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Development of Foreign Language Speaking Skills through the Application of the Dynamic Model of Speech Production and Activating Methods

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Abstract

The present time places considerable demands on the process of foreign language education both in the field of communication and information transfer. Teachers, occupying a pivotal role in this process, are not able to proceed with simple, lay approaches and methods. It has become more and more important to apply sophisticated approaches and methods in teaching which are based on primary and secondary researches. This paper discusses the Dynamic Model of Speech Production as a specific approach to EFL teaching. Furthermore, the application of activating methods in the process of teaching English as a foreign language is examined from the standpoint of gender, country, length of teaching practice, and type of university. The data was collected using a questionnaire about the use and the frequency of occurrence of activating methods, which was completed by 82 university teachers from the Slovak Republic and the Czech Republic.

Key words: foreign language, target language, foreign language teaching, communicative competence, activating methods.

Introduction

The continuing processes of internalization and globalization appear to be the most typical in this day and age. These two mutually interdependent processes are getting more and more intense, which means that not only the business and commercial spheres, but the entire society comes increasingly into contact with members of various national cultures and the resulting linguistic diversities. We may encounter distinctions and specific features of national cultures, languages, and the whole system of communication methods and exchange of information not only as tourists, but more and more within common everyday personal and work-related life experience. The rapid process of globalization in general brings about the requirements of indispensable integration of cultures and cooperation

within transnational organizations being encouraged to ever larger expansions to foreign countries, primarily by insatiable markets, relatively cheap qualified labour, advantageous localities, or tax benefits.

Present-day students as prospective employees of any future business enterprises are already working in more and more internationalized environment, cooperating typically with schools, businesses, enterprises, and companies abroad, i.e. with their colleagues from different cultural and linguistic settings. International work teams have become the subject of study programmes and work activities. Thus, cultural and linguistic varieties of multicultural teams play an important role in communication and everyday work of students. Diverse perception of various attitudes, different cultural and communication patterns, distinctive communication skills, and communicative competence along with the specific relevance determined by cultural differences may not only result in conflicting communication, but some good intentions and ideas might not be realized effectively and successfully (Leláková & Bačová, 2015). The lack of knowledge of communication patterns, communication skills, and poor communicative competence can lead to situations in which the people of various nationalities understand and interpret the same facts and actualities differently (for more details see Alasko, 2015; DeVito, 2009, or Searle, 2007). The significance attached to them primarily reflects the cultural differences and inherently related linguistic traditions. Culture and the inherent communication patterns affect the conduct and communication skills of every individual; therefore, the transfer of cultural and communication patterns does not seem to be easy. However, the knowledge of culture and the related communication patterns may result in more effective foreign language teaching and help reduce possible misunderstandings. Moreover, the potential reactions of a partner in communication could be predicted (for more detail see Szarková, 2014 or Szarková et al. 2014).

Due to the impact of technological revolution, the key trends in foreign language education have recently changed considerably (for more details, see Štubňa, 2011 and 2015). Arising out of the shift from strategic sources of industrial society (the capital) to strategic sources of information society (information, knowledge, and creative thinking), the carriers of new sources are people with superior skills, particularly in communication, intercommunication, sharing and transferring information, knowledge, and experience. These skills appear to be the main pre-requisites of successful progress and development not only within the respective individual organizations, but also in terms of the entire general public (Richards & Schmidt, 1983; Savignon, 1983; Halliday, 1978). From this standpoint, the demands on teachers are constantly changing, requiring

them to enhance and expand substantially their expertise in teaching foreign languages. It should be noted, however, that education in the field of foreign languages is a very complex process, which has to take into account the labour market demands and the needs of an individual and his/her mental potential to get a good command of a foreign language, which is a life-long process. As far as the contemporary situation in the area of foreign language education is concerned, changing the educational system is a necessary pre-requisite for the compliance with the corresponding needs of a new information society. Such a change would make it possible for individuals to stand out in the multicultural job market of today in which the proficiency and competence in several foreign languages is crucial (Bygate, 1987; Halliday, 1967/8; Johnson, 1996; Repka, 1997; Sperber & Wilson, 1995). On the basis of these views, we have analysed some approaches and their contributions to the process of foreign language education, especially within the acquisition of communication skills and their use in communication in the multicultural EU area, namely from the perspective of the present and future needs.

Teachers occupy a pivotal role in the educational process. Thus, their ability to deal with the new trends, methods, and procedures in foreign language teaching is in the foreground of their interest (Canale & Swain, 1980; Hlásna, 2008; Hofstede, Hofstede, & Minkov, 2010; Hajrová, 2015). As this necessity is getting more and more imperative, various communicative and communication models have been gradually and systematically developed. Some attention was devoted to similar issues in one of the more recent articles, the subject matter of which was to determine the current state of linguistic knowledge of students of Faculty of Education, Comenius University in Bratislava who attended bachelor and master study programs Teaching English Language and Literature (c.f. Pčolinská, 2009). Aiming to analyse the level of their linguistic proficiency, the research was conducted on a selected sample of subjects (students of English language and literature at the Faculty of Education, Comenius University) in order to show the relevant pedagogical implications – the results of the empirical part of a statistical study. The research revealed that we ought to seek possibilities of improving the quality of students' oral skills. One of the possibilities is taking the nature of interpersonal communication more into account. As a result, we decided to pay more attention to these issues, and to follow up our current expertise and practical experience. Through the analysis of fundamental aspects of the process of negotiation of meaning we sought to synthesize the key moments in the process of speech production. The outcome was our own model of speech production, demonstrating a relationship between the linguistic and social aspects of this process.

The Importance of New Technologies used in Foreign Language Education

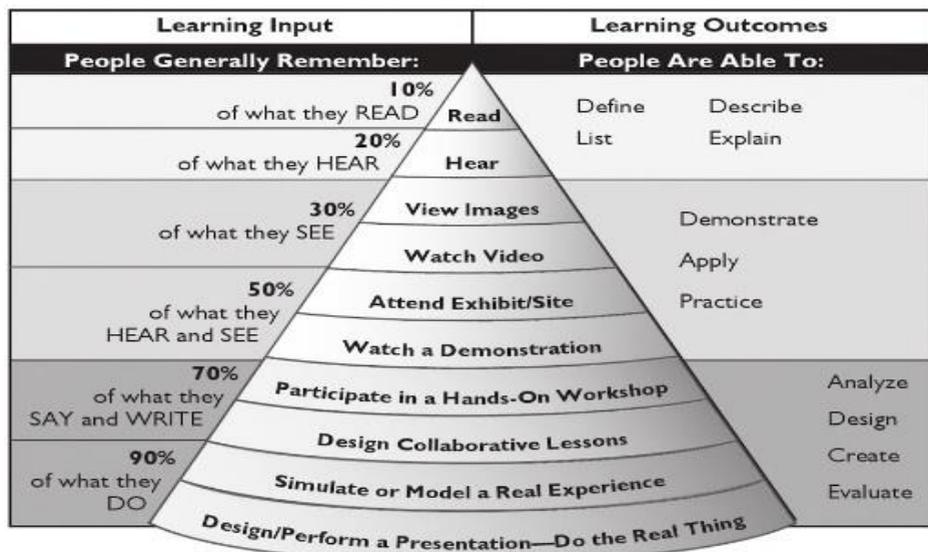
The new technologies have not hampered the field of foreign language education. Quite the contrary, the new technologies have become the fundamental, indispensable devices and tools for improving foreign language teaching. Nevertheless, it should be remembered that education in general is a process of consciously and actively acquiring, transferring, exchanging, and producing the system of knowledge and skills of any individual. The same can be also applied to the educational process focused on the acquisition of communicative competence and communication skills (Repka, 2001; Lojová, 2004; Widdowson, 2003 and 2011; Matkovčíková, 2011; Dušek, 2012). Therefore, for the educational process of acquiring communicative competence and communication skills, it is essential to have teachers with personal experience in using a foreign language. Furthermore, such teachers ought to be able to apply their linguistic competence in a sense of cultural patterns in a given language and support their learners by the instruments of new technology (e.g. e-learning) in order to make the whole teaching process more effective. Even though the teachers' role is essential in this process, there is no doubt that information technologies hold their proper place in foreign language education. The internet especially, which is used in various universities such as Stanford, Harvard, Yale, or MIT (Massachusetts Institute of Technology), plays a significant role in conveying the teaching/learning materials and providing e-courses and other modern forms of informal education. Great importance is nowadays attached to the visual type of learning, e.g. watching videos or hands-on training (i.e. practical approach, or practical teaching), and Confidence-Based Learning including some forms of on-line testing of language proficiency. Finally, achieving communicative competence is also of increasing importance.

“The Cone of Learning/Experience”, a key to effective foreign language teaching and communicative competence acquisition

Several authors who were concerned with analysing the process of foreign language education refer to the use of information and communication technologies such as digital textbooks in the process of foreign language teaching. It seems that these technologies enable the students to learn a foreign language in a simpler way in comparison to traditional approaches as the learners at the same time consciously combine more senses and cognitive processes during the acquisition of knowledge and skills. Furthermore, the effectiveness of learning is also increased because the learners are able to demonstrate how they use foreign

using this model in teaching foreign languages and communicative skills lies in the fact that by means of inner speech (holding a dialogue with oneself), the student verifies, classifies, selects, and reinforces knowledge and experience by making observations within his/her own cognitive system. Moreover, by means of interactive dialogue (having a dialogue with other people), the student is activating (directly in a communication situation) and applying the knowledge and experience included in the acquired communicative competence.

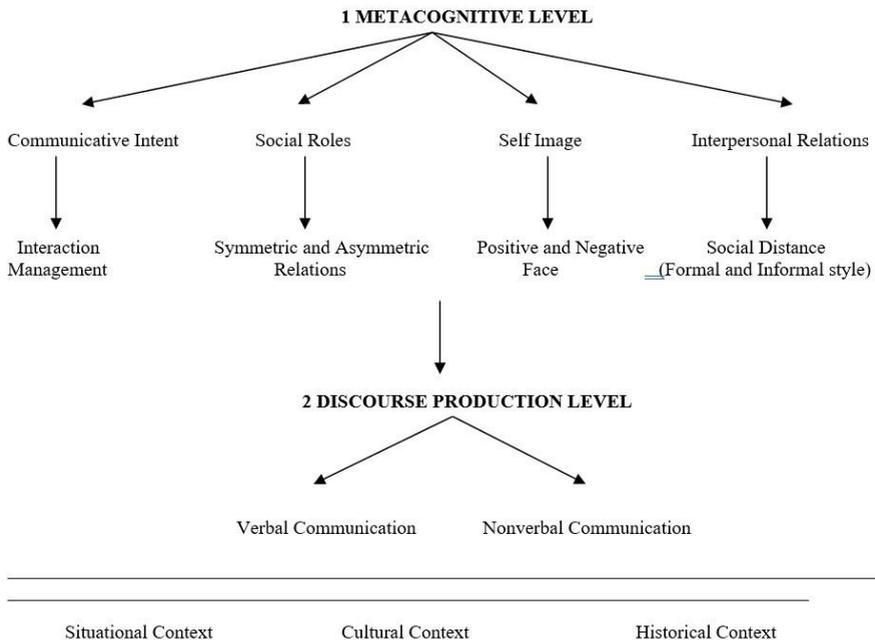
Fig. 1: Dale's Cone of Experience (Adapted from Stockard, 2007, p. 132)



The Dynamic Model of Speech Production (Figure 2) represents another specific approach to foreign language teaching. It arises from analysing various foreign language teaching models and speech production models. Its advantage lies in detailed specifications of individual elements of the process of interpersonal communication in the view of social and linguistic aspects. The model shifts the attention of communicating persons (both the speaker and the listener) onto the fact that any successful communication requires continuous monitoring of the actual situational context and all its variables, which may affect the choice of lexical units and communication strategies. In other words, interpersonal communication is basically a communicative continuum, and various communicative variables of different strength (authority, social roles,

self-image, etc.) may be enter the continuum and affect our verbal and nonverbal expressions. Its realization depends directly on the above-mentioned communication variables. Communicative competence involves the communication variables occurring in the process of communication, and the ability to react adequately. The scheme of the Dynamic Model of Speech Production and all its elements may be illustrated as follows:

Fig. 2: Dynamic Model of Speech Production



The model (Figure 2) consists of two levels: the metacognitive level and the discourse production level. The metacognitive level denotes appreciating the set of communication variables (requiring the activation of cognitive processes) that essentially affect the realization of verbal and nonverbal communication. At this stage of speech production (but also in reception), it is necessary to activate a set of mental processes, through which the factors which influence the materialization of communicative intent into a linguistic form may be interpreted.

The first indispensable prerequisite of successful communication is setting the goals. At the level of metacognitive processes, we have to realize the communication address, what aim is pursued, and how the communicative goal is to be achieved. It is extremely important to have a clear idea from the very beginning of what we wish to communicate. Based upon clearly set goals, we are then able to eliminate possible digressions from the main (leading) line of communication. Accordingly, we are then able to select more adequate devices to highlight the importance of idea (argument) and its superiority in a sense of significance in relation to other supporting ideas; this will be discussed at the next level.

Another pre-requisite of successful communication is the ability to *take on adequate social roles*. When communicating, it is important to assess the actual situation objectively, and to adopt the related social role which affects our verbal and nonverbal expressions. It is obvious that communication between very good friends who have known each other for many years will be rather different from the communication between a superior and an inferior staff member.

The third pre-requisite of effective communication is awareness of one's own self, *self-awareness*. This means that each of us has a concrete idea of one's self and also of how the people around should perceive us. All this considerable affects our communicative behaviour, the way of conducting the conversation as well as the behaviour of those nearby. Quite naturally, this element of metacognitive level is also concretized in the form of verbal and nonverbal communication, and it is primarily studied and analysed by pragmatics.

Finally, *interpersonal relationship* of people communicating together should be taken into consideration too. At this point, a close interconnection between interpersonal relationships and social roles may be recognized. Both of these categories refer to the relational format existing between the people involved in communication. For interpersonal relationship, that may be either a formal or an informal format, and considerable importance is attached to the so-called *social distance*. As for the social roles, quite similarly, the social distance is a determining factor depending on whether the relationship is *symmetrical* or *asymmetrical*, although it represents two different categories at a metacognitive level from the qualitative standpoint. The symmetrical relationship does not necessarily have to be informal in its nature, and, vice versa, asymmetrical relationship may be either formal or informal in its nature.

All the elements of the metacognitive level of speech production defined so far participate in the process of interpreting the subject regarding the actual *situational, cultural, and historical context*. Subsequently, these contexts are materialized by particular linguistic means and communication strategies, and

language in real situations. This process was described by Dale (1969), who made a model which is nowadays known as Dale's Cone of Experience. The model illustrates various approaches resulting in retaining the information and activities according to which our ability to remember as much information as possible may be increased (for more details see e.g. Ovsenák, 2007). Despite some critical comments by various authors who examined the model and some inappropriate recommendations, this cone has become a sort of a formula for the most effective approaches and techniques by which the human brain can retain as much information as possible, and which may be used in foreign language teaching. The study suggests that the least effective methods of learning a foreign language are those most frequently used nowadays, i.e. reading and listening. According to Dale, by reading and listening we can merely absorb 10% and 20% of information, respectively. On the other hand, the most effective method appears to be represented by sharing information obtained in a complex manner by explaining or tutoring. Therefore, EFL teachers ought to find enough time to provide the students with the ample opportunity to discuss the topics and problems so that the students could share their opinions with other students (e.g. seminars can be used for these purposes at universities and institutions of higher education. As mentioned by (Turek, 2006; Sitná, 2009; Valentovičová & Hlásna, 2012; Valentovičová & Hlásna, 2001; Štubňa, 2016); Zelina et al. (2016), an educator has an important role in choosing the appropriate individual approach.

The analysis of the results achieved in foreign language teaching according to Dale's Cone of Experience indicates that after two weeks, the students remembered as much as 90 % of communicative competence which was linked with the real situations and real-life experience. This enabled the students to be emotionally engaged or "immersed" in a communication situation, and to verify the communicative competence in a sense of the required cultural patterns applicable in a particular foreign language. As shown by other experience from approaches included in the cone of learning and used in foreign language teaching, communicative skills acquired only from verbal symbols (spoken words) are far away from reality and often impracticable in actual communication situations. This is documented also by the Dale's model in which the effective teaching techniques include the methods using situations taken from real life. The same can be also implemented in teaching foreign languages (Nichols, 2015). Dale's Cone of Experience presents a starting point for another model, the Model of Active Learning by Dee Fink (2003). The central idea of this model is employing chiefly experiential learning and dialogic methods: "*In case we want a more active learning, we must learn how to enhance the overall learning by including experiential learning and options for dialogue*". The significance of

collectively concretized at the level of the so-called discourse production. This level has two subcategories: the *verbal* and *nonverbal communication*.

The following is an illustration of how the individual elements of metacognitive level, depending on the processes of their interpretation, become actualized at the verbal level.

- a) setting the goal and pursuing the communicative intent as such – interaction management;
- b) taking social roles – the symmetrical and asymmetrical relationship between the communicating persons (symmetrical: two friends; asymmetrical: a teacher and a student or a parent and a child);
- c) self-image – inclination to the so-called positive or negative face. In case of the positive face, the individual who prefers friendly feelings from the part of the communication partner is happy when the people around him/her show that he/she is a part of the group; he/she may be best described by attempting to integrate into the group. This is also reflected in his/her verbal and nonverbal communication and the expectations of how the people around him/her will behave towards him/her.
- d) interpersonal relations – transformed in the formal and informal style, showing by comparison principal qualitative differences not only as for the choice of relevant lexical units, but also at the sentence and text levels.

Using the models and the related innovative methods in foreign language teaching requires combining a theoretical approach with practical tasks (Vasil'ová et al., 2013). These approaches are particularly important for building and reinforcing the communicative competence. The following table presents the choice of most frequently used activating methods in teaching foreign languages and reinforcing communicative competence and skills¹.

¹ It should be remembered that teaching methods must be chosen in accordance with the applicable educational and training goals, teaching/learning content, nature of teaching process, teaching conditions, teacher's experience and abilities/skills, but primarily according to the learners. Therefore, it is not possible to determine which of the methods is the best and most effective (Siroťová, 2010).

Tab. 1: Innovative and activating methods in foreign language teaching (Fink, 2003; Vasil'ová, 2013; Turek, 2006)

| APPROACH/METHOD | DEVELOPEMNT OF COMMUNICATIVE COMPETENCE |
|---|--|
| Cooperative teaching | <ul style="list-style-type: none"> - arranging students' interaction and contacts; - improving interpersonal and communicative skills; - improving communicative competence. |
| Methods of group teaching – e.g. brainstorming, brainwriting, role playing, mental mapping | <ul style="list-style-type: none"> - creating and modelling a positive communication environment; - encouraging to use communicative competence; - encouraging to active listening and empathy; - acquisition of communication strategies. |
| Problem-based learning | <ul style="list-style-type: none"> - learning communication patterns; - mastering communication roles; - learning communication and cooperation strategies. |
| Project-based learning | <ul style="list-style-type: none"> - mastering communication roles; - gaining experience by practical application of communicative competences/skills; - applying communication strategies. |
| Experiential learning | <ul style="list-style-type: none"> - reinforcing empathy in the process of communication. |
| E-learning | <ul style="list-style-type: none"> - reinforcing the knowledge basis of communicative competence. |

All of the methods given in Table 1 may lead to activating the students in foreign language teaching. The decisive role in this process, however, ought to be played by the teacher, mainly his/her ability to use the selected methods and apply them appropriately. However, the success is conditioned by the mutual, goal-oriented cooperation between the teacher and the students and the students among themselves. Although the activating methods are quite similar, each focuses on the development of different elements of communicative competence. Therefore, various partial educational goals are pursued, and different parts of learning process are reinforced, being convenient for another style of learning (Hlásna et al., 2006; Skalková, 2007; Sirotová, 2010).

The study

In 2016 we conducted a study within a research sample of teachers of English as a foreign language at public and private universities and higher education institutions in the Slovak Republic and the Czech Republic. The programmes involved the field of humanities/social sciences, i.e. psychology, economics, business, education, social science, law, and political science (social and economic geography and mass media communication were not included due to the low number of potential respondents). The study attempted to examine two main aspects:

1. The overall frequency of activating methods used in teaching English as a foreign language;
2. The frequency of individual activating methods used in teaching English as a foreign language.

Research Questions

The following research questions were formulated:

1. What is the frequency of occurrence of activating methods in teaching English as a foreign language by the university teachers for the entire research sample?
2. What is the frequency of occurrence of individual activating methods used in teaching English as a foreign language for the entire research sample?
3. What is the frequency of occurrence of individual activating methods used in teaching English as a foreign language by the respondents according to the following criteria?
 - the gender of teachers;
 - the country in which teachers work;
 - the length of teaching experience;
 - the type of university/higher education institution.

Research Sample

The research sample was comprised of 82 university teachers, 40 from the Czech Republic and 42 from the Slovak Republic. 52 respondents were represented by female teachers and 30 of them by male teachers. The respondents were divided into two subgroups: teaching experience of less than twenty years and teaching experience of more than twenty years. For the purpose of statistical balance, the sample included 39 respondents with teaching experience of less than 20 years and 43 respondents with teaching experience of more than 20 years. 41 respondents were in the full-time employment with public universities/higher education institutions, and 41 of them had full time

employment contracts with private universities/higher education institutions. The questionnaire range of values was 1 to 5, 5 meaning always used and 1 meaning never used. The Chi square statistic was applied.

The following activation methods of teaching English as a foreign language were employed: didactic games, discussion methods, e-learning, simulation methods, cooperative learning, case studies, problem-based learning, project-based learning, situational methods, and experiential learning. The respondents were asked to indicate the frequency of using these activating methods in their teaching process.

Tab. 2: Frequency of occurrence of activating methods used in teaching English as a foreign language for the entire sample

| always | | | | never |
|---------------|----------|----------|----------|--------------|
| 5 | 4 | 3 | 2 | 1 |
| 0 | 14 | 56 | 12 | 0 |

According to the data in Table 2, the arithmetic mean was calculated at 2.97. Thus, it can be concluded that activating methods in teaching English as a foreign language for the entire research sample are used at an average level. Teachers of private universities/higher education institutions might have been perhaps expected to teach classes in a more appealing manner in order to attract (and not to lose) the paying students. This, however, was not a primary goal of our research.

Next, we attempted to discover the frequency occurrence of individual activating methods used in teaching English as a foreign language within the entire research sample. The results are demonstrated in Table 3.

The obtained data are arranged in descending order starting from the most frequently used and ending with the least frequently used activating methods of teaching English as a foreign language. Nearly all respondents indicate they always use discussion methods and e-learning (e-learning not in the true sense of the word). The least frequently used activating methods of teaching English as a foreign language include: situational methods, simulation methods, and experiential learning, which can be considered reasonable in the current situation. Unfortunately, it should be noted that those activating methods which, in our experience, are regarded as the most attractive for young people, are the least frequently used in foreign language teaching.

To summarize, Table 4 demonstrates that the majority of respondents always uses discussion methods and e-learning, and the least frequently

activating methods used are situational methods, simulation methods, and experiential learning.

Table 3: Frequency of occurrence of individual activating methods used in teaching English as a foreign language for the entire research sample

| Rank | Activating methods | Average |
|------------------|------------------------|-------------|
| 1 st | discussion methods | 4.97 |
| 2 nd | e-learning | 4.91 |
| 3 rd | cooperative learning | 4.36 |
| 4 th | problem-based learning | 4.34 |
| 5 th | didactic games | 4.24 |
| 6 th | project-based learning | 3.87 |
| 7 th | case study | 3.75 |
| 8 th | situational methods | 1.63 |
| 9 th | simulation methods | 1.57 |
| 10 th | experiential learning | 1.23 |

Tab. 4: Frequency of occurrence of activating methods used in teaching English as a foreign language according to the gender of respondents – female and male teachers.

| Rank | Activating methods | Chí | Sign |
|------------------|----------------------------|----------------|--------------------|
| 1 st | didactic games | 17.72** | P < 0,01 |
| 2 nd | discussion methods | 4.133 | N |
| 3 rd | e-learning | 5.505 | N |
| 4 th | simulation methods | 4.111 | N |
| 5 th | cooperative learning | 2.991 | N |
| 6 th | case study methods | 2.492 | N |
| 7 th | problem-based learning | 6.505 | N |
| 8 th | project-based learning | 7.609 | N |
| 9 th | situational methods | 12.24* | p < 0,05 |
| 10 th | experiential learning | 4.416 | N |
| | overall evaluation | 5.456 | N |

Table 4 shows the results concerning the frequency of activating methods used in teaching English as a foreign language according to the gender of respondents. Statistically significant differences between the female and male teachers were identified within four activating methods – in didactic games ($p < 0.01$) and in situational methods ($p < 0.05$). The research reveals that the female teachers use the didactic games and situational methods more frequently (in a sense of statistical significance) than their male colleagues. Overall, the general evaluation of frequency of occurrence of individual activating methods used in teaching English as a foreign language according to the gender of respondents suggests that there are no statistically significant differences.

Tab. 5: Frequency of occurrence of individual activating methods used in teaching English as a foreign language according to the country of respondents – the Slovak Republic and the Czech Republic

| Rank | Activating methods | Chí | Sign |
|------------------|---------------------------|-------|------|
| 1 st | didactic games | 1.917 | N |
| 2 nd | discussion methods | 1.234 | N |
| 3 rd | e-learning | 4.765 | N |
| 4 th | simulation methods | 3.807 | N |
| 5 th | cooperative learning | 4.707 | N |
| 6 th | case study methods | 5.159 | N |
| 7 th | problem-based learning | 6.277 | N |
| 8 th | project-based learning | 5.478 | N |
| 9 th | situational methods | 6.781 | N |
| 10 th | experiential learning | 6.955 | N |
| | overall evaluation | 4.561 | N |

Table 5 contains the results concerning the frequency of individual activating methods used in teaching English as a foreign language according to the country of respondents. According to the partial and the overall evaluation of the obtained data, no statistically significant differences between the respondents from the Slovak Republic and the Czech Republic were detected. This is probably caused by the resemblance of educational systems, availability of relevant literature, and regular exchange programs for university teachers due to the similarity of languages.

Tab. 6: Frequency of occurrence of individual activating methods of teaching English as a foreign language according to the respondents' length of teaching experience – less than 20 years and more than 20 years

| Rank | Activating methods | Chí | Sign |
|------------------|---------------------------|--------------|----------|
| 1 st | didactic games | 8.472 | p < 0.05 |
| 2 nd | discussion methods | 1.045 | N |
| 3 rd | e-learning | 1.152 | N |
| 4 th | simulation methods | 10.44 | p < 0.05 |
| 5 th | cooperative learning | 11.42 | p < 0.05 |
| 6 th | case study methods | 14.44 | p < 0.05 |
| 7 th | problem-based learning | 11.63 | p < 0.05 |
| 8 th | project-based learning | 10.33 | p < 0.05 |
| 9 th | situational methods | 7.944 | p < 0,05 |
| 10 th | experiential learning | 8.744 | p < 0,05 |
| | overall evaluation | 8.729 | p < 0,05 |

Table 6 shows the results concerning the frequency of individual activating methods of teaching English as a foreign language according to the respondents' length of teaching experience – less than 20 years and more than 20 years. Statistically significant differences were identified in relation to all activating methods except for the methods of discussion and e-learning – **p < 0.05**. According to the overall evaluation of this variable, statistically significant differences of **p < 0.05** were identified. Thus, the university teachers with shorter teaching experience use more frequently eight of the ten activating methods. In the overall evaluation concerning the frequency of occurrence of individual activating methods of foreign language teaching used by the respondents according to the length of teaching experience, statistically significant differences were identified too.

Table 7 illustrates the results regarding the frequency of individual activating methods used in teaching English as a foreign language according to the respondents' type of higher education institution/university – public or private. According to the partial and overall evaluation, no statistically significant differences between the respondents teaching at public or private institutions of higher education/universities were recognized. It can be, therefore, concluded that there is no statistically significant difference in using the activating methods

in foreign language teaching by university teachers as regards the public or private type of higher education institution/university.

Tab. 7: Frequency of occurrence of individual activating methods of teaching English as a foreign language according to the respondents' type of higher education institution/university – public or private

| Rank | Activating methods | Chí | Sign |
|------------------|---------------------------|------------|-------------|
| 1 st | discussion methods | 1.349 | N |
| 2 nd | didactic games | 2.817 | N |
| 3 rd | simulation methods | 3.807 | N |
| 4 th | cooperative learning | 4.987 | N |
| 5 th | e-learning | 6.765 | N |
| 6 th | case study methods | 5.359 | N |
| 7 th | project-based learning | 5.788 | N |
| 8 th | problem-based learning | 2.277 | N |
| 9 th | situational methods | 5.781 | N |
| 10 th | experiential learning | 3.955 | N |
| | total evaluation | 4.277 | N |

Conclusion

Introducing digital technologies to everyday life has transformed the whole society. The needs of education determined by the labour market and the requirements for teachers and their position are changing. Despite the fact that the societal pressure and the demands on education are constantly growing, the traditional – conventional system of education still occupies a dominant position. As a matter of fact, it has been deeply rooted in the minds of the majority of both teachers and learners. This article describes some selected models and creative methods of foreign language teaching, emphasizing some of their advantages when compared to classical methods. Despite the large number of various innovative teaching methods (encouraging the students to be more active and independent, to develop their abilities and creativity) available in this day and age, several new - more creative methods of teaching have been gradually established. Nonetheless, the forms and approaches concerning evaluation of students and the process of applying modern methods in foreign language teaching may be expected to be very lengthy, yet unavoidable in the future.

The modern society calls for a new approach of teachers to education. Therefore, it is imperative that the educators and pedagogues study and get themselves accustomed to new methods, and that they gradually and systematically document these methods in their everyday practice. Through a variety of teaching methods, learning appears to be more pleasing, interesting, and enjoyable for the students (and the teachers as well) when a variety of teaching methods are employed. Furthermore, these methods enable young people to cope with complex problems, think critically, consider alternative views and options, and make reasonable decisions. Finally, the achieved results within the teaching/learning process may be more favourable too. This article also places some emphasis on the options of more effective teaching of target language that may encourage a more authentic process of speech production by way of the designed Dynamic Model of Speech Production. The model is predominantly based on the information and wisdom of pragmatics, which takes into consideration the nature of the meaning negotiation process.

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