

**Katedra lingvodidaktiky a interkultúrnych štúdií**  
**Pedagogická fakulta**  
**Univerzita Konštantína Filozofa v Nitre**



**THROUGH THE EYES OF STUDENTS**

## **Introducing the Department of Language Pedagogy and Intercultural Studies**

**Translated by Ruth Timková**

English Language and Culture

We are the Department of Language Pedagogy and Intercultural Studies at the Faculty of Education of Constantine the Philosopher University in Nitra. Also known as KLIŠ, the department celebrated the 20th anniversary of its foundation in 2017.

KLIŠ is not only interested in English language, literature, films and music of English speaking countries, but also, first and foremost, in teaching English language. Our employees are engaged in pedagogical activities, various areas of educational research of English language, linguistics, literature and culture of Anglophone countries. Our staff are members of research teams in national and international scientific and development projects, which focus on various aspects of teaching English, English literature and culture.

We have been training future teachers of English language and literature for more than 20 years. Our department offers Teacher Training of Teachers of English Language and Literature as a single major, but also as a double major in combination with another field of study provided by the faculty. Also, it provides English language and culture, a study programme in both bachelor and master programmes.

Besides learning the English language, our students familiarize with literature and culture of English-speaking countries, as well as with the process of teaching English in pre-elementary, elementary and secondary education. In the student magazine called EnJoY, they have an opportunity to reveal their creativity and improve their writing skills in English. In the KLIŠ acting class, students try out their acting and dramatic talent, but also the production of their own theatrical performances in English language. Moreover, our students organize many holiday events such as Saint Patrick's Day, Halloween (known as KLIŠoween and KLIŠmas) where they can improve their organizational skills. Our department offers a lot of opportunities for studying abroad in countries like Great Britain, Germany, Austria, Denmark, Belgium, Poland, Turkey and Spain through the Erasmus study programmes.

The acquired knowledge and skills allow our graduates to apply for a job not only as teachers of English language in elementary schools, secondary schools and universities, but also in the private sector. Our graduates work as teachers of English language and literature; as foreign duty editors in Slovak print media and audio-visual media; as organizers of promotional events and commercial conferences; as employees in Slovak, Czech, German and British companies which require English language knowledge; as intercultural mediators and project managers for interpreting and translation agencies.



*We study to become*

# *ENGLISH LANGUAGE TEACHERS*

## **Karolína Solnokyová**

Teacher Training of Teachers of English Language and Literature

My name is Karolína and I study Teaching of English language and Literature. Last semester I passed my bachelor exam, which I took online because of the situation with Covid-19. I decided to study this subject 3 years ago because I dreamt about becoming a teacher. Also, I was very interested in the English language and I wanted to improve my skills. The second reason why I have chosen to study this subject was my English teacher at the secondary school, who inspired me. During the bachelor studies, we had many subjects which helped us to be better in the English language, improved our knowledge in English literature and showed us how to teach our future students in a better and modern way. I had two favourite subjects. The first one was Phonetics and Phonology where I learned how to pronounce words correctly. Before that, I had thought that my pronunciation was good but in the course I learned that I had pronounced many words incorrectly. Also, pronunciation is the key to a better communication and an important part of the English language. The second favourite subject was Introduction to Methodology of Teaching English where we had many simulations and our task was to teach our students something new in given areas. The last three years have taught me many new things connected with the English language. In the last year of my studies, I learned how to be a good teacher, how to inspire my students and show them that learning the English language can be real fun.

## Lucia Humajová

Teacher Training of Teachers of English Language and Literature

Hello! My name is Lucia and this year I successfully finished my bachelor's degree in the study programme Teacher Training of English Language and Literature. It is more than surprising because I never planned to become a teacher when I was younger. Everything started during my study at grammar school. I did not mind the English language, but I was not the best in it. I started to watch TV shows in the English language and I love England since primary school, it is my dream country to live in. Whenever someone asked me what I wanted to do in the future, my constant answer was that I wanted to move to England and it doesn't matter what type of job I will do there. But I wasn't ready to move there when I was eighteen, so that is why I ended up studying this programme. Each subject during my study enriched me a lot and helped to improve my knowledge and also the level of English. Phonetics and Phonology was the most eye-opening subject to me. I learned so much about how to pronounce words correctly. The rest of the subjects were also important to obtain a higher level of this amazing language and some of them were challenging. For example where you had to stand in front of your classmates and teach them. This study programme is a good option for those who like English or as in my case England. You don't have to be just a teacher, because the English language offers a variety of opportunities in another field of work nowadays. However, it is an amazing feeling to spread this language among people who want to master it.



# *We gain WORK EXPERIENCE*

## **English Language and Culture**

### **Professional Practice**

Professional Practice is a series of courses for students of English language and culture which is held in both Bachelor's and Master's studies focusing on practical implications of the English language in a professional cultural and business environment.

In Bachelor Study, students work in companies and organizations where they practise written and oral professional communication in the English language, such as travel agencies, cultural institutions, non-profit organizations, translation and interpreting agencies, grant agencies, civic associations, or national and international business companies.

In Master's Study, students work in an automotive international manufacturer Jaguar Land Rover located in Dolné Hony, near Nitra, where they write, proofread and translate documents for departments, such as public relations (PR), human relations (HR), and production department (PD).

The following table shows the duration of the PP in Bachelor's and Master's Study.

Year of Study	First	Second	Third
Bachelor's Study (3 years)	-	-	40 hours
Master's Study (2 years)	80 hours	120 hours	-

## **My work experience at JLR Slovakia**

### **Juraj Perina**

English Language and Culture

I have attended work experience at JLR Slovakia a total of two times. JLR Slovakia was founded in 2015 at Dolné Hony and production started in 2018. Since it's a multicultural company you can meet people from many different countries, but the people generally speak either Slovak or English. I will focus on what kind of a company it is, how it works there, what I did during my work experience, and what new things I've acquired there.

JLR as a company has its roots in Great Britain, but it's a multinational company focused on the manufacturing of automobiles. At present, JLR Slovakia manufactures two cars, the Land Rover Discovery and the Land Rover Defender. Thousands of people from different countries are employed here, from machine operators to engineers, and everyone has their role to play. Many of the employees know English since it's a language that's used often in the company. Meetings are held in English, and official communication is also often in English.

From my experience, the atmosphere of the company is great. People often speak to you in a more personal tone and prefer to use names instead of titles like Mr./Mrs. While working the atmosphere is pretty calm, you can even casually speak with your co-workers. When it comes to the work itself, the first time I was there I could only come on specific days as dictated by my supervisor. However, on the second time I was there, it was much less restrictive, most likely because of the official contract between the university and the company. It was very flexible, and I was allowed to come in and do my work whenever I wanted during their working hours. The employees were very helpful and if I needed something, they were glad to help. On our first day, we even met the director and he was very friendly. In terms of work conditions, they were excellent. Clean offices, even the production halls were very clean. One of the downsides was that if you wanted to go and have lunch at the cafeteria, you had to go with an employee because they use chargeable cards to pay for things like lunch or coffee machines. In general, I would say I had a pleasurable experience in terms of the environment of the company.

My job at JLR Slovakia was mainly the translation of documents. In one case it was the translation of a control plan, which was in MS Excel. The translation was from English to Slovak. If I didn't know the meaning of some words, my colleagues happily helped me with it. I had access to external and internal sources, which helped me a lot while working. External sources I used included some dictionaries etc., and internally there was a list of every acronym used in the company. The translation was considered adequate and later used together with the original version for people who don't know English so well, which means my work was not for naught. Otherwise, some work included editing a few tables, but it was nothing complicated even for someone less knowledgeable at using MS Excel.

Working at JLR Slovakia gave me new knowledge and a multitude of new skills, which I can use in the future: from technical terms used in the car manufacturing business, experience working at a big company, new people, improvements in working with MS Excel, to improving my knowledge of English. I think that these will be very useful even in other professions.

In the end, I'd say and summarise that it was a joy to have my work experience at JLR Slovakia, not just because of the people, but also because of the pleasant working conditions. The people there are great and work for a single goal. The work I did was relevant to my study programme, and I learned several new things. I gained new knowledge which I might use sometime in the future.



# *We choose SUBJECTS we enjoy*

## **Subjects I have studied**

### **Andrea Šarkezi**

English Language and Culture

Have you ever considered that learning the English language and culture can be fun and interesting? I never thought of this until almost finishing the third year of my studies. Yes, some subjects that are related to grammar and pronunciation may be comprehensive, but they can still hold your attention and make you want to study more. Culturally related subjects were my favourite, speaking in the English language made them even more interesting.

Grammar typed subjects or in other words, linguistic subjects - require a lot of your attention, focus, and practice, but will teach you the most about the English language. I remember seeing phonetics and phonology as the first harder subject to study, just because I was not familiar so much with linguistic terms that were introduced. This subject probably affected me the most as it teaches you how to pronounce words.

Theory may be hard, but the practice is fun and interesting. Morphology teaches you the structure of words, and if you understand the basics, exercises won't be hard. In lexicology, you learn a lot about the words, their origin, how they developed over time, and how they can be divided in many different aspects. Syntax, being the most complex one for me, teaches you about the language structure and arrangement of words and phrases in the English language. All these subjects are not so hard in general, but they need to be studied regularly as there is a lot of information and exercises that cannot be learned in one night, and your fluency in the English language depends on them.

Some subjects help you further with developing your fluency. English for Specific Purposes is one that teaches you words from many specific fields of the English language. Some subject teaches you how to improve your writing, like Writing

Comprehension and Academic Writing. Special Language Seminar and Speaking Comprehension courses teach you how to improve your interpretation of the text on paper or in speech. There are also Translation seminars that teach you the way of translating inside one language or between two different ones. All in all, these subjects help you to gain skills in different aspects of language, they require you to be active in seminars, very often to talk out loud.

This brings me to last, but not least, cultural subjects. I like history, and I had three types of history subjects: UK History, USA History, and Slovak History. I enjoyed these subjects the most as I am most interested in, and I still learned a lot! Some subjects teach you a lot about various cultures and their habits and customs, like Intercultural Communication and European Plurilingualism and Pluriculture. For those interested in literature, there are subjects such as Creative Writing, Interpretation of Literary Texts, Theory and History of Anglophone Literatures and Selected Chapters from Anglophone Literatures, in which you can discuss and interpret your understanding of literary texts.

To be honest, I always saw studying language as something which is energy draining and hard to finish, but with enough of interest, motivation, and ambition, it can surely become fun, thus making it easier to comprehend and pass.



# *We know how EXAMS work*

## **Passing a subject**

**Andrea Šarkezi**

English Language and Culture

If you actively participate in seminars, and actively go to and listen in lectures it will help you a lot more than you think when it comes to passing subjects. There are three kinds of passing: passing an exam (S), completing the test in the end-term week (PH) or simply being active in the course (A). They all require a different kind of participation from you throughout the semester.

Exams are the most comprehensive ones. They are taken in the exam period which starts right after the end of the semester and usually lasts around five weeks. You have three tries to pass the exam. All subjects that end like this have lectures and seminars. Lectures are usually optional to attend to, but your attendance may affect your final mark positively. In seminars, you mostly do practical exercises, sometimes it is required to do a presentation. Subjects ending with exams are usually the ones connected with linguistics, where there is a lot of theory and practice.

Subjects that have end-term tests are for me the best ones. They have usually one test in the mid-term as well. These kinds of subjects don't have lectures but very often require a presentation from you in seminars and actively completing tasks that may or may not affect your final mark, depending on the subject. The thing that makes me like them is that they test your knowledge which you gained throughout the course without much studying, but still, by repeating the material a few times, knowledge goes a long way.

Probably the most favourite subjects of many students are the ones where all that they require from you is attendance and activity. There are no tests or exams. These kinds of subjects very often have free speech discussions which I really enjoy, it's the easiest and most interesting way to practice your English-speaking skills.

If I were to advise someone, based on my own experience, I would encourage them to be active and speak as much as possible in courses, to attend seminars and lectures regularly. Moreover, to take notes, complete their tasks, and never to leave everything for the last second, especially not studying for exams.

# *We are MULTICULTURAL*

## **Iuliia V. Pasyukova**

Teacher Training of Teachers of English Language and Literature

My introduction to UKF started with a scholarship from the Slovak Ministry of Education in 2018. As 2<sup>nd</sup> year students of one Russian University, my groupmate and I went to Slovakia for a semester. I was lucky to get to the Faculty of Education, Department of Language Pedagogy and Intercultural Studies, where my mentor was doc. Mgr. Eva Reid, PhD. In fact it was she who told me about the possibility of staying in Slovakia. Having fallen in love with our faculty and the way of life of Slovaks, next year I re-entered the UKF and became a 1<sup>st</sup> year student for one more time.

The first problem that a foreign student faces is the language barrier. At first, it was very difficult to solve important problems in the Student Department, where they do not speak English, but my last year mentor (Eva Reid) immediately agreed to help! Thanks to her, many of the subjects that I managed to pass during my scholarship stay at UKF have been accepted and even some that I had passed in Russia, so now I can graduate a year earlier. I am very grateful for Mrs. Reid's assistance!

In addition, I would also like to note the autonomy of Slovak students, which is not the case with Russian ones. Firstly, I was impressed with the chance to choose the subjects and schedule them on my own. This allows me to organize my day so that I can leave some time for part-time work. Secondly, I really like that students can choose on their own even the dates of exams, which allows to prepare more carefully and get a better grade. What's more, long holidays between semesters are a great chance to go home and see relatives.

By the way, my specialty is Teacher Training of Teachers of English Language and Literature, that is why most subjects are taught in English. Most of all, I liked History and Culture of Anglophone Countries I, Morphology, Phonetics and Phonology, Academic Writing and Translation seminars, where each student is treated

individually. It is great that classes are held using interactive technologies, which helps to assimilate the material better.

Finally, it should be said that I found what I was looking for in our Department. That internship brought me to Slovakia and gave me lots of unforgettable moments. I'm finishing my bachelor's degree this year and hope this is just the beginning.



Iuliia V. Pasyukova, Ekaterina Tolmanova

## **Ekaterina Tolmanova**

Teacher Training of Teachers of English Language and Literature

I became a student of KLIŠ last year and have no regrets about my choice. I study Teaching English and literature here, and though my dream is not being a teacher at all, I consider my study to be a strong base for the future. I feel that learning languages is my cup of tea and believe that my future profession will be connected with it. So now my motivation is to improve my language skills up to professional level to be able to collaborate with people all over the world. In addition to English studies I also have some psychological-pedagogical subjects that also gives a great benefit for the work with people.

As for the study process, I really appreciate the opportunity to make my schedule according to the plans for a semester. In comparison to Russian educational system where all the subjects in the schedule are compulsory, this one gives much more freedom, but requires more responsibility from the students.

Everyone is accepted! Internationality among students of the department (a lot of Erasmus students come every year) gives essential life and language experience and helps them to find new friends around the world. I also had such an experience and despite the fact that I came from another country I did not feel stressed or uncomfortable even at first due to supportive and respectful atmosphere at the department made by both students and professors.

However, the most valuable thing for me is that English is given in a huge variability of subjects (Introduction to the study of English, Phonetics, Translating seminars, History of English speaking countries, Intercultural communication etc.) and students can define the focus of language study they are most interested in. That is really important find what is interesting in life, because the best way to be successful is to fall in love with what you do.

# We are MULTILINGUAL

## Lewis Carroll: Alice's Adventures in Wonderland

### Translated by Martin Matušňák

Teacher Training of Teachers of English Language and Literature

#### Lewis Carroll: Alica v krajine zázrakov

##### Rada od Húsenice

Pán Húsenica a Alica si potichu hľadeli do očí, konečne si pán Húsenica vybral fajku z úst a oslovil Alicu ospalým hlasom. „Kto si?“ spýtal sa pán Húsenica. Nebolo to práve smelé začatie rozhovoru. Alica odpovedala trochu hanblivo, „J-Ja ledva viem, pane, práve teraz – ale viem, kto som bola, keď som sa ráno zobudila, ale myslím, že som sa od rána veľmi zmenila.“

„Čo tým myslíš?“ spýtal sa pán Húsenica prísne, „Vysvetli to!“

„Obávam sa, že to nemôžem vysvetliť,“ odpovedala Alica, „pretože nie som sama sebou, ako môžete vidieť.“

„Nevidím,“ povedal pán Húsenica.

„Bojím sa, že to nedokážem vysvetliť lepšie,“ odpovedala Alica veľmi pokorne, „lebo neviem ani sama; a prejsť za deň toľkými veľkosťami je veľmi mäťúce.“

„Nie je,“ namietal pán Húsenica.

„Možno vám to tak ešte nepríde,“ povedala Alica, „ale keď sa zmeníte na kuklu, raz sa to stane, viete, a potom sa zmeníte na motýľa, myslím si, že sa budete cítiť trochu čudne, či nie?“

„Ani trošku,“ odpovedal pán Húsenica.

„Možno vaše pocity sú iné,“ povedala Alica, „jediné čo viem je, že ja by som sa cítila divne.“

„TY!“ skríkol pán Húsenica pohľadovo.

„Kto si?“

Čo ich priviedlo späť na začiatok rozhovoru. Alica sa cítila nahnevaná na pána Húsenicu a jeho strohé odpovede a poznámky, a tak sa postavila a povedala vážnym tónom: „Myslím, že by ste mi mali povedať, kto ste vy.“

„Prečo?“ spýtal sa.

Prišla ďalšia záhadná otázka, a keď Alica nemohla vymyslieť dobrý dôvod a pán Húsenica vyzeral, že je veľmi v nepríjemnom rozpoložení, tak sa otočila a odišla.

„Pod' späť!“ pán Húsenica volal na ňu.

„Chcem ti niečo dôležité povedať!“

Znelo to sľubne. Alica sa otočila a vrátila sa.

## Oscar Wilde: The Picture of Dorian Gray

Translated by Mariia Markiv

English Language and Culture

### Оскар Уайльд: Портрет Дориана Грея

Посреди комнаты на мольберте стоял портрет молодого мужчины необыкновенной красоты, а перед мольбертом, немного дальше, сидел и тот самый художник, Бэзил Холлуорд, чье внезапное исчезновение несколько лет назад так взволновало общество и вызвало столько самых странных предположений.

Он смотрел на прекрасного парня, с таким искусством отображенного им на портрете, что довольная улыбка не сходила с его лица. Но внезапно он вскочил и, закрыв глаза, прижал пальцы к векам, будто желал удержать в памяти какой-то удивительный сон и боясь проснуться.

- Это лучшая твоя работа, Бэзил, лучшее из всего того, что тобой написано, - лениво промолвил лорд Генри.

- Обязательно надо в будущем году послать ее на выставку в Гровенор. В Академию не стоит: Академия слишком обширна и общедоступна. Нет, единственное подходящее место - это Гровенор.

- А я вообще не собираюсь выставлять этот портрет, - обозвался художник, откинув голову, по своей характерной привычке, над которой, бывало, издевались его товарищи в Оксфордском университете.

- Нет, никуда я его не пошлю.



## Oscar Wilde: The Picture of Dorian Gray

### Translated by Noémi Viktória Csepedi

Teacher Training of Teachers of English Language and Literature

#### Oscar Wilde: Dorian Gray portréja

Lord Henry ránézett. Igen, határozottan jóképű volt a finoman ívelt skarlátvörös ajkaival, őszinte kék szemeivel és ropogós arany hajával. Volt valami a nézésében, aminek köszönhetően mindenki azonnal megbízott benne. Ugyanúgy benne volt fiatalságának őszintesége, mint szenvedélyes tisztasága. Valakinek akár úgy is tűnhetett, érintetlen maradt a világtól. Nem csoda, hogy Basil Hallward csodálattal tekintett rá, hiszen arra volt hivatott, hogy istenítsék.

‘Túl sármos ön ahhoz, hogy jótékonykodjék, Mr. Gray, - túlságosan is sármos.’ Lord Henry rávetette magát a díványra és kinyitotta a cigarettadobozát.

Hallward el volt foglalva a színek keverésével és az ecsetek előkészítésével. Nyugtalannak tűnt, és amint meghallotta Lord Henry legutolsó megjegyzését, rápillantott, és egy pillanatnyi gondolkodás után ezt mondta: ‘Harry, ma be szeretném fejezni ezt a képet. Szerinted durva lenne tőlem, ha megkérnélek, hogy menj el?’

Lord Henry elmosolyodott, és Dorian Grayre pillantott. ‘Mehetnék, Mr. Gray?’ kérdezte.

‘Ó, kérem ne, Lord Henry, látom, hogy Basil morcos kedvében van, és képtelen vagyok elviselni, amikor így duzzog. Ezenkívül szeretném, ha elmondaná nekem, miért nem való nekem a jótékonykodás.’

‘Nem tudom, el kéne e mondanom ezt önnek Mr. Gray, de biztosan nem fogok elfutni, ha már megkért, hogy maradjak. Nem zavarja önt, Basil, ugye? Gyakran említette nekem, hogy tetszett ha az itt üldögélő modelleknek van kivel beszélniük.’

Hallward beleharapott az ajkába. ‘Ha Dorian így kívánja, akkor természetesen maradnia kell. Dorian szeszélyei mindenki számára törvények, kivéve önmagának.’

# We are WELL-READ

## Bury Me in a Free Land

**Dalibor Kmečko**

English Language and Culture

*“Slavery is such an atrocious debasement of human nature, that its very extirpation, if not performed with solicitous care, may sometimes open a source of serious evils.”*

B. Franklin, An Address to the Public from the Pennsylvania Society, 1789

*“This is a world of compensations; and he who would be no slave, must consent to have no slave. Those who deny freedom to others, deserve it not for themselves; and, under a just God, cannot long retain it.”* A. Lincoln, Letter to Henry Price, April 6th, 1859

*Slavery in the United States* was the legal institution of human chattel enslavement, primarily of Africans and African Americans, that existed in the United States of America from the beginning of the nation in 1776 until the passage of the Thirteenth Amendment in 1865. Slavery had been practiced in British America from early colonial days and was legal in all thirteen colonies at the time of the Declaration of Independence in 1776. During and immediately following the War, abolitionist laws were passed in most Northern states and a movement developed to abolish slavery. All Northern states had abolished slavery in some way by 1805; sometimes, abolition was a gradual process, and hundreds of people were still enslaved in the Northern states as late as the 1840 Census. There were many people, so called Slave Traders, who illegally sold slaves, mostly to the Southern traders. We can see a real example of such an act in the book of Solomon Northup, *Twelve Years a Slave*. Long story short, the author of the book is captivated by the illegal slave traders and he is being transferred on the steamboat to another city. He says, *“So we passed, hand-cuffed and in silence, through the streets of Washington- through the Capital of a nation, whose theory of government, we are told, rests on the foundation of man’s inalienable right to life, liberty and the pursuit of happiness. Hail! Columbia, happy land, indeed!”* Sadly, this is just one of the many instances of the illegal slave trade that was happening at that time. Not only, that the statesmen in Northern states were

unable to prohibit the illegal slave trade, but the businessmen from the South were supported in their doings by their government representatives. The government representatives were divided in their opinions on slavery so much, that this issue led to the Civil War between the North and the South. Finally, in 1865, slavery was officially made illegal in all of the United States by the ratification of The Thirteenth Amendment.

*Abolitionism, or the abolitionist movement*, was the movement to end slavery. The first attempts to end slavery in the British/American colonies came from Thomas Jefferson and some of his contemporaries. Even though Jefferson was a lifelong slaveholder, he included strong anti-slavery language in the original draft of the Declaration of Independence, but other delegates took it out. Benjamin Franklin, also a slaveholder for much of his life, became a leading member of the Pennsylvania Society for the Abolition of Slavery, the first recognized organization for abolitionists in the United States. In the next century, the Abolition movement grew stronger and bigger, and many notable men and women participated in the process of abolishment. One of these great representatives of Abolishment thought was Frances Ellen Watkins Harper.

*Frances Ellen Watkins Harper* was born in Baltimore, Maryland in 1825. After teaching in Pennsylvania and Ohio for two years, she travelled the U.S. speaking on the abolitionist circuit and assisting in the Underground Railroad. Besides, Harper was a prolific and celebrated writer. Throughout her life, she published numerous collections of poetry, including *Poems on Miscellaneous Subjects* and *Sketches of Southern Life*. In a short time, Harper became the most celebrated female African American writer in the United States. After the end of the Civil War, Watkins supported the advancement of civil rights for African Americans, women's rights, and equality in education for all. Her most popular and recognized poem is *Bury Me in a Free Land*. Frances Harper died on February 22, 1911, at the age of 86 in Philadelphia.

*Bury Me In a Free Land* was published in the *Anti-Slavery Bugle* on 20 November 1858. The author's choice of words and usage of metaphors invokes in us a sense of presentness. She paints a picture so vividly, that it almost feels like you're standing in the midst of horrors she describes.

In the first verse, she describes the idea of death. She uses the word grave as a symbol for death and the rhyme gave/slave is found through the whole composition. The rhyme pattern is quite simple, but these couplets (grave/slave; bay/prey) are chosen perfectly. You get the impression that the second, third, fourth, and fifth verse begin in the same way. This repetition functions as a dynamic tool as you can sense the tension which constantly grows when it finally culminates in the last two verses and the idea of a brighter future.

Horrific things, which slave owners did, are described in a dreadfully detailed manner. Emotions that she shows are so wide-ranging. In every verse, a different emotion is portrayed. The line /Where none can call his brother a slave./, and the idea of humanity as a whole doesn't seem natural when looking at the previous verses, but Frances still doesn't lose hope. She can forgive.

Harper had direct experience of helping fugitive slaves, whose hopes were often set on Canada. According to Yacovone, her own first experience of "a free land" was when she gazed across Lake Ontario. "Tears sprang to my eyes and I wept," she reported. "There, the slave becomes a man and a brother."

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# *We are CREATIVE*

## **Neon Dystopia**

**Matej Jelínek**

English Language and Culture

Walking in the darkness surrounding my sight  
Neon lights drenching the city every night  
Shops on each corner promoting their stuff  
Drugs, drinks and pills, there's plenty enough  
While the pleasure and luxury serve as attraction,  
I'm not that blinded by these distractions

Living in this skyscraper maze, I'm quite amazed  
How people nowadays get attached to this craze  
Dull your mind with this nonsense, you won't even notice  
The chaos and drama rising behind the scenes  
Violent shootings, blood spilled on concrete  
Killing and looting, the anarchy growing  
Riots on the streets, shut down by the police

There's unease on the streets, and this vile disease  
Corrupts our minds, as the violence repeats  
In this high-tech low-life fantasy  
We have everything we want or please

But then you awake from this man-made bliss  
And see it for what it truly is  
Things are not as well as they seem  
It's a horror masquerading as a dream

No need to pretend, for what we thought was sci-fi  
Is now the reality of our daily lifestyle

And those who can, live far away  
Up in a penthouse, high above  
So far removed from the endless fray  
Yet looking down on everyone

What once we feared has disappeared  
Sickness, pain, our natural lifespan  
Chips and implants can fix the impaired  
No limitations, put the wires in your brain

And corporations have taken over  
The masses obey, controlled and dormant  
While some still rebel and wish for a change  
Most now accept this ruling domain

We hide our dismay behind a thin wall  
Thinking "the bigger they are, the harder they fall"  
Looking back at the past, trying to find who to blame  
There's no person to shame, underneath we're all the same  
We all wished for this, though no one admits  
That what we've foreseen, was just a pipe dream

And how long will it last? I'd rather not ask... ask

## Autumn at the beach

**Mária Ráciková**

Teacher Training of Teachers of English Language and Literature

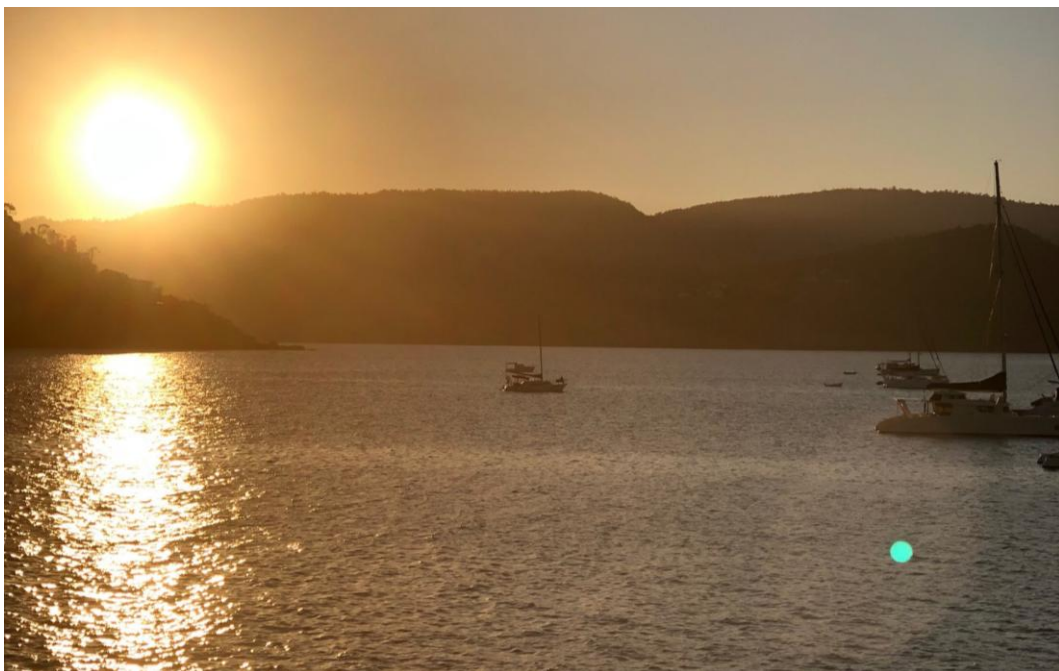
Setting sun

The sound of waves hitting against the coast  
and creating white foam that swallows everything  
and never gives it back.

Seagulls screeching in the distance,  
can you hear them?

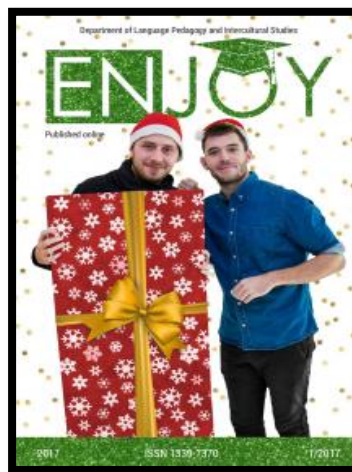
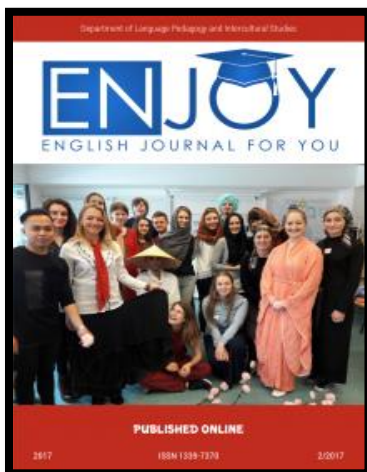
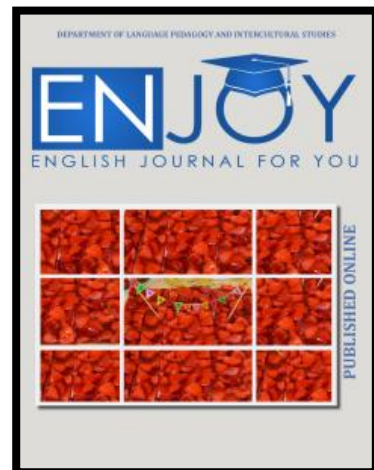
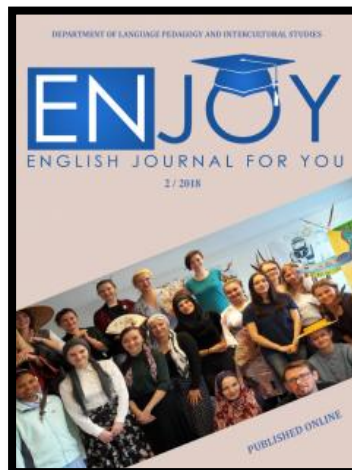
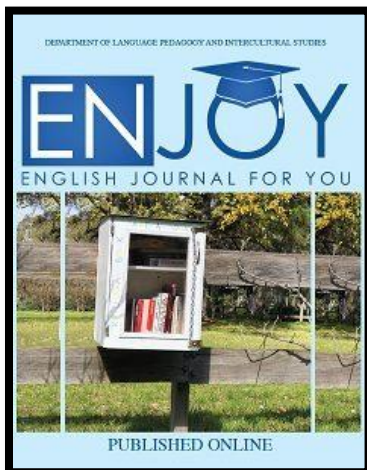
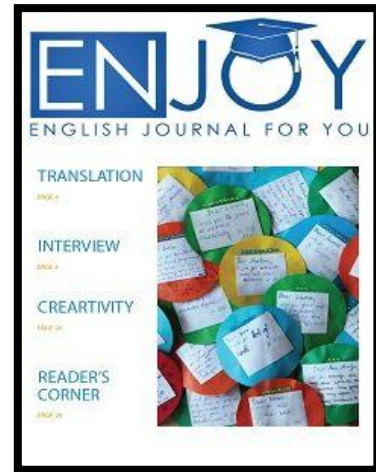
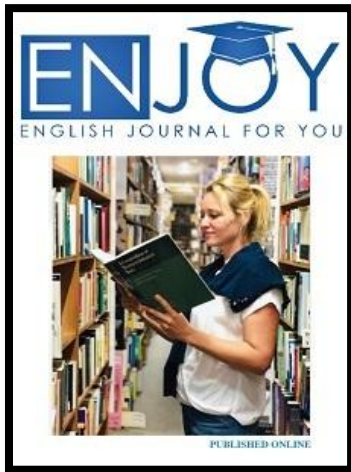
The white sand dancing  
and sparkling in the crystal clear water,  
that is already too cold, so you stay away.

How you wish the summer would stay  
a little bit longer, maybe forever.



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# *We are TRADITIONAL (...and love it!)*

## **St. Patrick's Day**

### **Barbora Jelenáková, Dominika Krišková**

Teacher Training of Teachers of English Language and Literature



Since we started studying at KLIŠ, we have always liked looking at the walls which were decorated with many photos from various events that had been held at the department. Hence we came up with the idea to organize an event ourselves. As Patrick's day was coming up, it was the perfect fit! Our teachers were very pleased with our idea and gave us any advice that we needed. The program itself was the biggest challenge. Our idea was to engage teachers, as well as students. First we sat everybody down and introduced the evening. Then our lovely former student, accompanied by her brother, played Irish music on bagpipes. This was an introduction to many musical performances of our talented students. We continued the evening by playing a quiz, where two teachers guessed facts about Ireland and its traditions. Game activities were very popular amongst students. The first game consisted of people sliding on towels and competing against each other. Then they had to blow bubbles into circles without popping it. Probably the funniest game was when pairs had to compete by trying to get a balloon from their stomach to their mouth without using their hands. As you can imagine it was a struggle. The grand finale of the evening was a raffle where we raised money for the next event. People could win various prizes, from books and CDs to cosmetics and Guinness beer. The room was decorated with shamrocks and green garlands and filled with delicious St Patrick's themed food. Overall, the atmosphere was relaxed and cheerful. People were having fun chatting, drinking, eating and taking photos with funny props at the photo booth corner that we created.

# *We are festive enthusiasts*



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