

EDITOR'S NOTE

English Matters VI presents a collection of papers by both full-time and part-time PhD. students of the Institute of British and American Studies, Faculty of Arts, University of Presov. The areas of their PhD. research have been reflected in the papers.

The literature and culture areas are represented by *Maroš Buday* and his views on fictional reality in the context of string theory and the nature of literary discourse as such. His article deals with the application of the concept known as the holographic principle onto literary discourse. The author argues that by paralleling fictional and extra-linguistic reality, through the application of the holographic principle, it becomes possible to finally deconstruct the nature of literary discourse. *Jana Ščigulinská* focuses on oral tradition and storytelling representing a crucial part of all indigenous cultures of America and Australia. The aim of her article is to introduce some points from the history, specifics of the oral tradition from the theoretical point of view, and influence of the Western civilisation on the culture of the indigenous peoples of North America and Australian Aboriginals whose cultural heritage is based on the principle of the oral tradition and also influences the face of contemporary literature.

Linguistic areas are covered by three authors. *Diana Krajňáková* in her paper focuses on the phenomenon of English as a Lingua Franca (ELF) and aims at contrasting ELF with linguistic concepts reflecting the traditional, however outdated, model of the English usage in the world, hence English as a Native Language, English as a Second Language and English as a Foreign Language. What is more, she also investigates the individual lexicogrammatical characteristics of ELF in the setting of Prešov University which happens to provide the rationale behind the study of ELF in the Slovak academia. *Jan Pikhart* in his paper points to the fact that even though the increasing number of non-native speakers of English leads to a loss of the dominant position of the native speaker of English as the norm-provider, the monopoly position of the native speaker as a language expert is still deeply rooted in English language teaching as a foreign or second language, at least in the European context. In this connection he questions the notion of Standard English as one single variety and questions the distinction sometimes made between English as a second language and English as a foreign language. *Gabriela Gumanová* in her paper points out which English accent, out of the two most prestigious ones (Received Pronunciation and General American), is closer correspondent to Standard Slovak on the level of pronunciation as based on the interpretation of measured frequencies of selected vocalic sounds in all three observed accents.

EFL Methodology is the key focus in five articles. *Daniela Bačová and Barbora Popovičová* in their paper describe the structure of the educational systems in both countries and explain how both universities meet the demands of the sectors they prepare their trainee teachers for. They inform about the structure and the content of their initial teacher courses and provide

some suggestions for future collaborative research projects. *Roman Čančinov* in his article focuses on the issues of teaching and learning a foreign language with effective use of modern technologies such as CD-ROMs, interactive whiteboards, online materials, computers, tablets or even mobile phones with mobile applications available at the market. The area of technology in education is the focus of one more author. *Zuzana Nováková* analyses the use of technology for improving speaking skills of learners. She characterises Web 2.0 tools thanks to which users become producers and describes theories underpinning the research aimed at exploring whether Web 2.0 tools can be used to develop students' speaking skills. *Ingrid Madárová* introduces the aspects of cultural differences understanding as an inseparable part of an effective foreign language acquisition focussing on the interrelation between language and culture based on the recent findings in the field of intercultural communication. In spite of the complexity of the relation between culture and language including the controversy about the place and context of intercultural communication within foreign language teaching, she suggests a general frame of intercultural implementation into foreign language teaching. *Barbora Popovičová* deals in her paper with the question whether the education of future teachers can prepare the graduates for all stages of their professional development, especially for the phase which follows directly the first one – the novice teacher's phase. She is looking for the answer on this question through the results of her own research which was carried on by the means of questionnaire completed by pre-service teachers and interviews with novice teachers.