

#### **ENJOY**

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#### **EDITORIAL**

This special issue brings together the work of English teacher education students from the Goethe University Frankfurt, Germany, and Constantine the Philosopher University in Nitra, Slovakia, who collaborated in May and June 2025 as part of an eTwinning Virtual Exchange project. The participating students engaged in cross-border discussions on key issues related to studying English in Germany and Slovakia, approaches to English language teaching, the value of study abroad experiences, and the role of digital media in learning English.

The texts presented here were created in mixed teams, pairing 23 Slovak and 19 German students, and reflect both their academic perspectives and their shared experiences. What makes this project particularly significant is not only its thematic focus but also the form of collaboration itself. Experiencing Virtual Exchange firsthand during teacher training allows future educators to explore innovative methods of international collaboration long before they enter their own classrooms. In an increasingly interconnected and digitalized world, this exposure is crucial: it helps students critically reflect on how intercultural learning can be fostered both virtually and in person.

The feedback we received underscores this added value. As one participant put it: "We had the opportunity to really have a 'hands on' experience by doing a virtual exchange project with the Slovaks, which greatly helped understand the good and bad about virtual exchange projects better, through our own experiences." This kind of learning goes beyond theory—it offers practical insights into the opportunities and challenges of digital intercultural communication.

By publishing the outcomes of this collaboration, we hope to highlight not only the richness of the students' perspectives but also the importance of integrating Virtual Exchange projects into English teacher education. They equip future teachers with the skills, sensitivity, and critical awareness needed to engage their own students in meaningful intercultural encounters.



Stefanie Frisch & Beáta Ďuračková

# TEACHING ENGLISH AS A FOREIGN LANGUAGE AT GERMAN AND SLOVAK SCHOOLS

By Dominika Ivanová, Alex Karkuš, Anna-Sophie Lehmann, Pia Nalin Schäfer



HOW DO STUDENTS LEARN ENGLISH?

In both Slovakia and Germany, the answer to "Do you speak English?" is increasingly "Yes, a bit!" However, the journey of how students learn English in each country is quite different, and that's where the real adventure lies.

#### IT'S NOT ALL COPY-PASTE

To delve deeper, we teamed up with students across borders to explore how English is taught at German and Slovak schools.

What we uncovered was a diverse blend of teaching methods and experiences, shaped by each country's unique cultural relationship with the English language.



# NEXT: HOW EACH COUNTRY TEACHES ENGLISH DIFFERENTLY

#### Slovakia: Where English Starts Early

#### **Starting Age:**

- Begins in the 1st grade (age: 6), compulsory from the 3rd grade (age: 8)
- Secondary school (age: 15-19) = CEFR prep + Maturita exam (A-levels)

#### **Proficiency Goals:**

- Students aim for B1–B2 levels by the end of secondary school
- Focus is on grammar, vocabulary, and functional language use

#### **Class Types:**

- Grammar drills: repetition, vocabulary lists, verb tables
- Speaking classes: real conversations & confidence-building

#### **British English is the Standard**

- Pronunciation often follows the British accent
- Materials and exams are often based on UK standards

# **Germany: Federally Flexible English Starting Age:**

Varies by state: some in the 1st grade, others from the 3rd

#### **CEFR Goals by School Type:**

- Hauptschule: A2
- Realschule: B1
- Gymnasium: B1–B2 (Grade 10), B2–C1 (Upper Secondary)

#### **Teaching Focus:**

- Aims for discourse ability through:
  - Communicative competence
  - Intercultural understanding
  - Language learning strategies

#### **Methods in Practice:**

- CLT (Communicative Language Teaching) is key
- But... grammar-translation still pops up, especially early on

#### ENGLISH TEACHER EDUCATION AT UNIVERSITY

Viktória Vörösová, Jakub Hlavačka, Hanna Falkenberg, Hannah Horl

Teacher education plays a crucial role when comparing school systems. By training educators, the university's teaching philosophy directly impacts how materials will be taught in the classroom.

This article provides a comparative approach of English Teacher Education in Slovakia and Germany, outlining the career path of aspiring educators in both countries respectively.



#### The fields of English teacher education at university

#### GERMAN UNIVERSITIES

#### Structure of the Elementary School Teaching Degree Program (English Focus – L1)

The program for becoming a primary school teacher in Germany with a specialization in English (L1) usually spans seven semesters and requires passing an entrance examination for admission.

#### The curriculum includes the following components:

#### **Didactics**

This area covers the theory and history of English language teaching. It is split into an introductory and an in-depth module, offering both basic knowledge and advanced strategies for young learners.

#### **Technical Discipline**

Future EFL teachers deepen their academic understanding of English through linguistics, which explores language structure and function, and Literary Studies focusing on English literature and its classroom application.

#### Language Skills

Unique to the German program, this includes Integrated Language Skills, focusing on grammar and speaking in a practical way as well as Writing Skills, developing writing proficiency and teaching methods.

#### Teaching practice at German universities

- five week teaching practice focusing on pedagogy
- ten week teaching practice focusing on a specific subject

#### After graduation:

• practical phase of 12 to 18 months, depending on state

#### Pedagogical Seminars

These interdisciplinary education science courses cover child development, classroom management, and teaching methods for all student teachers.

#### Internships

Students complete two internships: a general teaching internship (Grundpraktikum) and a subjectspecific internship (Fachpraktikum). These offer hands-on experience, including lesson planning and teaching.

#### Graduation

At the end of the program, students submit a final thesis and pass the First State Examination (erstes Staatsexamen).

Graduates then enter the teacher traineeship (Referendariat), a supervised teaching phase ending with the Second State Examination (zweites Staatsexamen).

Successful graduates can work as civil servants (Beamte) or salaried employees in public schools.

#### Slovak universities

#### Overview of the Study Program

In Slovakia, future English teachers typically follow a two-phase university program consisting of a three-year bachelor's degree followed by a two-year master's degree. This academic path prepares graduates primarily for teaching English at lower and upper secondary schools but also includes training applicable to primary education. The program combines theoretical knowledge, subject-specific expertise, and gradually increasing teaching experience.

## Teaching practice at Slovak universities

- two week practice with four other students
- two self-planned lessons per week

#### Linguistic and Literary Education

The curriculum provides a solid foundation in English language and literature. Students take courses in phonology, morphology, syntax, lexicology, and stylistics, helping them understand the internal structure and practical use of English. Literary studies focus on anglophone literature, including works for children and young adults, while also introducing students to the cultures of English-speaking countries to foster intercultural competence.

#### Development of Language Proficiency

Language proficiency is systematically developed throughout the program. Students practice listening, speaking, reading, and writing in both general and academic contexts. Special emphasis is placed on fluency, accuracy, and clear classroom communication. Academic writing and stylistic competence are also addressed, preparing students to teach writing skills effectively.

#### Didactics and Methodology

In the master's phase, students focus on didactics and methodology. Modules include teaching grammar, vocabulary, pronunciation, and all four core language skills. They also cover teaching pragmatic, sociolinguistic, and psycholinguistic aspects of language. Courses prepare students for teaching learners of all ages, with particular attention given to primary and pre-primary education, where tailored teaching strategies are essential.

#### Pedagogical and Psychological Training

Throughout the bachelor's program, students complete courses in developmental and general psychology, education theory, and special education. These subjects provide insight into how children learn, how to support students with special needs, and how to manage a classroom effectively. This knowledge lays the foundation for inclusive teaching practices.

#### **Teaching Practice**

Practical teaching experience builds gradually. In the final bachelor year, students observe English lessons in schools over a two-week period. In the first master's year, they complete two-week placements in both secondary and primary schools. Lessons are taught and observed in rotation, with feedback from peers and a supervising teacher. In the final master's year, students teach 30 full lessons independently during their final practice, allowing them to apply their training in real-world settings.

#### Graduation and Qualification

After completing the master's degree, graduates are fully qualified to teach English at Slovak schools. The program provides a well-rounded education that combines academic rigor, pedagogical skill, and hands-on experience, equipping future teachers for a successful career in education.

# **MEET THE AUTHORS**



Name: Viktória Vörösová

Age: 25

Major: Teaching English as a

foreign language

Why I want to become a

teacher: to help bring up the

next generation of possibly

better people

My experience with the Virtual

Exchange in one emoji: 🥌

emoji:



Name: Hanna Falkenberg

Age: 22

Major: Elementary school

teaching

Why I want to become a

teacher: to support children

in their personal

development My experience with the

Virtual Exchange in one







Age: 21

Major: Elementary school

teaching

Why I want to become a

teacher: to have an impact on

kids

My experience with the

Virtual Exchange in

one emoji:







Name: Jakub Hlavačka

Age: 23

Major: Teaching English as a

foreign language

Why I want to become a teacher:

because by having impact on

future generations, the world can

become a better place.

My experience with the Virtual

Exchange in one emoji:



## German Students Answer Questions about

# TEACHING PRACTICE

in English Teacher Education



#### Can you tell us a bit about yourselves?

Hey, we are Derya (20) and Berna (21) and we are both in our 2nd semester, studying to become middle school teachers in the subjects English and Arts. We enjoy our studies and are excited to see what's coming next.

#### What do you expect your teaching practice to be like? Are you excited, nervous, or both?

Overall, we expect it to be interesting and fun. It will be our first time standing in front of a class as student teachers, so we are of course somewhat nervous – but the excitement definitely takes over. We can't wait to see how our teaching practice will be and are looking forward to it.

# Have your university classes prepared you well for the classroom? What kind of training or practice have you had so far?

In our first semester, we have already gathered some knowledge about different lesson models that would be applicable in a classroom setting. We haven't had anything specifically related to the teaching practice yet. Before our teaching practice begins, we will have seminars that will prepare us accordingly.

# Berna & Derya's Advice for Future English Teachers

Let your classroom be a place where mistakes are welcome, laughter is shared and every student feels seen and heard.

# What kind of school would you like to do your teaching practice in — a primary, secondary, or vocational school? Why?

Since we will be teaching secondary school classes one day, doing our teaching practice in a secondary school would give us the most authentic experience. Especially considering the content and teaching methods we need to teach and apply, we can learn a lot from this teaching practice and get an accurate impression of how our future job will look like.

# Do you already have ideas about how you'd like to teach English — any methods, games, or activities you'd love to try?

As we have learned in our studies so far, immersion plays a crucial role in foreign language learning. This is why we would love to implement diverse methods that provide the appropriate input in ways that are enjoyable for –hopefully–every student, while they are also effective. We find it important to include our students' interests to make the lesson more authentic, which is why we imagine that the most suitable activities will be shaped through direct communication with our students.

#### How do you imagine dealing with classroom challenges like student misbehavior or lack of motivation?

Student misbehavior is often misunderstood and can have various causes. We imagine it to be best to talk to the student directly and find out the reason behind their behavior.

#### What are you most looking forward to about finally being in front of a real class?

We are looking forward to use the knowledge and experiences we gather during our studies and to finally apply them in a real classroom setting. We can't wait to support and inspire our students and guide them through their learning process.

## Teaching practice in English teaching education

By Terézia Guttenová, Alexander Zdenko Salaj



#### When do you start your first teaching practice in your studies?

We started our first teaching practice in the second year of our bachelor's studies, where we observed teachers' activities and took notes on our observations. Now, at the master's level, we are actively teaching, and we truly love the experience. It feels like planting seeds of knowledge and watching them grow in the hearts of our students.



#### How often do you visit school and university during your teaching practice?



#### What type of support are you provided during your teaching practice?

Each semester, we spend two weeks doing teaching practice instead of university classes. We work in small groups of 3-5 students, teaching at primary or secondary schools to gain hands-on experience. Currently, we do assistant teaching individually in our hometowns, supporting assigned teachers and teaching lessons at primary schools, experiencing both teaching and assisting roles.

We're observed by a methodology supervisor who gives us helpful feedback, but most of the time we work independently. If any problems occur, we can always turn to our supportive mentor teachers, who are happy to discuss methods, lesson plans, or anything we need.



#### What would you say were the biggest challenges for you during your teaching practice?

Some of the biggest challenges for us during teaching practice were working with pupils with special educational needs who require an individual approach, and managing students who refused to cooperate in class. Time management was also sometimes difficult, especially when trying to cover everything we planned. But we believe these are normal challenges for beginners, and with daily experience in the profession, we'll learn how to handle them better.



#### Do you think your teaching practice prepares you for becoming a future teacher?

Yes, we believe our teaching practice is a valuable part of our preparation for becoming future teachers. It gives us real classroom experience, helps us develop our teaching skills, and shows us how to handle different situations. Every lesson we teach, every challenge we face, and every piece of feedback we receive brings us one step closer to being confident and effective teachers.



What surprised you the most about your teaching practice? Did you have any unusual experience that you'd like to share with us?

What surprised us the most were the big differences between students in the same class — some are very good at English, while others need much more help. We also noticed how spontaneous and open young pupils are. They're not afraid to answer, even if they're not sure if it's correct. There's a certain childlike honesty in them that creates a really positive classroom atmosphere.

# THE ROLE OF INTERNATIONAL EXPERIENCE

SPENDING TIME ABROAD FOR ENGLISH LANGUAGE TEACHER EDUCATION

What international teaching to teacher apportunities are available for teacher students at Goethe University?

GOETHE UNIVERSITY
COLLABORATES WITH GERMAN
AND INTERNATIONAL SCHOOLS
AND THE WORLD ASSOCIATION
OF GERMAN SCHOOLS ABROAD
(WDA) TO OFFER STUDENT
TEACHERS THE CHANCE TO E.G.
COMPLETE THEIR PRACTICAL
PHASES ABROAD. THIS
PARTNERSHIP ALLOWS
STUDENTS TO ENGAGE IN
DIVERSE EDUCATIONAL
SETTINGS. THE ITE PROGRAM
SUPPORTS THE STUDENTS THAT
ARE INTERESTED.

How does the International Teacher Education' (ITE) program support students? Are there any certificates?

THE ITE PROGRAM AT GOETHE
UNIVERSITY PROVIDES STRUCTURED
SUPPORT FOR STUDENTS AIMING TO GAIN
INTERNATIONAL TEACHING EXPERIENCE.
THIS INCLUDES APPLICATION COACHING,
PREPARATORY WORKSHOPS AND
SEMINARS. THE UNIVERSITY AWARDS THE
PARTICIPANTS THE INTERNATIONAL
TEACHER EDUCATION CERTIFICATE TO
RECOGNIZE COMPETENCIES IN THE
INTERNATIONALIZATION OF TEACHER
EDUCATION. IT ALLOWS STUDENT
TEACHERS TO DEMONSTRATE KEY
QUALIFICATIONS. THESE ARE VALUABLE
FOR THEIR STUDIES AND FUTURE
CAREERS..

Does Goethe University offer help with applying for scholarships to teach abroad?

YES! GOETHE UNIVERSITY'S
GLOBAL OFFICE PROVIDES
SUPPORT AND GUIDANCE
FOR APPLYING TO VARIOUS
SCHOLARSHIPS LIKE
ERASMUS+, PROMOS,
LEHRAMT INTERNATIONAL
AND MORE. THE GLOBAL
OFFICE OFFERS COUNSELING
TO STUDENTS THAT ARE
INTERESTED IN GAINING
EXPERIENCE ABROAD

How can students gain international experience without leaving Germany?

What skills do teacher students develop during international experiences? What changes did you or other students experience?

DURING INTERNATIONAL EXPERIENCES, STUDENT TEACHERS DEVELOP INTERCULTURAL COMPETENCIES, IMPROVE THEIR LANGUAGE SKILLS AND LEARN TO ADAPT TO DIVERSE CULTURAL CONTEXTS. THEY GAIN FLEXIBILITY IN THEIR TEACHING AND IMPROVE COMMUNICATION. ADDITIONALLY, THEY GROW PERSONALLY AND DEVELOP CONFIDENCE, PROBLEM-SOLVING ABILITIES AND A BROADER GLOBAL PERSPECTIVE ON EDUCATION.

What challenges might teacher student face abroad?

STUDENT TEACHERS MAY FACE CULTURAL MISUNDERSTANDINGS
AND UNFAMILIAR TEACHING STYLES. IT CAN BE TOUGH TO ADAPT TO
A NEW CULTURE, DIFFERENT CLASSROOM NORMS AND STUDENT
BEHAVIOR. ADDITIONALLY, LOGISTICAL CHALLENGES LIKE HOUSING,
TRANSPORTATION AND ADJUSTING TO NEW LIVING CONDITIONS CAN
CAUSE STRESS. HOWEVER, THESE CHALLENGES HELP BUILD
RESILIENCE AND FLEXIBILITY.

HOW CAN STUDENTS GAIN INTERNATIONAL EXPERIENCE WITHOUT LEAVING GERMANY? STUDENT TEACHERS WHO ARE UNABLE TO TRAVEL ABROAD **CAN STILL GAIN** INTERNATIONAL EXPERIENCES THROUGH VARIOUS INITIATIVES. FOR INSTANCE. GOETHE UNIVERSITY HOSTS INTERNATIONAL STUDENTS AND OFFERS COLLABORATIVE PROJECTS THAT INVOLVE CROSS-CULTURAL INTERACTIONS. ADDITIONALLY, VIRTUAL **EXCHANGE PROGRAMS AND** ONLINE COURSES PROVIDE OPPORTUNITIES TO ENGAGE WITH GLOBAL PERSPECTIVES IN EDUCATION.

OID you or your classmates have participated in Erasmus or another program, how did the experience impact your/their language skills, cultural awareness, or confidence as a future teacher?

Several of my classmates who participated in the Erasmus program found the experience extremely beneficial, especially in terms of speaking in front of others, becoming more confident, fearless, and assertive -all of which are essential qualities for a teacher. In addition, regular contact with people in a foreign language helped them significantly improve their communication skills

What international opportunities does your university offer for students studying to become English teachers?

FFERS SEVERAL INTERNATIONAL OPPORTUNITIES FOR FUTURE ENGLISH TEACHERS, MAINLY THROUGH THE ERASMUS+ PROGRAMME, WHICH ALLOWS STUDENTS TO STUDY OR DO INTERNSHIPS AT PARTNER UNIVERSITIES ACROSS EUROPE. OTHER OPTIONS INCLUDE SUMMER SCHOOLS, RESEARCH **ERASMUS MUNDUS SCHOLARSHIPS.** 

UKF University in Nitra offers Erasmust grants based on the cost of living in the host country. For long-ferm mobility (2-12 months), students receive: €550-€674/month for studies, depending on the country group: €674 for high-cost countries (e.g., France, Germany, Italy), €606 for medium-cost countries (e.g., Czech Republic, Spain), €550 for low-cost countries (e.g., Poland, Romania, Turkey). €700-€824/month for internships (traineeships), depending on the country. Students with fewer opportunities receive an extra

€250/month.

en you'll be

learn. Why

What grant does your

university offer for students participating Erasmus or other international mobility

programs? Is it enough

cover your expenses abroad?

Is there a high interest in Erasmus mobility among English teacher education students at your university? Do students have to compete

AMONG STUDENTS STUDYING TO BECOME ENGLISH TEACHERS, ERASMUS IS QUITE POPULAR. A LOT OF US ARE INTERESTED IN GOING ABROAD, SO YES – THERE'S DEFINITELY SOME COMPETITION FOR THE SPOTS. THAT'S WHY IT'S IMPORTANT TO PUT EFFORT INTO YOUR APPLICATION AND SHOW REAL MOTIVATION.

What are the main criteria for selecting students for Erasmus at your university?

At UKF university, Erasmus students are mainly selected based on their motivation letter, CV in Slovak, and language skills according to the CEFR scale. Grades and school involvement might not be officially required, but they can still matter. Students from less advantaged backgrounds may also get priority or extra support.

Does your university recognize the courses students take abroad during Erasmus, or do you have to retake some after you return?

THEY'RE APPROVED IN ADVANCE IN YOUR

# **Created by**

#### LUCIA NOVÁKOVÁ MICHAELA KRAJČOVÁ

#### HANA PÁLEŠOVÁ







#### **Course of study: Englishand literature**

"Thank you to for taking the time to work with us on the project. We really enjoyed hearing your perspectives and sharing ideas. It was a great experience, and we appreciate your openness and engagement!"

Slovakia

#### Germany

#### **ZADAF SALEM**



"It was a really interesting experience working with the students from Slovakia and learning about the differences and similarities of our countries. The communication in our group went very smoothly. Thank you for the cooperation!"!

Course of study: English

# Developing Reading Skills in Language Learning

# Jane earlier that day...



Finally, the book I was looking for...
Oh, too bad it's not in my language. Too difficult!

I need to get better at reading, not just books but also articles we read at school and I just know who to ask for help...





Hi, I need some tips that can help me improve my reading skills.

...and since you two are always reading books in different languages, I thought I'll ask you.

Lenka



Larissa

I'll think of some tips.



# Jane Larissa Eva Antonia Lenka Johana







O MANY

#### Antonia

Yes! Here's my pre-reading tip: activate your prior knowledge about the topic, and skim through the text to get an overview. Hey guys! Did you think of some tips? I really need your help...





Try figuring out words from their context and write down things you don't understand.



#### Larissa

Here is another tip you can try during reading: Don't be afraid to take breaks. You can break the text up into smaller parts and set small goals. Don't be discouraged!



After reading, try to actively process what you've read, discuss the storyline with other people who also read it. Try to read as much as possible so that you can gain more vocabulary.

#### Johana

In general, try reading for pleasure and make it a habit! Read different genres like news articles not just stories but also read what you like. Reading should be fun!



Thank you so much I'll try to use your tips!











# Eva Krautwurst



I'm 21 years old. I'm studying English and French in Frankfurt to become a teacher. I have three turtles: Attila, Remus & Sirius (big Harry Potter fan here!). I love watching them wandering around and I observe them for hours in my spare time.

This Virtual Exchange Project was a lot of fun! I always like meeting new people and learning about their lives, especially when I don't know a lot about their country and culture. In the future, I would definitely do another Virtual Exchange Project.



# Antonia Letica



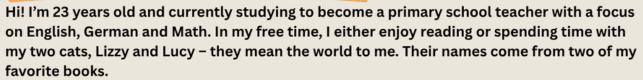
Hello! I'm 21 years old as well and I'm going to university to become an elementary teacher. My major subject is English and my minors are German and Math. I love to read in my free time hence why I chose this topic:). I read 50 romance books this year alone and I hope to read many more!

This was my first Virtual Exchange Project and I have to say I would do it all over again.

Meeting other student teachers from a different country was a lot of fun and I hope to do a project like this for my future students. Learning about other cultures and meeting new people is always a privilege.



# Larissa Tornau



I really enjoyed being part of the Virtual Exchange Project and would love to join again in the future. I think it's amazing how English gives us the chance to connect with people across borders.



# Lenka Gazdíková

Hi! I'm 23 years old and I'm currently studying to become an English language teacher. One of my lifelong dreams came true when I got my dog at 18 - she's been my best friend ever since! In my free time, I love reading books, watching films, hiking, cooking and baking.

Being part of this project has been such a meaningful experience for me. It gave me the opportunity to communicate with students from other countries and practice real-life English. I also feel very lucky to be in a group with such clever and kind girls.



# Johana Rajnohová

Hi! I'm 24 years old and I'm currently studying Teaching of English language and literature in Constantine the Philosopher University in Nitra. In my spare time, I enjoy meeting up with my friends, spending quality time with my family and my dog Benny and also gardening. When it comes to reading, I really enjoy the classics and also good fantasy literature. It's my second time participating in this kind of virtual exchange project and I am really happy that again I got to know really lovely girls and be a part of creative and collaborative work.

# The Role of Technology in English Language Learning



# The Role of Technology in English Language Learning

By Mia Dancer, Fanni Jakusová, Petra Kováčová, Tülin Önder

# Tips for teachers:

- ☑ Use fun apps like Kahoot or Quizlet
- ✓ Use sites like Menti-meter for interactive lessons
- ✓ Use digital whiteboards for group work and visuals.
- Record lessons so students can review anytime.
- ✓ Show real videos and podcasts to hear natural English.
- Give homework through apps that check answers automatically.
- Encourage students to practice with apps outside class.
- ✓ Adjust tools to fit different student needs.
- ✓ Keep learning about new tech to improve your teaching.







- Videos and sounds keep students interested
- Apps like Duolingo match your speed and level
- Good for students with learning difficulties
- Real English
- Quick Help
- Apps fix mistakes fast
- Grammarly helps with writing
- Saves time with planning and grading
- Works for different learning styles

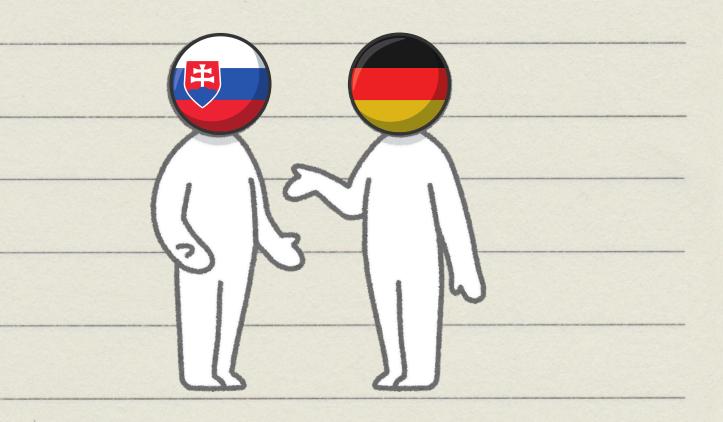


- Not all students have good internet access or devices
- Some families can't pay for apps or subscriptions
- Technical Problems
- Less Speaking Practice
- Students might rely on Google Translate or AI instead of thinking themselves
- Phones and tablets can distract with games and social media
- Teacher Training
- Some teachers find it hard to learn new tech tools
- Learning to use platforms like Moodle or Canva takes time
- Privacy Concerns





An intercultural dialogue between Slovakian and German student teachers of English: Jana and Lukas



Jana: Hi Lukas, nice to meet you. How are you?

**Lukas:** Hi. You're late. I've been here for 20 minutes. I planned this interview and even made a spreadsheet.

**Jana:** Sorry, but that wasn't very friendly. You Germans and your obsession with planning. Typical German efficiency, maybe?

**Lukas:** That's not fair. I was just reacting to lateness. Once we get to know people, we're actually quite warm.

Jana: Fine, let's start. You do know Slovakia isn't part of the Czech Republic, right?

Lukas: Wait! So not Slovenia either?

Jana: Argh! Slovakia has been independent since 1993. Different country, different mountains.

**Lukas:** Okay, okay. But is it true Eastern Europeans are known for drinking a lot at social events?

Jana: Partly true. We love to offer drinks like tea, coffee, or palenka (homemade spirit) to guests. But it's hospitality, not alcoholism.

Lukas: Got it. I am interested, is Slovakia really poor and full of lazy people?

Jana: Not at all! We're industrious. Slovakia produces a large portion of Europe's cars.

Speaking of stereotypes, are Germans always punctual?

Lukas: Generally, yes. Though our trains like to challenge that belief sometimes.

Jana: Funny how stereotypes and reality don't always match.

Jana: Let's switch to teaching. Tell me is a teaching job in Germany well-paid?

**Lukas**: Yes. Public school teachers usually earn enough to live comfortably. It's considered a stable job.

Jana: Do people teach part-time?

**Lukas:** Sometimes, university students or retirees might. But full-time teachers focus solely on school, it's demanding enough!

Jana: One last thing. Do students in Germany respect young teachers?

Lukas: Respect is earned. Young teachers might struggle at first, but with confidence and fairness, students respond well.

Jana: Same in Slovakia. Trust builds over time.

Lukas: Exactly. Respect goes both ways.

If you want to listen to the full inteview, you can do so on this link: https://drive.google.com/file/d/1vg\_EXVmrg-a1Jy90vuedq1h53FE8hbhJ/view?usp=sharing

# **Lesson Plan**

By Dominik Alberti, Samuel Horváth, Amélie Huwer, Vladyslava Kovalenko

Date:

Grade: 4th Grade

Subject: English

Lesson Topic: Self-introduction for Virtual Exchange

Learning Objective/s:

- ·Use basic vocabulary to describe themselves
- ·Speak about themselves using a model and structured support
- ·Create a personal poster to visually present what they've learned

Materials Needed:

- ·Vocabulary flashcards
- ·Sentence strip cards for relay
- · "Find someone who" bingo sheets
- ·Writing templates
- ·Poster sheets and drawing materials

Hook/intro:

Activate prior knowledge and lower anxiety.

#### Lesson structure:

Can you introduce yourself?

Who are you?

- 1. Warm-Up: Icebreaker Chat (5 minutes)
- 2. Vocabulary Introduction "What Can I Say About Me?" (5 min)
- 3. Grammar Practice Sentence Relay Game (5 mins)
- 4. Speaking Pair Practice "Find Someone Who" Bingo (7 min)
- 5. Creative Project: Poster "All About Me" (12 minutes)
- 6. Sharing and Wrap-Up (3 minutes)

flashcards

sentences

games

Note: Please find all the material attached on the Internet.

Closure: Sharing and Wrap-Up (3 minutes)

Make a conclusion what we were doing during lesson and revise everything





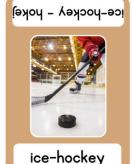








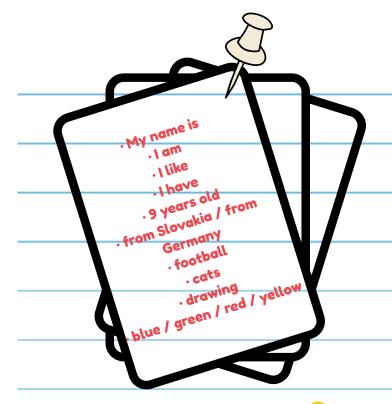






fries





# Find someone who...

- has a pet
- likes football
- is 9 years old
- likes blue colour
- has a brother or sister
- comes from Germany
- comes from Slovakia
- likes reading
- likes drawing
- has a cat

## "All About Me" =

My name is \_\_\_\_\_





## Designing an Engaging English Lesson

An engaging English lesson captures students' attention, gets them actively involved, and makes learning the language feel meaningful, enjoyable, and useful. It encourages students to use English in real-world or imaginative situations — not just memorize rules or words.



#### Key elements of an Engaging English Lesson

Bc. Soňa Bednárová Bc. Eszter Antal

- Clear Objectives
- Hook the Learners
- Meaningful Context
- Student-Centered Activities
- Challenge and Fun
- Language support

# Lesson Plan: Mystery at the Hotel

**Age Group:** 14–16 years

Proficiency Level: B1 (Intermediate)

Lesson Length: 45 minutes

**Main Objective:** To practice and use past simple and past continuous to describe events in the past and speculate about a mystery scenario.

**Material:** photo of a messy hotel room with a broken window and scattered belongings, character cards, pens + papers, visual aids- mind map, phrases starters

#### <u>1. Warm up (5 min)</u>

Show a photo of a messy hotel room with a broken window and scattered belongings. Ask: "What do you think happened here?" Students start guessing.

#### 2. Main part (15-20 min)

#### ist activity Intro

Context: A famous guest stayed at the Grand City Hotel and something strange happened during the night.

Students receive short character cards: hotel manager, cleaning lady, guest in the next room, journalist, etc.

Set the stage: "You're all connected to the event. What do you know?"

Provide: phrases like: "I was sleeping when I heard...", "He looked nervous because..." visual mind map: events, feelings, suspicions, alibis

#### 2nd activity Roleplay Investigation (10 min)

In pairs or small groups, students use their roles to share information.

They take notes and try to piece together the timeline.

#### 3rd activity Mystery Solution Presentations (5–10 min)

Each group presents their version of what happened.

Optional: Class votes on the most convincing or creative theory.

#### 3. Wrap-Up (5 min)

Recap: Ask students what they learned about using past tenses.

Reflection: What was the most fun or surprising part of the investigation?









## GAMIFICATION IN ENGLISH LANGUAGE TEACHING AND LEARNING

Gamification, the use of game-like elements like points, badges, and leaderboards in non-game contexts, is a popular strategy for motivating students and transforming routine tasks into rewarding challenges. It taps into learners' intrinsic drive for progress, recognition, and achievement, transforming passive learning into active exploration. Gamification addresses key psychological needs identified in self-determination theory: autonomy, competence, and relatedness. Students feel more in control of their learning when they can choose tasks or earn rewards. Progress bars and level systems give a sense of accomplishment, while team-based challenges promote social interaction and collaboration.

New technologies like virtual reality (VR) and augmented reality (AR) are opening new possibilities for immersive, gamified experiences in language learning. Teachers should gather feedback regularly and adapt the gamified elements to suit their students' needs and context. Usually, gamification provides temporary enjoyment but can lead to a certain point where learner motivation starts decreasing, which is important to keep in mind as a teacher to ensure the achievement of learning goals for students.

#### References

Pavey, S. (ca. 2021). Playing games in the school library: developing game-based lessons and using gamification concepts [Cd]. Facet.









# LEARN ENGLISH THROUGH GAMIFICATION: 5 FUN & EFFECTIVE APPS & WEBSITES

#### **DUOLINGO**



Best for: Beginners & casual learners
Duolingo turns language learning into a game with XP
points, streaks, and cute characters. Great for daily
vocabulary practice and bite-sized grammar exercises.

#### LINGQ

Best for: Intermediate to advanced learners who love stories LingQ gamifies reading and listening with real-world content and rewards progress with coins and levels, It's ideal for those who want to learn through immersion,



#### **MEMRISE**



Best for: Visual learners & travelers
Using videos of native speakers and spaced repetition,
Memrise helps learners build vocabulary fast. The
gamified system includes leaderboards and achievements
to keep you motivated.

#### WORDUP

Best for: Learners focused on vocabulary building WordUp teaches you the most useful English words based on your goals, using quizzes, context videos, and progress tracking to gamify the experience.











# **GROUP MEMBERS**

# 4

#### Miklas Benz (Germany)



The virtual group project was a valuable experience, fostering collaboration and understanding of diverse perspectives on language learning and cultural contexts, with a strong commitment to student success.

#### Bc, Daniela Verešová (Slovakia)



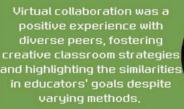


#### Aléna Gündüz (Germany)



Participating in a virtual group project was enriching, allowing for communication and understanding of diverse educational perspectives and shared passion for teaching language.

#### Bc, Nina Zbonková (Slovakia)





#### Niklas Löw (Germany)

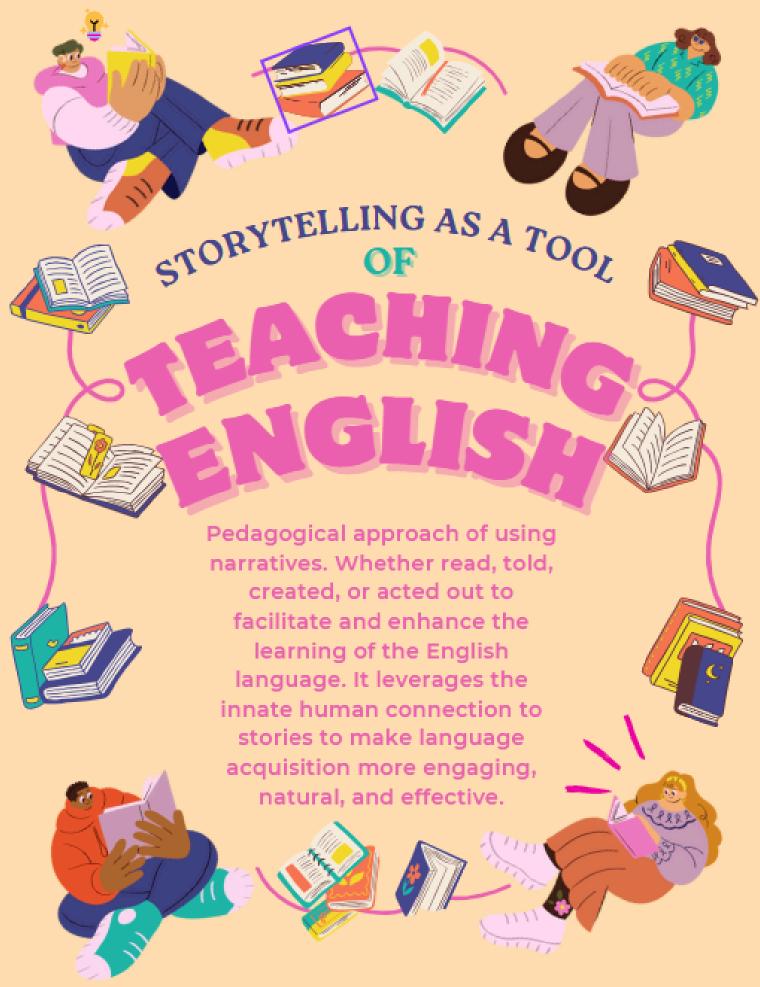


Participating in a virtual group project provided me with fresh insights and strategies for language teaching, highlighting the importance of learning from one another online.



















Ultimately, storytelling isn't just a teaching technique; it's a fundamental human experience that, when harnessed effectively, can unlock deeper learning, foster cultural appreciation, and truly bring the English language to life for non-



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