



ОБРАЗОВАНИЕ И КУЛЬТУРА / EDUCATION AND CULTURE

УДК 378:316.7

DOI: 10.15507/1991-9468.101.024.202004.576-590



Original article

Sociocultural and Linguistic Diversity in the Mid-European (Slovak) Economic and Technological Space

P. Burcl, Z. Kozarova, O. Csalova, R. Pavlova, E. Zelenicka
Constantine the Philosopher University in Nitra, Nitra, Slovakia,
**pburcl@ukf.sk*

Introduction. Social cultural aspect and linguistic diversity of educational background play an important role in teaching a foreign language. Although there are a lot of publications on this theme, it is hardly possible to find surveys which study the impact of globalization accompanied by the English language expansion, on transformation of cultural identity. The aim of this article is to analyse changes of social cultural phenomena and linguistic diversity in common life and foreign languages education in a Mid-European (mostly Slovak) economic and technological spheres.

Materials and Methods. Within this research the content analysis method was employed together with critical comparison of relative scientific papers and other materials in the respect of the problem investigated. Questionnaires were developed and educators who run practice oriented professional programmes were interviewed. After the results of the interview being analysed and synthesized, some crucial points of the discussed problem were revealed.

Results. The research revealed the main factors which determine diversity of linguistic communication in a Mid-European former socialist country (Slovakia as an example); reasons and types of social cultural transformations in the society under research were analysed; economic and technological conditions of the transformations discussed were defined; recommendations for educators who run practice oriented professional programmes were developed.

Discussion and Conclusion. The results of the research done are considered to be some contribution to the development of bilingual practice oriented education under the condition of European economic and technological integration. However, the task of reserving peculiar cultural values of the nation which is subject to unavoidable social cultural transformations is the major one in this respect.

Keywords: sociocultural phenomena, linguistic diversity, foreign language teaching/learning process, cultural area, the Mid-European economic and technological area

Funding: This article is supported by the grant project – KEGA 005UKF-4/2019 Innovation of Language Training in the Context of Dual and Lifelong Learning in Line with the Specific Needs of the Region. The person in charge of the project is Burcl and the research team consists of Kozarova, Csalova, Pavlova, and Zelenicka. The article represents one of the project outputs.

The authors declare no conflict of interests.

For citation: Burcl P., Kozarova Z., Csalova O., Pavlova R., Zelenicka E. Sociocultural and Linguistic Diversity in the Mid-European (Slovak) Economic and Technological Space. *Integratsiya obrazovaniya = Integration of Education*. 2020; 24(4):576-590. DOI: <https://doi.org/10.15507/1991-9468.101.024.202004.576-590>

© Burcl P., Kozarova Z., Csalova O., Pavlova R., Zelenicka E., 2020



Контент доступен под лицензией Creative Commons Attribution 4.0 License.
The content is available under Creative Commons Attribution 4.0 License.

Оригинальная статья

Социокультурное и языковое разнообразие в среднеевропейском (словацком) экономико-технологическом пространстве

П. Бурцл*, З. Козарова, О. Чалова, Р. Павлова, Е. Зеленицка
Университет им. Константина Философа в Нитре, г. Нитра, Словакия,
*pburcl@ukf.sk

Введение. Важную роль в обучении иностранному языку играют социокультурный аспект и лингвистическая диверсификация образовательного контекста. Несмотря на многочисленность публикаций по данной проблематике, практически отсутствуют исследования, посвященные изучению влияния процесса глобализации, сопровождаемого экспансией английского языка, на трансформацию культурной идентичности. Целью данной статьи является анализ изменчивости социокультурных явлений и языкового разнообразия в повседневной жизни и в образовании на иностранных языках в среднеевропейской (в основном словацкой) экономической и технологической сферах.

Материалы и методы. В рамках настоящего исследования были использованы контент-анализ, сопоставление соответствующих научных материалов и других источников в аспекте изучаемой проблемы. Авторами разработаны анкеты и проведено интервьюирование руководителей образовательных учреждений, осуществляющих практико-ориентированное профессиональное обучение. Анализ и синтезирование результатов интервью позволили выявить основные моменты в исследуемой проблеме.

Результаты исследования. В результате исследования были выявлены основные факторы, определяющие диверсификацию языковой коммуникации в среднеевропейской стране бывшего социалистического лагеря (в данном случае Словакии), проанализированы причины и виды социокультурных трансформаций в исследуемом сообществе, определены экономические и технологические условия выше обозначенных трансформаций, выработаны рекомендации для организаторов практико-ориентированного профессионального образования.

Обсуждение и заключение. Полученные результаты вносят вклад в развитие двуязычного практико-ориентированного образования в условиях европейской экономической и технологической интеграции. При этом важным аспектом является задача сохранения собственных культурных ценностей нации, подверженной неизбежным социокультурным трансформациям.

Ключевые слова: социокультурные явления, языковое разнообразие, процесс преподавания/изучения иностранных языков, культурное пространство, среднеевропейское экономическое и технологическое пространство

Финансирование: данная статья поддержана проектом KEGA 005UKF-4/2019 «Инновации в изучении иностранных языков в контексте двойного и непрерывного образования в соответствии с конкретными потребностями региона». Д-р П. Бурцл – ответственный исполнитель проекта, З. Козарова, О. Чалова, Р. Павлова и Е. Зеленицка – члены коллектива исследователей. Статья представляет часть результатов проекта.

Авторы заявляют об отсутствии конфликта интересов.

Для цитирования: Социокультурное и языковое разнообразие в среднеевропейском (словацком) экономико-технологическом пространстве / П. Бурцл, З. Козарова, О. Чалова [и др.]. – DOI 10.15507/1991-9468.101.024.202004.576-590 // Интеграция образования. – 2020. – Т. 24, № 4. – С. 576–590.

Introduction

Our existence is under a permanent influence of various factors entering our lives. There are certain sociocultural phenomena that have the potential to transcend and dominate not only in a regional context but also internationally. The problem of European perception and the consequent acceptance of foreign influences still traumatise society.

These days also Slovakia must face a number of inner struggles over the character of its culture, language, and religious identity.

Being influenced by constantly pervading cultural traditions from abroad, we tend to prefer foreign values as a necessary part of the social and cultural life of the Slovaks. But at the same time, on the other hand, there are significant efforts to protect the nation from



any assimilation attempts because some cultural elements adopted from abroad can be seen as problematic. In this article, we focus on two main factors – sociocultural phenomena and linguistic diversity. We reveal mechanisms and relations that run our society, with regard to the terms *culture*, *language*, *diversity*, *society*, and their mutual overlap.

According to the UNESCO Universal Declaration on Cultural Diversity, “culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. Noting that culture is at the heart of contemporary debates about identity, social cohesion, and the development of a knowledge-based economy ...”¹.

Foltinova understands culture as a complex or a complex entity². She continues that the development of media and mass culture disrupts the traditional model of culture; therefore, culture becomes a homogeneous subject of consumerism. Basically, we can talk about two main models of culture – Western and Eastern. The Eastern model emphasises the harmony of man with nature, while the Western model focuses on technical progress and transformation of nature³.

Kyslan says that those definitions evoke a lot of discrepancies in the way how the meaning of a term *culture* is pictured⁴. The problem of definition arises from the fact that there is no idea of universal culture, and man becomes cultural only through a particular form of culture.

Similarly, we can mention the term *phenomenon* (gr. phainomenon). “A phenomenon given in experience; a sensory or intellectual phenomenon,” – the way of perception as we

can see in Píacek and Kravčík⁵. The phenomenon can be perceived in the context of external experience (confrontation with external things) and internal experience (reflexively we perceive what is happening “in us” – wishes, anxiety, perceptions, judgments).

The impact of various cultural phenomena is evident in various areas of social existence. We perceive them as the driving elements of social consciousness. They come, affect a specific group of recipients, and then expire. They have an impact on norms and conventions of behaviour – the conspicuous aspect of human beings – and significantly affect the value system.

So there are cultural elements with social elements that colour existing phenomena certain way up to the point that we can see they merge and create a new reality – sociocultural phenomena.

Another important point is communication within the system. Variability of languages brings linguistic diversity. McCarty and Chen see *linguistic diversity* as “an inherently enabling condition to its speakers and humankind – a resource to be protected and promoted – as each language is the repository of immense knowledge built over centuries of development and use. Linguistic diversity is unevenly distributed across populations and regions” [1].

Literature Review

The origin of sociocultural phenomena.

The study does not deal with phenomenology and phenomena from a philosophical point of view. Specifically, our domain is communication, cultural area, language, and stereotyping of behaviour.

Social psychology works with the term *social phenomenon*. According to Oravcova [2], a social phenomenon may take its specific

¹ UNESCO Universal Declaration on Cultural Diversity: Cultural Diversity. Adopted by the 31st Session of the General Conference of UNESCO Paris, 2 November 2001 [Electronic resource]. Available at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/pdf/5_Cultural_Diversity_EN.pdf (accessed 04.01.2020). (In Eng.)

² Foltinová E. Fenomén kultúrnej identity v procese kultúrnej udržateľného rozvoja. In: Mezinárodní vědeckovýzkumné kolokvium – workshop 2011 studentů doktorského studia. Diskusný príspevok. 2011. Available at: <http://kolokvium.fa.cvut.cz/2011/erika-foltinova-fenomen-kultúrnej-identity-v-procese-kultúrnej-udržateľného-rozvoja> (accessed 19.01.2020). (In Slov.)

³ Ibid.

⁴ Kyslan P. Problém definícií pojmu kultura (s poznámkami ku Kantovi). In: M. Ološtiak, M. Chovanec (eds.). Študentská vedecká konferencia. Zborník plných príspevkov. Prešov: UNIPO; 2013. (In Slov.)

⁵ Píacek J., Kravčík M. Filit – Otvorená filozofická encyklopédia. Verzia 3.0. 1999. Available at: <http://dai.fmph.uniba.sk/~filit/fvf/fenomen.html> (accessed 15.01.2020). (In Slov.)

forms – a form of dyadic interaction (between two people) up to a form of mass behaviour. Man performs within the social interaction, i.e. in a social environment. It co-creates and is influenced by it at the same time. It is a process of socialisation [2].

As Rezac states that the socialisation process means a qualitative transformation of man, the individual turns into man [3]. There are three types of contexts where we can find it:

- physical context – hierarchisation in work and personal relationships, manifestations of subordination in verbal and non-verbal communication;

- social context – different social mechanisms of behaviour:

I. Scenarios: We tend to show a particular quality of behaviour according to the learned models (we can expect what will follow in a particular situation – restaurant, shop, various administrative tasks – and we assume the knowledge of the scenario and its individual steps for other participants. It is because of interaction and removing anxiety and worries in the communication.

II. Social roles: Expected behaviour is associated with a certain social role that we assume, e.g. parent, teacher. It is always about reciprocity, playing the role always in relation to someone – teacher, pupil, and parent.

III. Social schemes: complex logical frameworks of behaviour. They affect the ability to remember.

- a) Role schemes: a set of information that relates to individual social roles; automatically start when it is fulfilled (teacher, pupil, parent).

- b) Person schemes: a set of information related to a specific person; in communication with a particular person, the information associated with him/her is remembered.

- c) Self-schemes: a set of information that we have about ourselves and concerning us; they influence our opinion about ourselves, our decisions, etc.

- cultural context – it is built on previous contexts and represents the culture in which a person is born and raised.

It is worth mentioning that particular cultures contain specificities that are diametrically different and unique. Even in the same particular context, there are a number of phenomena that affect different areas of life, including communication. They determine its character, the way of perception of the inner and outer world of the person living and existing within the given culture, and the values as well. Sometimes they create a parallel way of experiencing certain facts.

Since there is a relationship between cultures that interact, mutually absorb certain individual specific features, or integrate them, which subsequently leads to affecting the functioning of social mechanisms (integration, socialisation and acculturation functions); it is appropriate to use the term *sociocultural phenomena*. Therefore, it is necessary to examine their strength, dynamics, and variability with respect to their origin, and to the geopolitical, economic, cultural, social, and linguistic context of their own existence.

According to Zeyrek, sociocultural phenomena encompass culture, as well as social phenomena. “Sociocultural phenomena and language reciprocally influence each other. Sociocultural phenomena affect language, and the way language is used can have an impact on how sociocultural phenomena are perceived. This is because beliefs, values ideas, and perceptions are reinstated through language and can eventually become considered as appropriate behaviour” [4].

Language itself can carry uniqueness. Its selection, articulation, register of linguistic means, communication situations and other nuances in combination with the abovementioned contexts have the potential to change the character of the given culture, eventually to enter and shape others.

As Hultzman says: “Language is an important part of culture; elements of knowledge, ideas, beliefs, etc. that are passed along from one generation to the next”⁶. He continues that as an element of culture, language helps people with the proper knowledge to communicate with others. Linguistic diver-

⁶ Hultzman R. Linguistic Diversity: Definition & Overview. Study.com, 13 September 2016 [Electronic resource]. Available at: <https://study.com/academy/lesson/linguistic-diversity-definition-and-lesson.html> (accessed 17.02.2020). (In Eng.)



sity is sometimes a specific measure of the density of language, or concentration of unique languages together. This diversity covers varied types of traits including language family, grammar, and vocabulary.

According to Ke (s.a.), mentioned in Geng [5], language is both a cultural and a social phenomenon. It is a major part of culture, but also a bearer of culture. Language and culture live with each other, so it is very important to know about the cultural background of the language we are learning.

It is evident that some phenomena have the potential to transcend and dominate not only in a regional context but also internationally. This is the case with some Anglo-American phenomena that are sociocultural. The power of their reflection and influence is certainly related to some geopolitical and economic issues, as well as the linguistic dominance of the English language as a *lingua franca*.

Contemporary perspective on Slovak language, culture, and identity in the Anglo-American context. At present, it is a fact that Europe has always been more open to this influence than America. The freedom to expand and especially to intervene in another culture was fully manifested in the second half of the 20th century. It gradually gained a dominant position.

Dominance may associate negative connotations, but it is necessary to perceive this process objectively and especially in the context of other relevant facts. Territorial dominance is often the result of violent socio-political processes. Who governs determines the official language and culture. This is not the case for the English language in the Central European context. In our geopolitical and economic area, the Anglo-Saxon country has never ruled. In the 19th century, violent Hungarianisation took place. And after the break-up of the Czechoslovak Republic at the end of the 1930s, the occupation of the southern part of Slovakia by Horthy's Hungary followed.

The question of domination is naturally linked to the ability to defend the original culture and language from assimilation. Negative past experiences of Slovaks also give rise to some concern for the future. The

difference, however, is that the Hungarianisation was enforced by the regime violently. The current trends of Americanisation and domination of the English language arise from the working, educational, and individual needs of the Slovaks. See Burcl [6].

Especially, in the labour-law context, English is the dominant communication tool. Multinational companies also have subsidiaries in other EU countries. It is generally accepted that their internal communication uses the English language or the language of the country in which the business is domiciled.

Jesenska states that English currently has a strong (neutral) working Euro-language status, although its status encourages lively discussions in political and other circles of social life [7]. More facts speak in its favour. That is its globality or widespread usage, conditioned by the historical context, and considerable neutrality without British, American or Australian cultural-political shades and undertones. The term *neutral English* refers to international English devoid of regional varieties containing political, social and cultural connotations.

We are mainly interested in the overlap and influence of the original Anglo-American environment in our European and Slovak environment. In everyday communication of Slovaks, the significant overpressure of Anglicisms and Americanisms can be recognized. This is mainly due to the assistance of tabloid press media and social networks that these expressions have penetrated the Slovaks' expression register. The system of Slovak language tends to absorb expressions mostly from English also because its direct reference with technology, describing the sphere of electronically-mediated communication (roaming, spamming, *četo-vanie*), sport (spinning, *džoging*, *zorbng*), or expressions deeply rooted into vocabulary without noticing their foreign origin (pudding, smoking). In our society, this consequence of English dominance is perceived rather negatively.

In this study, we research the frequency of Anglicisms in the Slovak language using the electronic database The Slovak National Corpus (SNC) covering a broad range of language

styles and genres⁷. Here are presented some of the most popular Anglicisms (loan words) occurring in the Slovak language with the information about the occurrence frequency: film (498.693), body (137.821), líder/ka (128.556), new (127.061), víkend (119.308), tréning (87.220), super (57.595), video (57.294), detail (50.590), web (47.296), štandardný (44.230), sponsor (42.483), summit (37.222), marketing (35.521), top (33.892), profil (32.225), box (28.992), míting (27.963), fajn (26.087), SMS (23.657), softvér (22.977), holding (20.134), notebook (19.224), (18.593), monitor (16.467), ahoj (14.380), comfort (12.697), celebrita (12.536), management (12.223), jazz (11.857), business (10.987), slogan (9.791), interview (9.379), VIP (9.308), email (9.372), monitoring (9.343), kliknúť (8.694), boss (8.694), youtube (8.108), triler (7.062), office (6.926), bestseller (6.499), finiš (6.386), shop (6.298), word (4.460), etc.

Even though the Slovak language is heavily enriched by Anglicisms, it tends to not just borrow the word as it is but to modulate the word according to the rules of Slovak grammar (surfovať, míting, mixovať, mejkap). For instance, the occurrence frequency of the word softvér (22.977) and software (3.273). Both versions of the word could be found in The Slovak National Corpus, but the occurrence number of the Slovak version softvér is significantly higher. The very same outcome could be seen in another example with the pair of words imidž (18.593) and image (2.139). The usage of English or Slovak versions of a particular word depends on the preferences of language users and communicative situations. The originality of language creation is evident mostly among the teenagers who create their versions of English words (usually connected to social media and networking service) without using the root of the word, e.g., selfie/svojka, like/páčik.

The influence of Anglo-American culture on Slovak youth is significant in many spheres, from Hollywood cinematography (Star Wars, Avengers, The Platform, Little Women, After, Joker, Peaky Blinders,

Stranger Things, Black Mirror), through the gastronomic area (Coca-Cola, hamburger, hot dog) to the music world inspired by performers such as Harry Styles, One Direction, Justin Bieber, Ariana Grande, Billie Eilish, Dua Lipa, The Weeknd.

In addition to these significant influences from various areas of life affecting the everydayness of Slovak youth, Anglo-American impulses also penetrate into the holidays, which have adapted to the conditions in Central Europe, specifically in Slovakia. These are mainly holidays that have penetrated Slovakia either through globalization (Halloween, Valentine's Day) or accelerating multiculturalism (St. Patrick's Day).

The European folk traditions connected with Saint Valentine and St. Valentine's Day have become marginalized by the modern Anglo-American customs connecting the day with romantic love. While the custom of sending cards, flowers, chocolates, and other gifts originated in the UK, Valentine's Day still remains connected with various regional customs in England. In Norfolk, a character called Jack Valentine knocks on the rear door of houses leaving sweets and presents for children. At present, in Slovakia, couples show their love for each other by sending cards, flowers and chocolates, but the tradition of this day is also filled with a variety of activities that have become part of Valentine's Day commercial season (outdoor fun, concerts of international and local music bands, parties, spa treatments, etc.).

In Anglo-American culture, Halloween activities include trick-or-treating, attending Halloween costume parties, carving pumpkins into jack-o'-lanterns, lighting bonfires, apple bobbing, divination games, playing pranks, visiting haunted attractions, telling scary stories, as well as watching horror films. These Halloween customs have begun to be practised also in Slovakia. It is celebrated predominantly in the capital (Bratislava) because of the high concentration of foreigners. However, it has already spread, although to a lesser extent, to other parts of the country.

⁷ Slovenský národný korpus – prim-8.0-public-sane. Bratislava: Jazykovedný ústav Ľ. Štúra SAV; 2018. Available at: <https://korpus.juls.savba.sk> (accessed 04.06.2020). (In Slov.)



Even in Slovakia, the colour green within traditions is associated with Saint Patrick's Day. Originally a Catholic holiday, Irish immigrants have preserved it in their new homes for centuries, and so it gradually grew into today's world-famous event full of fun and convivial celebrations of the joy of life. Irish and non-Irish alike commonly participate in wearing an item of green or a shamrock, the Irish national plant, in the lapel. Corned beef and cabbage are associated with the holiday, and even beer is sometimes dyed green to celebrate the day. Due to the influence of the Irish community living in Slovakia and foreign Irish students, these practices have gradually become popular in the country for several years. Similar to Halloween, this day is celebrated mostly in the capital.

Reflections. According to Gregorova and Gregor [8], the process of globalization forces all cultural communities to go through an individual process of self-reflection and a new interpretation of their own cultural identity.

In the Anglo-American context, there are several sociocultural phenomena that can be considered global: American dream; Macho; fast food; Halloween; St. Valentine's Day, the cult of perfection, etc. They already are solidly recognized in many Mid-European countries, Slovakia included.

In our environment, there is an unnatural saturation of these specifics that displace the features of the original "domestic" Slovak culture. It is susceptible to change or even completely replace the value ladder within one generation, not intergenerationally. Globalization in the Slovak context brings pseudo-values that have never been rooted in here and have no relation to our culture or language.

Foltinova states that cultural identity is a complex of features characterizing the identity and diversity of cultures, their interactions and their influence on the formation of sociocultural structures⁸. Loss of identity has always meant the extinction of the community (usually by gradual dissolution in a foreign cultural environment).

Gogolin adds: "Multilingualism and cultural diversity is not limited to the co-existence

of different national cultures and languages, languages of certain groups or functional fields. It has to be described as a continuous process of border crossing between all these dimensions – and many more" [9].

Fujita and Weber underline that cultural diversity of the labour force can be helpful for research and development since the generation of new products and ideas comes out from diverse educational and cultural environments. We quote them: "It turns out that a county with a higher degree of production complementarity and a higher level of tolerance towards immigrants would allow a larger immigration quota and achieve a higher welfare level" [10].

Also Niebuhr assumes that cultural diversity based on the immigrant labour force releases positive economic effects, in the present case on innovative activity [11]. However, we need to keep in mind that our diversity measures rest upon employed migrants. Thus, the positive impact can only be attached to immigrants already integrated into the labour market.

Except that, there are voices underlining certain risks, see Arribas-Bel, Nijkamp, and Poot [12]. According to them, international migration leads to both quantitative and qualitative social and economic compositional changes and related impacts in new host regions, while it also impacts on the interaction patterns between people either locally (e.g., between natives and immigrants) or internationally (e.g., between sending and host countries).

We agree and add that the topic is particularly sensitive and controversial and that is why it is often part of political struggles, especially nowadays. In general, the fears of losing cultural and national identity can result in a rise of right-wing extremism which increases tension, worry, fear, hatred, or anxiety. Therefore, the danger of increasing preferences and sympathies toward extremism is under the surveillance of all democratic forces across the EU. Much more it is so for the world after the pandemic of coronavirus. There are some other potential dangers, e.g. health security, food self-suffi-

⁸ Foltinová E. Fenomén kultúrnej identity v procese kultúrne udržateľného rozvoja.

ciency, or the unpredictable consequences of the Fourth Industrial Revolution (4IR). For more about 4IR, read Schwab's book "The Fourth Industrial Revolution" [13].

Materials and Methods

In this article, our objective is to research two main factors – sociocultural phenomena and linguistic diversity. We focus on revealing mechanisms and relations running our society, influencing economic relations and communication, language included. We analyse the essence of their relations in terms of their impact on the Mid-European (mainly Slovak) economic and technological area.

Except for confronting relevant literary outputs and other sources, we bring examples of problems that can operate as destructive and polarise the public. We uncover what misunderstanding the nature of cultural and linguistic diversity in practice, together with invasive sociocultural phenomena can cause. We consider it important to provide the critical review of the risks.

Our attention is drawn to the terms *culture, language, diversity, society*, and their mutual overlap. The Mid-European (also Slovak) view on the problem is often trivialised or overlooked. However, it is of great importance for our economy, industry or education sector to set the solutions to the potential difficulties. The most acute issue identified is the dependence of our economy on foreign labour force and their consequent problematic inclusion, respectively, almost exclusion from local society due to a language barrier, cultural differences, and lifestyle habits; then, creating problematic homogenous isolated enclaves known from some Western-European countries.

We use content analysis, confronting relevant literary outputs and other sources, description, and synthesis.

Results and Discussion

Some specifics of sociocultural and linguistic diversity in the Mid-European (Slovak) economic and technological area, and

the role of dual education. A specific area from the communication aspect is the monitoring of sociocultural and linguistic diversity in the Mid-European (Slovak) economic and technological area. As an example, we mention the automotive industry, which is a key industrial sector and economic pillar of Slovakia.

Slovakia is currently one of the major centres of the world automotive industry, producing the highest number of passenger cars per capita in the world. Its position is mainly due to the presence of four modern car factories: Volkswagen (Bratislava), PSA Peugeot Citroën (Trnava), KIA Motors (Zilina) and Jaguar – Land Rover (Nitra), plus global supply companies. In a country of five million people, more cars are being produced than in Italy and it is half of the UK's total production, with each country's population exceeding sixty million residents.

Gradually, the development activities have manifested themselves towards research and development, and the continuously developing co-operation with Slovak universities and research centres is significant. Support for innovation in Slovakia is thus becoming crucial, not only for the automotive industry but also for other major sectors of industry, such as the machinery industry, electrical engineering, ICT, chemical industry, etc. Slovak secondary vocational schools and universities co-operate with automotive companies mainly through the establishment of new teaching rooms, laboratories, centres, preparation of educational study programmes to simulate real production conditions. According to SARIO (Slovak Investment and Trade Development Agency)⁹.

Another fact is that the co-operation is being held within the dual education system. It empowers this tight relationship (theoretical preparation and practice) and helps students adapt to new challenges and expectations of the market. At Slovak universities (mostly technical), there is a growing need for use of authentic study materials. As Lopusanova highlights, authentic materials can be ob-

⁹ Automobilový priemysel. Bratislava: Slovenská agentúra pre rozvoj investícií a obchodu (SARIO); 2011. Available at: https://www.sario.sk/sites/default/files/content/files/automobilovy_priemysel_0.pdf (accessed 29.01.2020). (In Slov.)



tained directly from the local environment of co-operating companies in the dual education system [14]. Materials of this kind are realistic, up to date, easily accessible, directly related to the work environment and the performance of the profession, motivating, satisfying students' needs, arousing their interest, as they bring real language in a specific context. In her study, Csalova underlines the advantage of using e-learning study materials as effective tools to attract the students' attention and capture their interest¹⁰. Contents can be accessed anytime, anywhere. The students should learn and be taught from the appropriately designed contents and for that reason, it is substantial to have steps and procedures in contents design and development based on Instructional System Design. Similarly, Markarova, Matveeva, Molchanova, Morozova, and Burenina state: "A wide range of possible types of foreign language projects enables an educator to choose the ones that are challenging, i.e. facilitating learners' development in different ways: integrating their mastery of foreign language, critical and creative thinking, research skills, etc." [15].

In addition to that, there are efforts to establish new and raise the number of existing study programmes in English so our graduates would be compatible and prepared for the needs of the European labour market. Accordingly, Zelenicka mentions that the same goes for the different innovative ways of teaching that should respect the preservation of linguistic and cultural diversity, promote linguistic and cultural tolerance, support plurilingualism, and perceive and accept cultural values [16].

Practice and education within the given area influence language communication as well as the overall corporate and academic culture in Slovakia. We had to learn to accept otherness as part of innovation and progress. Respect for foreign language and corporate culture was also crucial in view of the fact

that Slovakia is very conservative in this respect. In addition to the German and English languages, the French and Korean languages also appeared in the educational portfolio.

Initially, there were optimistic expectations that the Slovak workforce was flexible and the sociocultural and linguistic inclusion in a foreign company environment would occur relatively soon. However, during our consultation meetings at educational institutions that co-operate with the automotive segment, we learned that many employers had resigned. The findings reveal that they prefer expertise as a key selection criterion over foreign language communication skills. Furthermore, they emphasize the individual technical and managerial preparation (also linguistic) of particular prospective employees, who then cover the communication aspect of labour relations and serve as communication mediators. This finding points to the fact that the standard model is that middle management is formed by Slovaks, while top management is represented by foreigners. However, the most widespread corporate lingua franca is English.

Caminal states that in some cultural goods and media markets, it seems prohibitively expensive to supply the same content in more than one language¹¹. If we apply these marketing principles to professional communication, employers do not invest in foreign language education and communication skills of their employees. The reason is that it is expensive and ineffective.

Applying the principles of dual education in practice – micro-research in terms of the foreign language preparation. Zmekova and Lukacova state: "Dual education is a system of interconnection of vocational theoretical education with the practical preparation of a pupil. It mainly requires co-operation in the preparation of pupils between employers and secondary vocational schools and at the same time requires the interconnection

¹⁰ Csalová O. On English for the Automotive Industry Course Curriculum Development. In: E. Kaščáková, H. Kožariková (Eds.). FORLANG – Foreign Languages in the Academic Environment. Periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 6-7 júna 2019. Košice: Technická univerzita v Košiciach; 2019. (In Eng.)

¹¹ Caminal R. Markets and Linguistic Diversity. In: Working Papers 396. Barcelona: Barcelona Graduate School of Economics; 2009, p. 21. Available at: <https://ideas.repec.org/p/bge/wpaper/396.html> (accessed 29.01.2020). (In Eng.)

of education with the labour market as it is necessary to reconcile the number of offered teaching and study disciplines with the real needs of employers. In Slovakia, the system of dual education has been gradually introduced since year 2015” [17].

In the second half of the year 2019, our research team started to do our own micro-research dealing with applying the principles of dual education in practice. We arranged several interview sessions with the principals and the managerial boards of the key secondary vocational schools involved in the dual education within the automotive sector in the Western part of Slovakia:

– Session 1 – July 1st, 2019: Secondary Vocational School of Technology and Services in Nitra (Stredná odborná škola techniky a služieb v Nitre).

– Session 2 – July 7th, 2019: Private Secondary Vocational School Polytechnic DSA in Nitra (Súkromná stredná odborná škola polytechnická v Nitre).

– Session 3 – October 11th, 2019: Secondary Technical Vocational School in Galanta (Stredná odborná škola technická v Galante).

– Session 4 – October 18th, 2019: Secondary Automotive Technical School in Trnava (Stredná odborná škola automobilová v Trnave).

– Session 5 – October 18th, 2019: Secondary Vocational School of Electrical Engineering in Trnava (Stredná odborná škola elektrotechnická v Trnave).

– Session 6 – October 25th, 2019: Private Secondary Automotive Vocational School Dual Academy in Bratislava (Súkromná stredná odborná škola automobilová v Bratislave). See Burcl (2019)¹².

Following the lines of the focus of our project KEGA 005UKF-4/2019 Innovation of language training in the context of dual and lifelong learning in line with the specific needs of the region, we paid attention to the key issues and problems of language training as the integral part of the dual education within the automotive sector.

The involved secondary vocational schools run under specific conditions; nevertheless, we have to prove that in all cases,

each field of study provided has its own curriculum and syllabus in accordance with applicable legislation. Our main questions were targeted toward foreign language preparation. Except for mostly sufficient conditions, the participants indicated certain lacks.

Session 1. Students do not have sufficient dotation. The first two grades practise at school, so they are not in direct contact with an employer and not in a need of a foreign language communication. The lack of motivation. The third and fourth grades partially practise in a Jaguar Land Rover facility (so they need English) or elsewhere. Generally, it is up to the employer whether the foreign language is needed or not and if yes, which language and at what level.

Session 2. Students have sufficient dotation. At the second and third grades, they have English and German. For they participated in ESF, as the benefit they have own special language textbooks plus the terminology vocabulary. They have a serious co-operation with a Jaguar Land Rover facility and other local automotive, machinery, and electro-technical companies. It is a private school. The founder of the school is the company Deutsch-Slowakische Akademien, SpA, which belongs to the portfolio of the German Europäisches Bildungswerk für Beruf und Gesellschaft (EBG), based in Magdeburg, operating thirty six schools and training centres in Germany. Motivational scholarships are paid to students.

Session 3. They have few proficient students in foreign languages. There is almost no foreign language preparation. The school plays a certain additional role – social. The region is marginal; the majority of students are of Hungarian nationality and mostly coming from the weaker social background. They are specialized in mechatronics, so they co-operate with Slovak University of Agriculture in Nitra and the Faculty of Materials Science and Technology in Trnava. They have technically highly qualified graduates who are valuable to the employers despite the fact that their foreign language communication is insufficient. The emphasis on the need to speak a foreign language is placed at

¹² Burcl P. Personal Notes from the Particular Interview Sessions, 2019. (In Eng.)



a later stage. The main place of practice is PSA Slovakia.

Session 4. Students have sufficient dotation. Foreign language preparation is provided externally by one of the partners – SCANIA (English). It is the model where the employer prepares the students in what practice demands. Also other partners contribute to the preparation (English – SACHS, German – ZF SLOVAKIA). PSA Slovakia has no special expectations. Motivational scholarships are paid to students. Languages are supported according to the lingua franca of the company.

Session 5. The main language is English. They are specialized in computer networks and electrical engineering. They co-operate with PSA Slovakia which supports English and French. Motivational scholarships are paid to students, plus other benefits. Some organizational problems appeared in 2019. It was for the first time when dualists were to finish the study with a school-leaving examination. The problem was of a procedural nature (splitting the competences between the school and the company).

Session 6. It is a private school. The founder of the school is Duálna akadémia (Dual Academy). It is one of the main centres for the preparation of dual education graduates in the automotive industry. Preparation in English is at a high level with technical terminology. The school-leaving exam is at the level B2. It is a company school which means it is under the supervision of VW. Motivational scholarships are paid to students. They are supported to take part in the internships abroad. Students have sufficient dotation. Similarly, the technical skills are considered more important than language skills.

The outline is that although the foreign language training is considered not very important due to the situation in the local labour market in Slovakia, our study indicates that it is really meaningful for the complex vocational training of a secondary vocational school graduate, together with computer skills and soft communicational skills. It can contribute to the smooth inclusion of the graduates into the diverse EU labour market.

Diversity and exclusion of the foreigners. The acceptance of otherness depends on the

willingness to get to know each other, communicate and accommodate. It is a natural process – the two-way process, e.g. teacher/student, employer/employee, immigrant/original resident.

According to Egoreichenko, globalization has led to the fact that culture has acquired an international character and is based on dynamic processes of cultural communication [18]. On the other hand, local culture takes on special significance. If we put together global and local, the result will be glocalization – simultaneous processes of globalization and localization of culture.

There are new things coming unknown. Our market lacks a sufficient number of qualified workers, so the Slovak automotive plants have accepted several thousand foreigners from the countries as Romania, Serbia, Ukraine, etc.

Although here might be some individual cases of mistreatment, we can prove what Guild states: “In Slovakia there were only minor differences in the treatment of own nationals and EU citizens regarding family reunification with third country national family members. There was an interview requirement and also a visa obligation” [19]. This process is standard. As the author writes in her book “BREXIT and its consequences for the UK and EU Citizenship or Monstrous Citizenship” [20], in 2013, a number of municipalities, towns, and cities in four member states (Austria, Germany, the Netherlands and the UK) were under considerable strain by certain immigrants from other member states. There were the tendencies of placing restrictions on Bulgarian and Romanian workers in the UK, too.

In Slovakia, the problem is seen more about their problematic inclusion, respectively almost exclusion due to a language barrier, cultural differences, and lifestyle habits. It is wide-known from the past that creating homogenous isolated enclaves had already made problems in some Western-European countries.

It is important to say that many members of the majority see cultural differences as a threat to the assumed national homogeneity and integrity. The languages and cultures of immigrants thus can be pictured as the symbol of otherness and discrimination, see Castles and Miller [21].

Linguistic diversity in Europe is thus officially recognized and laid down in Section two of the Treaty on European Union [22], which deals with language rights and recommends that every European citizen should learn two languages in addition to their native language. We see it so clear. One of the principles, despite the respect to diversity, is adaptation – being prepared for inclusion. This should apply to everyone without distinction. Exactly as Majhanovich and Deyrich say: “In this ethnically highly diverse context, it is important to foster social inclusion and active citizen participation if the European Union is to function democratically in a peaceful fashion, and be economically successful” [23].

Referring to the fact that new cultural influences can enrich the lives of societies as well as individuals, we believe that the process of inclusion does not represent the loss of our own uniqueness and originality. This process is linked to a parallel process of respecting and adapting to local values, attitudes, and lifestyles by incoming foreigners towards local people. To strengthen social cohesion and promote greater solidarity in the international community, there is a need for people to adhere to the principle of cultural tolerance. Being culturally tolerant means not discriminating against people of other cultures. On the other hand, cultural intolerance is the cause of xenophobia, racism, and unilateralism, and thus often leads to regional and global tensions and conflicts. The practice of cultural inclusiveness is conducive to deepening mutual understanding and trust, as well as stimulating cultural exchanges among people of different countries. Accordingly, Zelenicka states that the art of communication is the art of identifying and applying the most appropriate expression in a particular cultural communication situation [24].

The establishment of such a social atmosphere will prevent the term *alien immigrant*

workers to be abused in the public life and political disputes. Our society provides numerous Slovak language courses and other assistance for those concerned to successfully include and adapt in Slovakia. We can mention certified ECL courses of Slovak language at the Level B1, B2, C1, see Zelenicka, Machova, Macho, and Olsiak¹³.

The INCLUDE project material of the European Commission notes: “Multilingual citizens of Europe will be more tolerant. Their tolerance of diverse cultural identities will be built from within and not learned as a social norm”¹⁴.

On the other hand, the state (Slovakia) has a certain language policy as a tool for purposefully influencing the linguistic situation; these are measures aimed at preserving or changing the status of a language with regard to its use, see Dolnik [25].

All this about linguistic diversity is covered by Article 22 of the Charter of Fundamental Rights of the European Union¹⁵. The rights of persons belonging to minorities are a fundamental element. The Charter prohibits discrimination against people belonging to a minority group and demands respect for cultural, religious, and linguistic diversity across the Union. The Commission ensures that fundamental rights and, in particular, the right to non-discrimination, are respected when EU law is implemented (Slovakia included). However, each Member State has the exclusive right to define or recognize national minorities within their borders, including the rights of minority groups to self-determination. This right extends to national or regional minority languages.

Conclusion

An example of the problem of European perception and the consequent saturation of foreign influences is that Slovakia is defined as a peculiar agent on the cultural map

¹³ Zelenická E., Machová R., Macho M., Olšiak M. Slovak B1, B2, C1: ECL practice exams. Nümbrecht: KIRSCH-Verlag; 2017. (In Slov.)

¹⁴ INCLUDE. Third Yearly Report: Analysis of Resources, Gap Identification and Further Propositions. Education, Audiovisual and Culture Executive Agency of the European Union (EACEA) Project Number 530938-LLP-1-2012-1-IT-KA2-KA2NW. Brussels: European Commission; 2016. Available at: <http://www.ardaa.fr/wp-content/uploads/2017/07/D7.3-THIRD-YEARLY-REPORT.pdf> (accessed 17.02.2020). (In Eng.)

¹⁵ The Charter of Fundamental Rights of the European Union: 2012/C 326/02: Article 22. 2012. Available at: http://data.europa.eu/eli/treaty/char_2012/oj (accessed 20.01.2020). (In Eng.)



of Europe, which naturally but also through legislative interventions (e.g., language law) protects itself from assimilation efforts of foreign elements. On the other hand, we reluctantly let into our lives elements that are foreign and, in many cases, disrupt at least only cultural stability.

We have become dependent on foreign cultural traditions. We celebrate foreign values, traditions as if they had been a necessary part of the social and cultural life of Slovaks for a long time. However, there are some crucial questions still unanswered by e.g. native speakers of the English language. The questions deal with their perception issues of hypothetical dominance of the Slovak language and the spread of Slovak cultural awareness in the Anglo-American environment, with their natural cultural and

linguistic diversity acceptance, or with their perception of the extraction of domestic Anglo-American phenomena and significant traits and their subsequent replacement.

In this article, we intended to point out particular negatives hidden in the agenda. We are convinced that the only way to contrive this is the establishment of mutual respect. The study reinforces the theory that the success of achieving the above-mentioned outcome of mutual respect in society is significantly affected by the implementation of tolerance, receptive communication, self-reflection, and a new perception of our cultural identity. We assume that understanding sociocultural phenomena together with cultural and linguistic diversity is a crucial predisposition to the overall positive development of human society.

REFERENCES

1. McCarty T., Chen R. Linguistic Diversity. In: Oxford Bibliographies in Education. 2014. (In Eng.) DOI: <https://doi.org/10.1093/OBO/9780199756810-0116>
2. Oravcová J. Sociálna psychológia. Banská Bystrica: UMB; 2004. (In Slov.)
3. Řezáč J. Sociální psychologie. Brno: PAIDO; 1998. (In Slov.)
4. Zeyrek D. Politeness in Turkish and its Linguistic Manifestations: A Socio-Cultural Perspective. In: A. Bayraktaroğlu, M. Sifianou (eds.). Linguistic Politeness Across Boundaries: The Case of Greek and Turkish. Amsterdam/Philadelphia: John Benjamins; 2001. p. 43-74. (In Eng.) DOI: <https://doi.org/10.1075/pbns.88.04zey>
5. Geng X. An Analysis of the Cultural Phenomena in English and Its Translation. *Asian Social Science*. 2009; 5(12):141-144. Available at: <https://pdfs.semanticscholar.org/15b9/8e3c99874ef084b6a61e5f96cd8c101bf4ee.pdf> (accessed 17.01.2020). (In Eng.)
6. Burel P. Jazyková a kultúrna dominancia v EÚ alebo hľadanie univerzálneho komunikačného nástroja. In: Komunikace v jazykové a kulturní rozmanitosti. Plzeň: Západočeská univerzita; 2012, p. 210-219. (In Slov.)
7. Jesenská P. Jazyková situácia na Slovensku v kontexte EÚ s ohľadom na anglicizmy v slovenskej dennej tlači. Banská Bystrica: FHV UMB; 2007. (In Slov.)
8. Gregorová J., Gregor P. Prezentácia architektonického dedičstva II. Bratislava: Perfekt; 2008. (In Slov.)
9. Gogolin I. Linguistic Diversity and New Minorities in Europe: Reference Study. Strasbourg: Council of Europe; 2002. Available at: <https://rm.coe.int/linguistic-diversity-and-new-minorities-in-europe/16802fc1c0> (accessed 22.02.2020). (In Eng.)
10. Fujita M., Weber S. Strategic Immigration Policies and Welfare in Heterogeneous Countries. In: Nota di Lavoro 2.2004. Milano: Fondazione Eni Enrico Mattei (FEEM); 2004. Available at: <http://webdoc.sub.gwdg.de/ebook/serien/e/CORE/dp2003-95.pdf> (accessed 18.02.2020). (In Eng.)
11. Niebuhr A. Migration and Innovation: Does Cultural Diversity Matter for Regional R&D Activity. In: IAB Discussion Paper: Beiträge zum wissenschaftlichen Dialog aus dem Institut für Arbeitsmarkt- und Berufsforschung, 14/2006. Nürnberg: Institut für Arbeitsmarkt- und Berufsforschung der Bundesagentur für Arbeit (IAB); 2006. p. 21-22. Available at: <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-317959> (accessed 17.02.2020). (In Eng.)
12. Arribas-Bel D., Nijkamp P., Poot J. How Diverse Can Spatial Measures of Cultural Diversity Be? Results from Monte Carlo Simulations of an Agent-Based Model. In: Discussion Paper Series. No. 8251. London: Centre for Research and Analysis of Migration; 2014. Available at: <https://www.econstor.eu/bitstream/10419/99029/1/dp8251.pdf> (accessed 21.02.2020). (In Eng.)
13. Schwab K. The Fourth Industrial Revolution. New York: Crown Business; 2017. (In Eng.)
14. Lopušánová J. Aktuálne otázky jazykovej prípravy na vysokých školách pre potreby trhu práce. In: D. Veverková, Z. Danihelová, M. Lupták, (eds.). Aplikované jazyky v univerzitnom kontexte III. Zvolen:

Technická univerzita vo Zvolene; 2016. p. 148-157. Available at: https://ucj.tuzvo.sk/sites/default/files/aplikovane-jazyky-univerzitynom-kontexte-iii_1.pdf (accessed 29.01.2020). (In Slov.)

15. Makarova T.S., Matveeva E.E., Molchanova M.A., Morozova E.A., Burenina N.V. Project Work Management Addressing the Needs of BVI Learners of EFL. *Integratsiya obrazovaniya = Integration of Education*. 2017; 21(4):609-622. (In Russ., abstract in Eng.) DOI: <https://doi.org/10.15507/1991-9468.089.021.201704.609-622>

16. Zelenická E. Jazyk – súčasť a odraz kultúry. *Acta Fakulty filozofickej Západočeské univerzity v Plzni: otázky cudzích jazyku, literatur a kultur v aktuálnom diskurzu*. 2014; 9(1):193-208. Available at: http://actaff.zcu.cz/export/sites/ffacta/files/archiv/2014/ACTA_FF_2014_1.pdf (accessed 29.01.2020). (In Slov.)

17. Zmekova D., Lukacova D. Dual Education in Slovakia under New Conditions. *Journal of Technology and Information Education*. 2019; 11(1):5-11. (In Slov., abstract in Eng.) DOI: <https://doi.org/10.5507/jtie.2019.004>

18. Egoreichenko A. Cities of the Future: Socio-Cultural Aspect of Urban Innovations. In: Conference Paper of the 18th Conference. PCSF 2018 – Professional Culture of the Specialist of the Future. The European Proceedings of Social & Behavioural Sciences. 2018. p. 1601-1609. (In Eng.) DOI: <https://dx.doi.org/10.15405/epsbs.2018.12.02.171>

19. Guild E. EU Citizens, Foreign Family Members and European Union Law. *European Journal of Migration and Law*. 2019; 21(3):358-373. (In Eng.) DOI: <https://doi.org/10.1163/15718166-12340055>

20. Guild E. Brexit and its Consequences for the UK and EU Citizenship or Monstrous Citizenship. Leiden/Boston: Brill Nijhoff; 2016. 89 p. Available at: <https://www.ceps.eu/ceps-publications/brexit-and-its-consequences-uk-and-eu-citizenship-or-monstrous-citizenship> (accessed 21.02.2020). (In Eng.)

21. Castles S., Miller M. *The Age of Migration*. (3rd ed.). New York: Palgrave Macmillan; 2003.

22. EU. Consolidated Version of the Treaty on European Union. EUR-Lex. *Official Journal of the European Union*. 2012; 55:1-390. Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2012:326:TOC> (accessed 29.01.2020).

23. Majhanovich S., Deyrich M. Language Learning to Support Active Social Inclusion: Issues and Challenges for Lifelong Learning. *International Review of Education*. 2017; 63:435-452. (In Eng.) DOI: <https://doi.org/10.1007/s11159-017-9656-z>

24. Zelenická E. Language as a Key to Understanding Culture. In: H. Henryka Munia, S. Szaszakowa (ed.). *Russian in communication space II*. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej; 2016. p. 39-46. (In Russ.)

25. Dolník J. *Všeobecná jazykoveda: Opis a vysvetľovanie jazyka*. Bratislava: Veda; 2009. Available at: <http://www.iliteratura.cz/Clanek/26417/dolnik-juraj-vseobecna-jazykoveda-opis-a-vysvetlovanie-jazyka-in-knizna-revue> (accessed 21.02.2020). (In Slov.)

Submitted 24.09.2020; revised 23.10.2020; published online 30.09.2020.

Поступила 24.09.2020; принята к публикации 23.10.2020; опубликована онлайн 30.09.2020.

About the authors:

Pavol Burcl, Assistant Professor of English, Language Centre, Constantine the Philosopher University in Nitra (1 Hodzova St., Nitra 94974, Slovakia), Ph.D. (Philol.), **ORCID:** <https://orcid.org/0000-0002-6157-2817>, **Scopus ID:** [55757613700](https://orcid.org/0000-0002-6157-2817), pburcl@ukf.sk

Zuzana Kozarova, Assistant Professor of English and Russian, Language Centre, Constantine the Philosopher University in Nitra (1 Hodzova St., Nitra 94974, Slovakia), Ph.D. (Philol.), **ORCID:** <https://orcid.org/0000-0002-1693-2342>, zkozarova@ukf.sk

Olga Csalova, Assistant Professor of English and Russian, Language Centre, Constantine the Philosopher University in Nitra (1 Hodzova St., Nitra 94974, Slovakia), Ph.D. (Philol.), **ORCID:** <https://orcid.org/0000-0003-2880-357X>, **Scopus ID:** [55756159100](https://orcid.org/0000-0003-2880-357X), ocsalova@ukf.sk

Renata Pavlova, Assistant Professor of German and Slovak, Language Centre, Constantine the Philosopher University in Nitra (1 Hodzova St., Nitra 94974, Slovakia), Ph.D. (Philol.), **ORCID:** <https://orcid.org/0000-0002-0665-3702>, rpavlova@ukf.sk

Elena Zelenicka, Professor of Russian, Faculty of Arts, Language Centre, Constantine the Philosopher University in Nitra (1 Hodzova St., Nitra 94974, Slovakia), Ph.D. (Philol.), **ORCID:** <https://orcid.org/0000-0003-2515-202X>, **Scopus ID:** [57211873815](https://orcid.org/0000-0003-2515-202X), ezelenicka@ukf.sk

*Contribution of authors:*

Pavol Burcl – thematic concept; co-supervision; study conception; data collection and evidence; initial text writing; critical analysis and text editing.

Zuzana Kozarova – data collection and evidence; critical analysis and text editing.

Olga Csalova – co-supervision; study conception; drafting the final version of the text.

Renata Pavlova – data collection and evidence; critical analysis and text editing.

Elena Zelenicka – scientific supervision; study conception.

All authors have read and approved the final manuscript.

Об авторах:

Бурил Павол, доцент английского языка Центра иностранных языков Университета им. Константина Философа в Нитре (94974, Словакия, г. Нитра, ул. Ходжова, д. 1), доктор философии (славяноведение), **ORCID:** <https://orcid.org/0000-0002-6157-2817>, **Scopus ID:** 55757613700, pburcl@ukf.sk

Козарова Зузана, доцент английского и русского языков Центра иностранных языков Университета им. Константина Философа в Нитре (94974, Словакия, г. Нитра, ул. Ходжова, д. 1), доктор философии (славяноведение), **ORCID:** <https://orcid.org/0000-0002-1693-2342>, zkozarova@ukf.sk

Чалова Ольга, доцент английского и русского языков Центра иностранных языков Университета им. Константина Философа в Нитре (94974, Словакия, г. Нитра, ул. Ходжова, д. 1), доктор философии (славяноведение), **ORCID:** <https://orcid.org/0000-0003-2880-357X>, **Scopus ID:** 55756159100, ocsalova@ukf.sk

Павлова Рената, доцент немецкого и словацкого языков Центра иностранных языков Университета им. Константина Философа в Нитре (94974, Словакия, г. Нитра, ул. Ходжова, д. 1), доктор философии (словацкий язык и литература), **ORCID:** <https://orcid.org/0000-0002-0665-3702>, rpavlova@ukf.sk

Зеленицка Елена, профессор русского языка Центра иностранных языков Университета им. Константина Философа в Нитре (94974, Словакия, г. Нитра, ул. Ходжова, д. 1), доктор философии (славяноведение), **ORCID:** <https://orcid.org/0000-0003-2515-202X>, **Scopus ID:** 57211873815, ezelenicka@ukf.sk

Заявленный вклад авторов:

Бурил Павол – тематическая концепция; участие в научном руководстве; формулирование концепции исследования; сбор данных и доказательств; написание исходного текста; критический анализ и редактирование текста.

Козарова Зузана – сбор данных и доказательств; критический анализ и редактирование текста.

Чалова Ольга – участие в научном руководстве; редактирование окончательного варианта текста.

Павлова Рената – сбор данных и доказательств; критический анализ и редактирование текста.

Зеленицка Елена – научное руководство; разработка концепции.

Все авторы прочитали и одобрили окончательный вариант рукописи.