

## EDITOR'S NOTE

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*English Matters II* presents a collection of papers by the faculty of the Institute of British and American Studies, Faculty of Arts, Prešov University. They fall into three major fields – linguistics, literature and English language teaching.

The linguistics section discusses issues of legal writing, syntactic structure of different text types, and issues related to the translation of cultural words. *Klaudia Gibová* explores the pragmatics of prescriptive and performative modality used to convey different degrees of obligation in EU legislation. *Eva Pavlíčková* tries to provide an insight into how language operates in the legal setting pinpointing the problems of transmission, status and quality of messages in this type of writing. *Rita Rafajlovičová* presents the results of research focusing on the distribution and analysis of subordinate clauses and their usage in four different text types of spoken and written English (newspaper, academic prose, fiction, and interview). *Magda Rázusová* deals with translation of cultural words; through the word *luggers*, she suggests possible ways of dealing with culture in translation class, as well as ways of finding out about the meaning of cultural words and ways of searching for the most appropriate equivalent in the target language.

The literature section gives views on characteristic features of a literary text and text hermeneutics, emancipated women of *The Great Gatsby*, and Philip K. Dick's (science-) fiction adapted to film. *Anna Ritlyová* defines a literary text and provided its typical features that make it different from non-literary text. *Ivan Štrba* offers his view on Fitzgerald's fiction women characters; he discusses Myrtle Wilson, Jordan Baker, and Daisy Buchanan. *Marek Tomášik* presents an analysis of selected short stories and novels by Philip K. Dick, particularly ones that have recently been turned into cinematic narratives; special attention is paid to power and control and the dynamism ensuing from an uneven distribution thereof. *Ingrida Vaňková* deals with text hermeneutics; she calls attention to the fact that philosophical hermeneutics tries to interpret human self as a text while exploiting the methods of text-oriented research.

The Methodology of English Language Teaching section calls attention to issues related to cognitive processes involved in L2 acquisition, the usage of interactive whiteboards, teaching English at a primary level, and autonomous learning. *Eva Eddy* presents research conducted to determine correlations between selected aspects of grammar and cognitive processes in Slovak learners of English as a foreign language. In her article, *Ivana Cimermanová*, brings some basic information about using an interactive whiteboard in teaching English and presents its pros and cons. *Zuzana Straková* describes a case study of content and language integrated learning with the focus on art integration; the case study presents the results of a CLIL unit taught at primary level with the intention to monitor the ability of learners at elementary level to cope with fine art and language production oriented tasks. *Michal Tatarko* pays attention to the role and function of autonomous learning justifying its being an alternative motivation strategy in foreign language acquisition.

In this second series of articles, the present faculty of the Institute of English and American Studies discuss the issues that are of current interest to them and hope to make it interesting or even inspiring reading simply because English matters.