, hraným filmom v prepojení s novými médiami ako otvorený systém, ktorý je možné neustále dopĺňať o nové impulzy a nápady. Nesporným prínosom pre edukantov je estetický a humánny akcent zasadený do kontextu súčasnej multimediality a multimodality.
The publication focuses on the didactic potential of artistic artifacts in foreign language teaching. It inspires future German language teachers to use them, supporting the teachers' development of imagination, creativity and autonomy. The theory is based on an interdisciplinary framework and takes into account the latest knowledge in psychology of learning, neuroscience as well as the sciences of fine arts and film. In accordance with the intercultural direction of foreign language education, it offers original proven procedures for working with fine arts, feature films in close connection with new media – as an open system which can constantly be supplemented with new impulses and ideas. An indisputable benefit for learners is the aesthetic and human accent set in the context of contemporary multimedia and multimodality.

## 3rd evaluated output

**OCA5.3 - Area of assessment**

Teaching of German Language and Literature (in combination): 1st degree, 2nd degree, Didactics of Foreign Languages and Literatures: 3rd degree

**OCA6.3 - Category of the research/ artistic/other output**

scientific output

**OCA7.3 - Year of publication of the research/artistic/other output**

2012

**OCA8.3 - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID: UMB.B.Bystrica.0177192

**OCA9.3 - Hyperlink to the record in CRPA or CRAA**

http://www.crepc.sk/portal?fn=*recview&uid=743637&pageId=resultform&full=0

**OCA16.3 - Annotation of the output in English**

The publication presents the fundamental pillars of foreign language methodology, focusing on the field of visual media and their functions in the process of foreign language teaching/learning. The publication is rooted in the psychology of fine art perception in its historical context. On the basis of the aforementioned phenomena, the author suggests a didactic typology of visual forms and a methodology for teaching/learning via different types of visual media. As the art enhances educational methods thanks to its heterogeneity and multidimensional aspects; and, by transcending and re-shaping reality, it offers a multiplicity of incentives in the emotional and affective sphere. Therefore, special attention has been devoted to the use of artistic artefacts in teaching/learning. In the publication, the requirements for implementation of visual media into the process of learning/teaching are structured according to the selection criteria, principles and methodology. The author underscores the necessity of support for and development of Visual Literacy not only in education-focused subjects but also in foreign language teaching and learning. Further strengths of the publication lie in a wide range of original and untraditional suggestions for lessons which have proven effective in the process of teaching and learning.

**OCA17.3 - List of maximum 5 most significant citations corresponding to the output**

[o3] 2014 Danihelová, Zuzana - Balážová, Žaneta: Webové aplikácie ako prostriedok zvyšovania motivácie a kvality výučby cudzích jazykov. In: Evropské pedagogické fórum 2014. Proměny pedagogiky a psychologie. Hradec Králové : Magnanimitas, 2014, S. 424
[o3] 2017 Betáková, L. - Homolová, E. - Štulrajterová, M.: Moderní didaktika anglického jazyka v otázkách a odpovědích. Praha: Wolters Kluwer, 2017, S. 50
[o1] 2018 Bajusová, Miroslava - Bohušová, Zuzana: Neue Medien im Fremdsprachenunterricht. In: Sprache & Sprache 48. Jena : Gessellschaft für Deutsche Sprache, 2018, S. 1-17 - ESCI
[o1] 2019 Kováčová, Michaela - Jurková, Veronika: Spielfilm als Lernmittel im DaF-Unterricht? In: Aussiger Beitrage 13. Ústí nad Labem : Univerzita Jana Evangelisty Purkyně, 2019, S. 171 - SCOPUS
[o3] 2020 Tomčániová, Zuzana: Výtvarné umenie v cudzojazyčnej edukácii. In: Filologické štúdie 6. Nümbrecht : Kirsch-Verlag, 2020, S. 101

**OCA18.3 - Characteristics of the output's impact on socio-economic practice**

Monografia je zameraná na vyučovanie na vysokých školách. The monograph focuses on teaching at universities.

**OCA19.3 - Characteristics of the output and related activities' impact on the educational process**

Publikácia sa venuje vizuálnym médiám a ich funkčnému uplatneniu vo vyučovaní cudzích jazykov. Okrem tradičných médií má v zornom poli taktiež nové médiá s ich efektívnym využitím na hodinách, čím sa vytvára prepojenie výučby cudzích jazykov s každodennou realitou. Publikácia umožňuje pracovať s estetickým a emocionálnym potenciálom vizuálnych médií s ich charakteristickými špecifikami a dôrazom na komplexný rozvoj osobnosti, t. j. tak jeho kognitívnej, ako aj afektívnej a emocionálnej domény. Výrazne sa podporuje rozvoj emocionality edukanta, jeho estetického cítenia a vkusu a v neposlednom rade aj interkultúrnych kompetencií a empatie voči heterogenite dnešnej doby.
The publication deals with visual media and their functional application in foreign language teaching. In addition to traditional media, it also addresses new media, with their effective use in class, thus creating a connection between foreign language teaching and everyday reality. The publication makes it possible to work with the aesthetic and emotional potential of the visual media, including their characteristic specifics and emphasis on the comprehensive development of personality, i.e. of its cognitive as well as affective and emotional domains. The development of the learner's emotionality, his aesthetic feelings and tastes and, last but not least, intercultural competencies and empathy with today's heterogeneity are strongly supported.

## 4th evaluated output

**OCA5.4 - Area of assessment**

Teaching of German Language and Literature (in combination): 1st degree, 2nd degree, Didactics of Foreign Languages and Literatures: 3rd degree

**OCA6.4 - Category of the research/ artistic/other output**

scientific output

**OCA7.4 - Year of publication of the research/artistic/other output**

2008

**OCA8.4 - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID: UMB.B.Bystrica.0064704

**OCA9.4 - Hyperlink to the record in CRPA or CRAA**

http://www.crepc.sk/portal?fn=*recview&uid=89416&pageId=resultform&full=0

**OCA16.4 - Annotation of the output in English**

The publication is based on an innovative unity between studies and comparisons of current trends in literary theory, and compares various concepts of didactics of literature as well. Attention is also given to the mapping of the situation in teaching the German language in Slovakia, with particular emphasis on the literary element and analysis of its quantitative and qualitative representation in the teaching/learning process and in currently-used German course books. The author´s assumptions are based on the recent results in the theory of literature, pedagogy and intercultural trends in foreign language didactics, and their special application and interpretation in the educational environment of schools. The author´s platform is defined on the basis of the selection criteria, principles and innovative methodology used for implenentation of literary texts into the process of teaching. The author also offers a typology of methodology and suggestions for different types of activities applicable to the teaching/learning process at various competence levels, as defined by CEFR. The presented methodology is further enriched by a selection of teaching practice samples.

**OCA17.4 - List of maximum 5 most significant citations corresponding to the output**

[o3] 2011 Bučková, Tamara: Interkulturní aspekty literatury pro děti a mládež 2. Literární komunikace z pohledu celostní pedagogiky i praxe. In: Cizí jazyky, roč. 55, č. 4, 2011/12, s. 13
[o3] 2016 Javorčíková, Jana: Psycholinguistic aspects of literary analysis. A survey of theory and research issues. In: Studies in Foreign Language Education 8. Nümbrecht : Kirsch-Verlag, 2016, S. 108
[o1] 2017 Besedová, Petra - Štočková, Kristýna - Šeslerová, Aneta: Student's attitude to music in foreign language lessons. In: ICEEPSY 2017. Nicosia : Future Academy, 2017, S. 71-82 - CPCI-SSH
[o3] 2018 Javorčíková, Jana - Šipošová, Martina: When Genre Matters: New Ways with Poetry in a Language Improvement Classroom. In: Studies in Foreign Language Education 10. Nümbrecht : Kirsch-Verlag, 2018, S. 128
[o3] 2020 Bučková, Tamara: Interkulturní didaktika cizojazyčné literatury. Kontexty a perspektivy se zaměřením na německy psanou literaturu pro děti a mládež a zřetelem k tématu 2. světové války.
Praha : Univerzita Karlova, Pedagogická fakulta, 2020, S. 32, 40, 151

**OCA18.4 - Characteristics of the output's impact on socio-economic practice**

Publikácia ponúka teoretické základy didaktiky literatúry, komparáciu rôznych koncepcií didaktiky literatúry v prepojení s edukačnou realitou vo výučbe nemčiny na Slovensku so zameraním na literárnu zložku. Opierajúc sa o výsledky vedeckého poznania v oblasti teórie literatúry, pedagogiky a interkultúrneho nasmerovania didaktiky cudzích jazykov vytvára priestor na tvorivé aktivity a interpretáciu, podporuje autonómiu a otvorenosť, sebapoznanie a interkultúrne povedomie edukanta.
The publication offers the theoretical foundations of didactics of literature, a comparison of various concepts of didactics of literature in connection with the educational reality in the teaching of German in Slovakia, with a focus on the literary component. Relying on the results achieved thanks to scientific knowledge in the field of theory of literature, pedagogy and intercultural orientation of foreign language didactics, it creates opportunities for creative activities and interpretation, promotes autonomy and openness, self-knowledge and intercultural awareness of the learner.

## 5th evaluated output

**OCA5.5 - Area of assessment**

Teaching of German Language and Literature (in combination): 1st degree, 2nd degree, Didactics of Foreign Languages and Literatures: 3rd degree

**OCA6.5 - Category of the research/ artistic/other output**

scientific output

**OCA7.5 - Year of publication of the research/artistic/other output**

2010

**OCA8.5 - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

ID = 273727

**OCA9.5 - Hyperlink to the record in CRPA or CRAA**

https://app.crepc.sk/?fn=detailBiblioFormChildC2C1K&sid=A097256953379C89E1A4E1F48D

**OCA16.5 - Annotation of the output in English**

The publication provides a basis for the holistic pedagogy approach in foreign language education in the context of creative and humanistic tendencies of present-day education. The author analyses the rise and the gradual development of holistic pedagogy, its main terminology, aims and principles. The publication also offers detailed analyses of the methods of holistic pedagogy which are focused on the comprehensive development and increase of personal, social and didactic competencies of students and teachers of the German language. One of significant and original contributions of the publication is the author’s new approach to foreign language learning through self-reflection, self-knowledge, empathy, authentic presentation and recognition of one´s strong and weak personal traits. Great emphasis is placed on sensual perception and emotions in the interactive and intercultural environment. The publication contributes to the development of intercultural awareness and intercultural competence. Another strength of the publication lies in the fact that the methods and forms of teaching/learning presented are accompanied by various practical materials related to the educational practice at schools.

**OCA17.5 - List of maximum 5 most significant citations corresponding to the output**

[o2] 2016 Lojová, Gabriela: Current situation in the research of teaching English grammar in Slovakia. In: XLinguae, roč. 9, č. 3, 2016, s. 75 - SCOPUS
[o4] 2017 Javorčíková, Jana: Motivation, engagement and achievement in the EFL literature class: 21st century perspectives. In: Teaching literature for the 21st century. Nitra : SlovakEdu, 2017, S. 65, 66
[o3] 2018 Tomášková, Simona: Pragmatische Aspekte des Gesprächs. Nümbrecht : Kirsch-Verlag, 2018, S. 219
[o4] 2019 Lojová, Gabriela: Učme cudzí jazyk efektívnejšie. Prístup zameraný na žiaka. Bratislava : Univerzita Komenského, 2019, S. 234
[o4] 2020 Javorčíková, Jana - Kováč, Stanislav: Aktuálny stav výskumu čitateľskej gramotnosti skúsených používateľov anglického jazyka na Slovensku. In: Jazykovedné, literárnovedné a didaktické kolokvium L-7. Bratislava : Z-F LINGUA, 2020, S. 225

**OCA18.5 - Characteristics of the output's impact on socio-economic practice**

Monografia je zameraná na vyučovanie na vysokých školách so zameraním na cudzie jazyky, ako aj doktorandské štúdium didaktiky cudzích jazykov. The monograph is focused on teaching at universities specialising in foreign languages as well as doctoral studies in foreign language didactics.

**OCA19.5 - Characteristics of the output and related activities' impact on the educational process**

Na ceste k humanizácii školstva sú práve celostno-pedagogické metódy a formy práce vhodné a efektívne, predstavujú potenciál na kvalitatívne obohatenie vyučovania. Kombinácia teórie s mnohými príkladmi z praxe sa stáva novým prístupom k vzdelávaniu cudzích jazykov prostredníctvom sebareflexie, sebapoznania, empatie a autentickej prezentácie. Vedie k rozšíreniu osobných, sociálnych a didaktických kompetencií na základe prehĺbeného chápania ľudí a ich kultúrneho prostredia. Podporuje a rozvíja sa interkultúrne povedomie a interkultúrna kompetencia. On the way to the humanization of education, holistic-pedagogical methods and forms of work are suitable and effective – they represent the potential for qualitative enrichment of teaching. The combination of theory with many practical examples is becoming a new approach to foreign language learning through self-reflection, self-knowledge, empathy and authentic presentation. It leads to the enhancement of personal, social and didactic competencies based on an in-depth understanding of people and their cultural

| **Date of last update** | 27.01.2025 |
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