



Strengths and weaknesses of current foreign language education through the lens of primary school teachers in Slovakia

Hanesová, Dana¹ – Lipárová, Lenka²

Abstract:


The aim of the authors was to map the current state of early childhood language education in Slovakia from the perspective of 374 foreign language teachers in primary schools. The range of the questionnaire aimed to obtain a descriptive yet comprehensive view of both the external settings and, from the teachers' perspective, their internal prerequisites for their foreign language teaching (FLT) for pupils aged 6-10. The respondents expressed their opinions on their own FLT competencies as well as the objective conditions for meeting the expected goals of FLT within the current primary school environment, including the level of attention given to the quality of FLT for young learners. The data include respondents' evaluations of their principals' roles in providing qualified staff (including native speakers), appropriate resources, supporting teachers' professional development, paying attention to varying levels of foreign language proficiency, and monitoring pupil and parent satisfaction. The teacher respondents highlighted areas where they need more support and training, such as activating effective methods for teaching vocabulary, pronunciation, grammar, and language skills to mixed-ability groups of pupils. The most revealing results relate to both positive and negative feedback from pupils and parents on teachers' performance.


Keywords:

foreign language teaching, primary education, teachers, parents, Slovakia

Introduction

The widespread support for foreign language teaching (FLT) in European primary schools stems from the multicultural nature of European states and

¹ Department of Pedagogy and Andragogy, Faculty of Education, Matej Bel University Banská Bystrica, Slovak Republic; dana.hanesova@umb.sk; 

² Centre of Art and Culture, Faculty of Education, Matej Bel University Banská Bystrica, Slovak Republic; lenka.liparova@umb.sk; 

the need for multilingual communication in at least three languages (CEC, 1995). It is also reflected in the new initiative by the OECD in the form of PISA testing of 15-year-olds' foreign language skills (Marconi et al., 2020; OECD, 2024). Key areas of FLT within international and national policies (e.g., CEFR, Slovak reformed State Education Program) include pupil characteristics, technology, teacher training, and methodology; yet, the biggest research gaps persist in understanding FLT didactics and methodologies in various regions (Marconi et al., 2020). Linguodidactics, as a science, evolves with new findings from related disciplines, particularly linguistics, psychology, and neuroscience. In Slovakia, since the second decade of the 21st century, various pedagogical and psychological disciplines, including language didactics, have increasingly focused on researching the methodology of high-quality FLT for children aged 6 to 10, or even younger (e.g., Bérešová, 2016; Lojová & Straková, 2012; Pokrivčáková, 2020).

The paper examines the prerequisites of quality FLT methodology in Slovak primary schools from the perspective of primary FLT teachers with the aim of enabling potential broader regional comparisons.

This theoretical introduction covers the specific professional prerequisites for FLT teachers in primary schools and their irreplaceable role in FLT for young learners, despite the current AI boom. It sets the stage for a discussion of the results of empirical research into the internal prerequisites of quality FLT teachers. The second focus of the theoretical overview addresses the external conditions necessary for quality FLT in primary schools. Finally, in the third part, the historical context of the current state of FLT in Slovakia is presented.

The professional prerequisites of FLT teachers

The teacher is the paramount determinant in the effective acquisition of language skills of young learners. “Whether it is the year 1950, 1970, 2008, as long as language teaching takes place in schools, its success stands or falls on the personality of the teacher” (Tandlichová, 2008, p. 12). The question is what professional competencies a modern FLT teacher should possess according to current teacher profiles and scholarly research.

From a linguistic perspective, the most fundamental characteristic of a teacher qualified to teach FL to learners aged 6–10 is “a sufficient level of English proficiency” (B2–C1 level according to CoE, 2020, Lojová & Straková, 2012, p. 45).

From a psychological perspective, language teachers need strong mental health, motivation, humor, optimism, high IQ and EQ (emotional intelligence) (Maamari & Majdalani, 2019; Harding et al., 2019). They must be able to assess the environment, manage behavior, foster positive bonds, and communicate effectively (Kariková, 2007).

From a pedagogical perspective, the teacher should be able to implement methodological procedures reflecting the ontogenetic specifics and family

background of young learners (Lojová & Straková, 2012, p. 45). Modern FLT prioritizes a learner-centered approach (Kosová, 2005, p. 42), fostering young learners' potential in a supportive, stress-free environment (Lojová, 2022). A strong teacher-pupil bond, built on trust, empathy, and belief in learners' abilities, is crucial (Hattie, 2008; Sanchez, 2017; Hattie, 2023).

The learner-centered approach requires teachers to act as facilitators, creating conditions for language learning, fostering pupil responsibility, adapting various teaching methods, and using appropriate classroom language (Homolová, 2007; Homolová, 2013; Lojová, 2019; Lojová, 2022). Teachers must limit their speaking time, encourage pupil talk, and remain flexible in lesson planning, incorporating backup activities. Reflection after each class is essential, and high motivation is expected from both teachers and pupils (Valihorová, 2010).

Homolová (2007), Lojová & Straková (2012), and Harmer (2009) highlight additional teacher roles: diagnosing pupils' communicative competencies, observing activities, partnering with pupils and parents, serving as role models, and acting as advisors and tutors. Lojová (2022) suggests allowing pupils to choose their own learning methods.

Teachers should reflect not only on feedback from pupils, but also from parents, although they sometimes have unrealistic expectations regarding the teacher's role and their children's performance.

To effectively fulfill their roles, teachers must have self-confidence, believe in their ability to teach, and be committed to guiding pupils towards their goals, fostering personal growth and language development. This competency is linked to the ability to reflect on one's needs, recognize burnout risks, and adopt strategies for well-being (Lojová, 2019). A self-reflective attitude drives a teacher's commitment to ongoing development (Kasáčová, 2005). Pollard & Tann (1993) offer guidelines for developing reflective competence in all lesson phases. Hattie's research in *Visible Learning* (2023) emphasizes that teachers' ability to evaluate their impact on pupils is crucial for student success.

In our research below, we explore the professional prerequisites of FLT teachers in contemporary primary schools – their qualifications, strengths, and weaknesses – whether from the perspectives of parents' expectations, pupils' feedback, or their own self-reflection.

The quality of the FL learning environment

Successful FL learning by young learners requires not only the personal prerequisites of individual teachers, but also a holistic transformation of the school policy towards learner-centeredness, especially the setting the priorities of the whole school. The school leadership must make the creating an engaging, age-appropriate environment that meets developmental needs of pupils the priority.

School leadership plays a vital role in nurturing FL teachers and their pupils' FL performance by fostering positive environments, promoting professional growth, and establishing clear educational goals (Leithwood & Jantzi, 2005). Fullan (2001) suggested that leadership is a critical factor in student learning, in creating a collaborative culture that encourages continuous improvement of teachers. According to Hattie (2009), school leadership that prioritizes student achievement and provides a clear vision contributes to enhanced academic performance. The research by Murphy (2005) highlighted the importance of developing strong relationships between school leadership, teachers, and students to promote a positive school climate and improve academic achievement.

Besides building good relationships, all professional staff has to make decision design a physical, social, and cultural learning space that includes affective elements and cognitive stimuli regardless of the extent of IC technology integration into the FL learning process (Tomlinson, 2013; Zhang, 2023). The learning process should engage both thinking and emotions to help pupils acquire a second or foreign language (Kráľová et al., 2022). The environment must address individual needs and preferences, aiming to foster pupils' internal resources and autonomous activity (Bertrand, 1998; Hanuliaková, 2015).

The teacher's ability to create an effective learning environment depends on the institutional framework, including the social and material support of school leadership for language education.

Scholars emphasize the need for a balance between consistent and dynamic stimuli in the learning process (Matějček, 2015). Consistent stimuli, such as routine activities or rituals, help pupils feel secure in their learning (Bergroth et al., 2022). Špačková et al. (2019) highlight the role of rituals in developing phonemic awareness. Communication dynamics are also influenced by how the learning space is organized, with interactions varying between seating arrangements, such as pupils in a circle versus at desks (Scott et al., 1999).

The classroom arrangement and physical environment, including quiet zones and areas for independent work, impact pupils' concentration and learning effectiveness (Zhang, 2023). An essential condition for an effective learning environment is the availability of educational resources that facilitate meaningful learning, requiring pupils to understand materials and apply them in diverse contexts (Mayer, 2024). However, materials perceived as too simplistic or childish can lead to disengagement and demotivation (Tomlinson, 2013). The suitability of resources can be assessed by pupils' reactions—whether they captivate, immerse, and facilitate “flow” (Csikszentmihalyi, 2009). Selecting and designing materials requires creativity from teachers, as tasks should inspire, encourage improvisation, and stimulate active engagement (Çakir, 2006). A high-quality learning environment also integrates digital technologies (DT), which are familiar

to pupils and foster interactive reflection, while still maintaining social interactions and immersion in authentic contexts (Lütge et al., 2019; İlya & Daloglu, 2023).

When creating culturally relevant materials, schools consider pupils' prior experiences, particularly in their native language. Experts increasingly emphasize the importance of heritage-language education in linguistically diverse settings (Yiakoumetti, 2022). In Slovakia, classrooms often include pupils from various linguistic backgrounds, prompting teachers to adopt inclusive practices in line with ongoing educational reforms (Vančíková, 2024). Emotional comfort in language learning affects pupils' self-confidence, linguistic self-esteem, and sense of agency, all of which are shaped by opportunities for (self-)assessment (Nilsson, 2020).

All these aspects of the FLT environment were mentioned to some extent in the parents' feedback, as reported by our respondents.

Historical background to the research in Slovakia

After the fall of the totalitarian regime in 1989, interest in expanding foreign language (FL) options in Slovak primary education grew significantly. Prior to 1989, Russian was the primary FL taught, but in the 1990s, English, French, and Spanish gained prominence.

One of the biggest current challenges in Slovakia is ensuring qualified FL teachers. Research by Eurydice (2017 in Baidak et al., 2018) emphasizes that high-quality FL instruction requires well-prepared teachers. In primary education, it is essential for FL teachers to understand the needs of younger pupils, create age-appropriate tasks that align with their experiences and parental expectations, and provide appropriate challenges (Dvořáková, 2006; Straková, 2021; Vančíková, 2024).

In Slovakia, the government's 2007 Concept for FLT in Primary and Secondary Schools addressed issues of teacher qualifications (MŠ, 2007). By 2008, 52.9% of primary English teachers, 44.5% of German teachers, and 16.7% of French teachers were unqualified (Tandlichová et al., 2008). The 2011 mandate for English to become the first compulsory foreign language in third grade increased the demand for qualified teachers, with up to a quarter of primary schools unprepared. The State Pedagogical Institute (SPÚ) offered qualification studies to address this.

Since 2019, the Ministry of Education eased the situation by allowing the choice of additional foreign languages from the third grade. The 2020 revised National Curriculum increased foreign language hours, and the National Educational Program for Primary Education (MŠ, 2024) incorporates findings from various studies, focusing on reception, production, and interaction in FLT.

Observation of Slovak school practices confirms that implementing the communicative approach to FLT, aimed at developing communicative

competencies (Canale & Swain, 1989), has faced challenges since the late 20th century. However, FL teachers were early adopters of project-based learning and CLIL (Content and Language Integrated Learning), leveraging foreign textbooks and methodologies. This enthusiasm, though, often faced setbacks due to the fragmented curriculum. Since 2022, curricular reform has introduced common content standards for cross-curricular competencies, integrating foreign languages into the “Language and Communication” educational area (MINEDU, 2022). While many teachers still focus on meeting educational standards and strictly using textbooks, the reform promotes an eclectic approach, incorporating various didactic methods and authentic materials. This shift aims to reduce reliance on knowledge and emphasize language skills and cross-curricular literacy. The goal is for progressive, constructivist teaching methods to be fully implemented in Slovak schools by 2025.

This paper investigates the current state of FLT at the primary level from the perspective of teachers, as part of the KEGA project No. 011UMB4/2022, ‘Creation of a Web Portal for Methodological Support of FLT in Primary Education’ (ongoing since 2022). The aim is to identify the current challenges faced by primary FL teachers.

Research methodology

This research aimed to explore the current state of FLT in Slovakia from the perspective of language teachers in primary schools. It focused on identifying the greatest challenges teachers face in teaching young learners, such as vocabulary, pronunciation, grammar, and language skills, as well as the aspects of FLT most commonly criticized by parents. Additionally, teachers highlighted areas where they experience success, joy, and praise from parents. The research addressed four key questions: What is the current scope of FL courses and extracurricular activities in primary FLT? What kind of support do teachers receive in their FLT from school leadership? What challenges do teachers identify as critical to their professional performance? What feedback do teachers receive from pupils and parents?

We used a self-administered questionnaire with 55 closed and open-ended questions to gather a comprehensive analysis of teachers’ perceptions of FLT in primary schools in Slovakia. The questions were divided into four sections: (1) demographic data about the respondents and their schools, (2) views on the conditions for FLT in their specific school, (3) areas where they need assistance, and (4) the evaluation of FLT by pupils and parents, as well as the teacher’s self-reflection on their priority goals, methodological challenges, and professional preparedness. We asked about perceived problems and challenges multiple times throughout the questionnaire from different perspectives, allowing for deeper reflection and enhancing the validity and reliability of the results. This approach proved effective, as

it yielded more detailed information about teachers' challenges. The data were analyzed using qualitative open coding, descriptive interpretation, and quantitative descriptive statistics. We hypothesized a relationship between independent variables (e.g., age, education, and experience) and dependent variables (e.g., didactic issues and challenges in FLT).

The research sample for the anonymous questionnaire consisted of primary school teachers who teach foreign languages to children aged 6-11. As part of the above-mentioned KEGA project No. 011UMB4/2022, the questionnaire regarding the current state of FLT at the primary level was distributed to 2,644 foreign language teachers in primary schools across Slovakia in 2022. It was distributed via the internet by the National Institute of Education and Youth (NIVAM). The response rate was very low, at 18%. A total of 380 responses were received, with 6 questionnaires excluded due to various technical errors.

The final sample consisted of 374 respondents, 97% women, with work experience ranging from 1 to 39 years (average: 19.7 years) and ages between 25 and 59 (average: 44 years). Most (95.7%) taught English, either alone or with another foreign language, while 4.3% taught German, Russian, Hungarian, or French. About 29% of English teachers also taught Slovak. Respondents were from all regions of Slovakia, with school sizes ranging from 14 to 390 pupils. The majority worked in state schools (95%), followed by church (3%) and private schools (1.8%). Most schools (79.7%) were standard, 12.6% were language-oriented, and 7.6% had language-focused classes. Over a third (36.6%) of respondents were fully qualified FL teachers, having completed primary education teaching studies with additional pedagogical education in FL teaching, either through concurrent studies, retraining, or other additional programs. Around 22% were graduates of primary education studies with a state language school exam. The third-largest group (18%) had FLT qualifications for secondary education but lacked primary education studies. Nearly 14% completed primary education studies without FL qualifications, except for the secondary state FL exam. The sample also included three native speakers, two with higher education and one with a secondary school diploma.

Research results

The data were processed using numerical and graphical descriptive statistics, with a focus on measures of central tendency (mean, median, and deviations). Given the scope of this paper, only the most significant results are highlighted. Despite the sample size of 374 respondents, the findings likely reflect current trends in primary FL teaching in Slovakia, particularly the challenges schools face in providing FL education, and offer potential insights for future improvements. These results may also serve as a basis for further regional, national, or international comparative research. In addition,

basic inferential statistics were applied. After testing the normal distribution of the data, correlation procedures were used to test the research hypothesis regarding relationships between variables. However, no statistically significant correlations were found between the independent and dependent variables. The key results from all four sections of the questionnaire are presented below.

FL courses and extracurricular activities in FL

Nearly half of the respondents (45.8%) reported teaching a foreign language in the first grade, and 46.3% in the second grade, allowing pupils to start learning a foreign language at age 6, ahead of the mandated start in the third grade. Two-thirds of respondents taught FL in the third (66.1%) and fourth (61.6%) grades. Several respondents noted the benefits of starting FL instruction in the first grade, including smoother transitions from speaking to writing and greater pupil engagement, especially for those from socially disadvantaged backgrounds.

Over a third (37%) of respondents offered extracurricular FL activities. These included FL clubs (21%), tutoring (14%), and various one-off activities like competitions, language Olympiads, international projects (e.g., Erasmus, eTwinning), puppet shows, themed fun afternoons (Christmas, Halloween), and FL libraries and clubs. Some teachers also incorporated CLIL activities, such as English songs and rhymes, into other subjects or clubs.

As a result of traditional methodological approach, 71.8% of respondents primarily use textbooks for beginner pupils. While the Ministry of Education supports the locally relevant Czech textbook “Matt the Bat,” teachers more often use foreign textbooks such as *Family and Friends* (44.3%), *Busy Bee* (12.5%), and *English World* (10.6%). In addition to textbooks, many teachers use various software and websites. One-fifth of respondents turn to YouTube, mainly for songs like *Super Simple Songs*. Other popular resources include WordWall (10%), LiveWorksheets (6%), and others like ESL KidStuff, LearnEnglish Kids, and iSLCollective.

Conditions for primary FL teaching

In this section, our respondents answered questions about the conditions in which FL teachers work. They did this by marking points on a scale that reflected their level of agreement with the content of a particular statement. The five values of the scale were as follows: 1. Strongly agree, 2. Agree, 3. Neutral, 4. Disagree, 5. Strongly disagree.

- *The leadership of the primary section of our school has been successful in providing qualified FLT teachers:* Maximum satisfaction was expressed by 59.6% of the teachers, second level satisfaction by 22.3%, moderate satisfaction by 15.4% and dissatisfaction by 5.3% of the respondents. This

shows that four-fifths of the respondents work in schools where there are no problems in providing qualified FL teachers at the primary level.

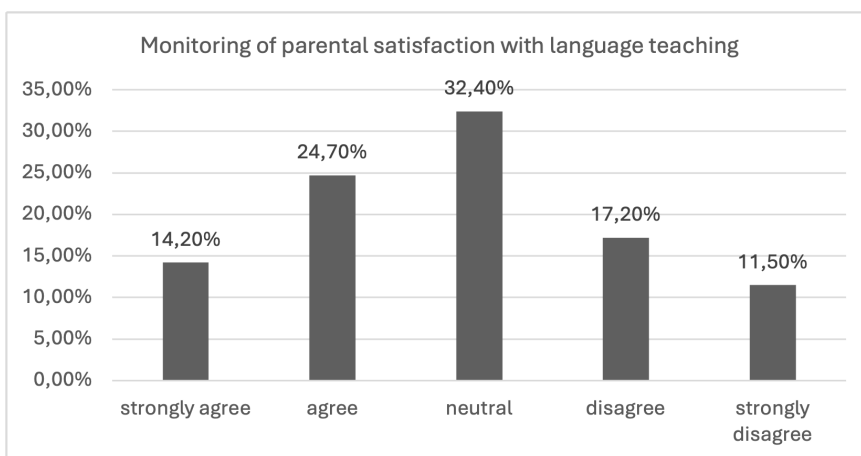
- *Our school leadership has been proactive in providing FLT by native speakers:* Only 8.8% of respondents rated the initiative as excellent, and another 12.3% considered it very good. Almost a third (27.6%) believed that the school management's efforts were moderately intense. Dissatisfaction was expressed by 20.1% of respondents, and complete dissatisfaction was indicated by as much as a third (31.1%) of the respondents.
- *Our school leadership has been taking care of the material and technological equipment necessary to ensure the quality of FL:* Nearly half of the respondents (43.6%) considered the school management's initiative in this area to be excellent, with another 30% rating it as very good. It was deemed average by 19.7% of respondents. Only in 6.7% of schools it appears that the technical equipment necessary for teaching foreign languages at the primary level may still not be at a sufficient level. The respondents also addressed the question of whether the leadership of their primary school gives some support for their initiatives in new trends in FL (such as intercultural communication, exchanges, new projects, seeking sponsors for further language development and so on). A total of 69.8% of respondents strongly agree and agree that their school supports them in their innovative teaching efforts, while 11.2% do not have this positive experience.
- *Our school leadership supports the further education of FL teachers:* Two-thirds of respondents reacted very positively to this question (38% rated it as excellent and 31.8% as very good); 19% of respondents expressed average satisfaction. However, 11.2% of respondents are dissatisfied with the level of support from their principals in this matter.
- *Our pupils' attitudes towards FLT are positive* (whether they look forward to the lessons and are motivated to learn the language or if there are significant problems with low motivation and poor performance): Over 80% of the respondents praised their pupils' motivation to learn FLT; 13% were unsure whether their pupils perceived their FL lessons positively or with apprehension. Only 3.2% of the respondents reported an explicitly negative attitude towards FL learning, and an additional 1.3% experienced pupils with a very negative outlook.
- *Our school's leadership has been actively addressing the issues related to the differential starting levels of FL proficiency:* The responses to this question were less clear-cut. It seems that the differing initial language levels of pupils in the given foreign language is not a straightforward issue, and up to one-third of the respondents have mixed feelings about whether their school leadership is addressing this challenge at all. On one hand, 28% of respondents have a positive experience, and an additional 22.9% have a very positive experience with the support from

the administration in this area. On the other hand, there are schools (10.4%) where the administration does not provide sufficient support to teachers in this matter, and in 6.1% of cases, the situation is very negative.

- *Our school management has been providing the necessary support in FLT for pupils with specific educational needs (SEN):* Half of the involved schools positively address these needs. However, 16.5% of schools do not give sufficient attention to pupils with SEN. Surprisingly, up to one-third (32.5%) of respondents were not sure how to answer this question.
- *There is cooperation and teamwork among our FL teachers in primary grades (e.g., methodological consultations, sharing of materials and exchange of experiences):* More than 50% of teachers reported that there was active collaboration at their school; 32.5% of respondents did not have an answer, mainly because they are the only teachers of the language at their school or do not have experience with such collaboration yet. However, more than 16% confirmed that there is no such collaboration between teachers at their school.
- *Our school, as part of monitoring parents' satisfaction with the school, also requires feedback from parents on FLT (Figure 1):* Up to a third of the teacher respondents were unsure whether their school monitors the quality of FLT through broader parental feedback; 24.7% of respondents had some information about it while 14.2% were familiar with it. In contrast, 17.2% had no information about this issue, and 11.5% believed that parents' satisfaction was not assessed at their school.

Figure 1

School regularly monitors parents' feedback (Slovakia, own research in 2023)



- *Our pupils are given the opportunity to provide feedback on FL lessons:* Slightly more than a third (35.2%) of respondents agreed with this

statement. As many as 14.2% of respondents believed that there is regular monitoring of pupil satisfaction. On the other hand, almost one-third (29.4%) reported that pupil satisfaction with FL teaching is not regularly monitored. Again, more than a third of the respondents were unsure how to answer this question.

Need for advice/assistance in the FL teaching process

In this section, respondents were asked to reflect on whether and how often they experience difficulties and whether they need help or advice in the following areas:

- Lesson planning (balance, activity management, assessment, etc.).
- Setting realistic lesson objectives that can be achieved and evaluated.
- Choosing relevant methods appropriate for young learners.
- Choosing appropriate methods of assessment/testing young learners.
- Teaching FL in the classroom with learners with different levels of FL proficiency.
- Inclusion of SEN pupils in FL lessons.
- Maintaining pupils' attention throughout the lesson.
- Maintaining pupils' motivation throughout the lesson/year.
- Communicating with parents about their expectations of FL lessons.

Three-quarters of the respondents stated that the mentioned activities are of low difficulty, meaning that teaching does not cause them serious problems, either in the preparatory phases or in the following phases of the lesson - either never or only occasionally. On the other hand, a quarter of respondents considered the mentioned activities to be frequent or permanent challenges. The most frequently mentioned challenge, referred to by more than a quarter (28.5%) of the respondents, is the integration of pupils with SEN into FL lessons. The second most common challenge was the difficult task of keeping pupils' attention, followed by keeping pupils motivated. Next was work with mixed proficiency groups of pupils. For our respondents, the least demanding aspect of their work is communication with parents. Surprisingly, assessing pupils' performance was considered one of the less demanding challenges for teachers.

Similarly, we asked the respondents whether they have any problems or need any help with the teaching of any skill or area of the given foreign language (vocabulary, grammar, pronunciation, intonation and communication skills in a foreign language at the basic level - listening and reading comprehension, speaking and writing). It turned out that three quarters of our respondents either have no problems or only rarely have problems with teaching different content areas of FL teaching. This applies to all language components. On the other hand, approximately one quarter of the respondents have relatively frequent or weekly problems with specific aspects of language teaching. Only about 1% of respondents consider most of these aspects to be a constant

challenge that they cannot handle on their own. After analysing their other variables, it cannot be ruled out that this group includes both fully and partially qualified teachers. Figure 2 and 3 present the summaries of the less frequent and more frequent occurrences of problematic areas in FL teaching according to the respondents.

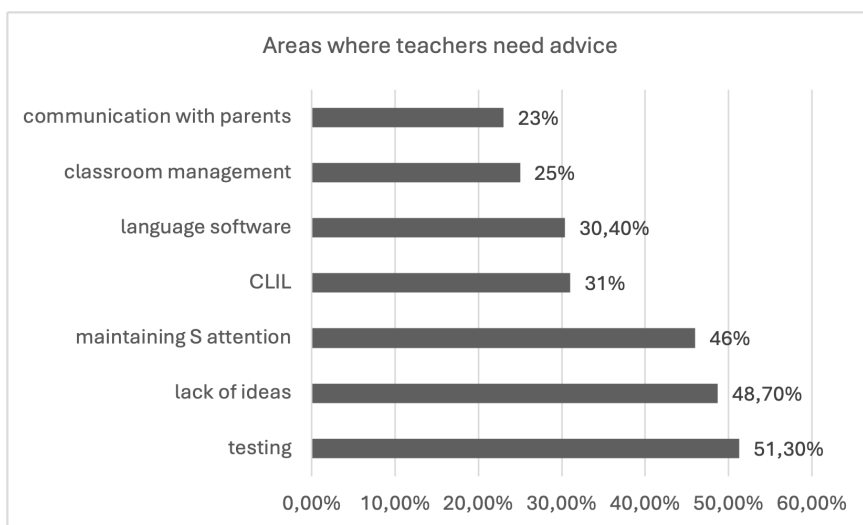
Figure 2

Summaries of FL areas in need of advice/help (Slovakia, own research in 2023)

Teachers needs of help:	Gram-mar	Listen-ing	speak-ing	reading	writing	vocab-ulary	pro-nuncia-tion
Minimal need of help	77%	77,2%	74%	76%	77,1%	74,10%	72%
Significant need of help	23%	22,8%	25,90%	24,4%	22,80%	25,90%	28%

Figure 3

Areas where teachers need advice (Slovakia, own research in 2023)



The level of help needed was relatively balanced across all language components addressed by FLT. The only area that stands out as a little bit more difficult for our respondents is teaching correct pronunciation and intonation.

At the end of this section, we asked two summarizing questions: Which FL areas or activities do you seek advice on most often? Are there any other significant issues you face in your FL teaching?

The respondents highlighted especially the issue of how to test and evaluate language learning in primary education. On this point, 192 respondents (51.3%) commented that they needed advice. The second largest group, consisting of 182 respondents (48.7%), needs advice on how to maintain a creative approach and have enough activity ideas throughout the school year, i.e., how to overcome their fatigue, shortage of ideas and to use preparation time effectively. The third group, consisting of 172 respondents (46%), needs guidance on how to keep pupils' attention throughout the lesson.

Up to 116 respondents (31%) need help in applying the CLIL methodology into FL lesson. Regarding the use of various language software, 114 respondents (30.4%) require guidance. Interestingly, a smaller number of respondents (25%) indicated they had problems with class discipline, setting the rules, and thus they needed advice on better classroom management and ensuring a positive learning environment.

In response to the question, "Are there any other significant issues you face in your FL teaching?" respondents identified four common areas that most frequently exhaust them:

- Issues related to technical and material-organizational support of CJ lessons: large groups of pupils in one class (over 20), especially in case of elective courses; FL classes are often scheduled as the 5th or 6th period, making it very difficult to work with pupils during these "late" hours; technical problems; few online activities available for language teachers; insufficient time allocation; lack of teaching materials;
- Methodological issues: how to properly assess pupils' work; achieving written expression in weaker pupils and mastering grammar; teaching writing to first graders.
- Issues related to the teacher: „My language proficiency is declining since I only communicate with first-grade children.“ „I am the only English teacher at the school, so I have no help at school and look for resources online.“
- Issues related to pupils: Pupils from socially disadvantaged backgrounds have more problems, especially those who have a poor command of the Slovak language. Poor home preparation. More frequent absences from classes and parents neglect them, causing them to lag behind the progress of other pupils. For Roma pupils, this is the third language they are learning. Often they are struggling with standard spoken and written Slovak – their second language. Another challenge is working with SEN pupils, especially when there is no teaching assistant present; problems with memory in some pupils.

Evaluation of FL teaching

First, we will briefly summarize the responses regarding feedback our respondents received from their pupils and their parents. The majority of them reported they got positive feedback: 61% from pupils and 67% by their parents. They also got negative response – 21% of them given by pupils and 21% given by their parents. After analyzing the responses to the open-ended questions on pupils and parents' feedback, the following feedback areas can be listed (Figures 4 and 5).

Figure 4

Areas of positive feedback by parents and pupils (Slovakia, own research in 2023)

Parents	Pupils
Smooth transition in FL to the next level of schools	Good marks at the end of the year
Good results at school leaving results	Good marks at the school leaving exam
Teacher's approach to students	Teacher's human approach to students
Interesting, innovative, activating activities	Interesting, activating activities (songs, stories, poems)
Effective teaching individual skills and vocabulary	Games, plays, competitions
Emphasis in communication	Communication in English
Supporting students' motivation	Involvement of movement, dancing
Cooperation with parents	Group work
Effective lessons preparation	Variety of activities -singing, drawing, poems
Effective class and teaching management	Positive classroom atmosphere
Systematic approach, order	
CLIL	Project work
Various ways of assessment	
Use of technologies	Use of Kahoot, wocabee, wordwall, interactive whiteboard, videos
Teaching aids	Books, journals, good textbook
Ability to work with SEN pupils	Humor
Professional approach	Teacher's pronunciation

Figure 5

Areas of negative feedback by parents and pupils (Slovakia, own research in 2023)

Parents	Pupils
Difficulty of the language curriculum	Demanding lessons
Parents are not able to help their child	Demanding language (written/oral)
Disagreement with the teacher's approach	Too strict teacher
Disagreement with the teacher's methodology	Little variety of activities
Disagreement with the content	Too much grammar – too difficult
Weak emphasis on communication	Using only textbooks and workbooks
Weak motivation	Too many new words to learn – boring
Disagreement with homework	Lot of homework
Disagreement with classroom management	Few interactive activities
Disagreement with teacher's assessment	A lot of tests
	Very challenging for weak students

A quarter of respondents (23%) stated that they did not receive any feedback from pupils' parents. The respondents explained three reasons of the lack of feedback: either they were mainly brand new teachers and did not have enough chances to get feedback, or they work with children from socially disadvantaged settings whose parents either do not understand the language education or they are not used to giving feedback; or the parents are very happy with them, trust them and do not feel it necessary to give them any more formal feedback. The remaining respondents (29%) did not comment on this question.

In accordance with pupils' lack of interest, several reasons can be anticipated (Simanová, 2023):

- Incorrect use of teaching methodologies by teachers,
- Pupils' final refusal to learn a foreign language,
- Psychological state of the pupil,
- Demotivation of pupils due to parental pressure for high performance,
- Disparity between the native language and the language of instruction among pupils from migrant and minority families,
- Specificities of young learners' short-term memory and loss of acquired language skills during relatively long holiday periods.

For a comprehensive evaluation of FLT in Slovak schools, teachers' self-reflection was essential (Simanová, 2023). Data analysis revealed that the largest group (35.5%) prioritized fostering a positive attitude towards FLT. The second priority was developing communication skills (27.1%), followed by using diverse methods (21.7%). Only 7.3% focused on vocabulary and pronunciation

Teachers also reflected on their FL teaching proficiency levels. About 7.8% assessed their fluency, vocabulary, and ability to react. Nearly 20% viewed their language level through their professional qualities. The largest group (45.8%) evaluated their methodological proficiency, while 3.8% highlighted their practical experience. The remaining teachers did not assess their language readiness for FLT in primary school.

Our respondents (72.3%) identified several challenges they face, categorized as follows:

- Personal gaps in FL methodology for younger pupils (15.7%);
- Lack of teaching materials, including ICT-equipped classrooms (14.36%);
- Application of an inclusive approach in heterogeneous classes (14%);
- Pupil disinterest and resistance to high performance demands (10.84%);
- Insufficient teaching hours and lack of qualified teachers (6.7%).

In the final question, respondents identified the following challenges stemming from discrepancies between practice and societal or personal expectations:

- Establishing a positive relationship of pupils towards the FL (17.07%);
- FL proficiency level (13.27%);
- Applying an inclusive approach in heterogeneous groups of pupils (9.21%);
- Effectively utilizing FLT methods and achieving curriculum goals (39.8%).

Discussion

Before discussing the results, it is important to acknowledge the study's limitations. With a sample size of $N=374$ primary school language teachers, the findings cannot be generalized. Despite efforts to engage respondents through a nationwide educational institution, only 374 teachers completed the questionnaire, which limits the research's scope. The extensive and time-consuming nature of the tool likely contributed to the low response rate. Additionally, the sample may be skewed, as those who completed the survey were likely teachers who do not mind completing detailed questionnaires or wish to evaluate FLT at their school. Most respondents appeared to be enthusiastic teachers, with about 2/3 to 3/4 reporting motivated pupils. The remaining responses likely came from teachers struggling with specific aspects of their profession and seeking an outlet for their frustrations.

We found several inconsistencies in respondents' answers, especially questions about student and parent assessment. While 75% of teachers reported that they had no problems with student assessment, 51% said they needed help, further training or guidance in this area. Another paradoxical finding was that, although only 23% of teachers explicitly stated they would need help communicating with parents about their expectations for FL instruction, this was the area where the fewest respondents – 86 teachers (23%) – indicated a need for advice.

The data revealed strong support from school management for improving FLT, with three-quarters of respondents praising efforts to ensure qualified teachers and adequate resources. Two-thirds report management support for proactive teachers and further education. However, a paradox emerged: while teachers feel confident in FL methodology, they find it challenging in practice. Although familiar with CLIL, many teachers lack experience in applying it, with one-third seeking demonstrations of its use. CLIL demands high language proficiency, and the shortage of qualified teachers was highlighted (Pokrivčáková et al., 2009; Lungu, 2021).

The linguo-didactic challenges revealed by our respondents showed that teaching pronunciation and intonation ranked highest in need, followed closely by teaching speaking skills. This focus on communication was reflected in feedback from parents, pupils, and teachers. Teaching grammar and new vocabulary also presented notable challenges, with vocabulary acquisition often perceived as difficult due to teachers' opinions. However, using effective and engaging methods might alleviate these issues. Although the results of our questionnaire research do not represent the entire teaching population, they may indicate the direction of current challenges and the need for additional teacher training courses, particularly those incorporating neuroscience findings on vocabulary retention and psychological approaches to support constructive, creative language acquisition.

Our research results are consistent with Lojová's (2019) observation regarding the increasing number of teacher complaints about collaboration with parents. She suggests starting communication with positive feedback and practicing empathetic listening. Teachers should act as partners, advisors, and experts, explaining their teaching principles and emphasizing the shared goal of the child's well-being and development. We found that parents often challenge the teaching methodology, citing insufficient emphasis on communication and excessive written homework. They also express dissatisfaction when teachers don't use workbooks enough, leaving pupils' textbooks at school and hindering parents' ability to support learning. Parents report that children lose motivation due to the difficulty or monotony of the material, or dissatisfaction with assessment methods.

Our research also identified the qualities that parents most highly value in teachers. Parents emphasize the importance of teachers establishing a solid language foundation from the outset and facilitating a smooth transition to

subsequent levels of education. They particularly appreciate teachers' positive attitudes, didactic expertise, use of engaging and innovative activities, focus on communication, encouragement of student motivation, effective classroom management, systematic instructional approaches, integration of CLIL, diverse assessment strategies, incorporation of technology and teaching aids, and the ability to work effectively with students with special educational needs.

The questionnaire also addressed general pedagogical, neurolinguistic, and psycho-didactic aspects important for FL teaching. Teachers found it easy to set lesson objectives, but two key challenges emerged: maintaining pupils' attention and motivation. Nearly 49% of respondents admitted struggling to generate ideas that sustain attention and motivation. The data also revealed additional challenges when working with SEN pupils and linguistically mixed groups.

A significant number of teachers were unable to answer several questions, including whether school management addresses linguistically unbalanced pupil groups (1/3 of respondents). Even more concerning was the lack of awareness about conditions for teaching FL to SEN pupils, possibly due to insufficient communication between teachers, school management, and support teams. Surprisingly, one-third of responses were neutral on whether the school regularly monitors pupil and parent satisfaction with FLT. Additionally, nearly 1/3 of schools lack teacher feedback evaluations.

The only area with predominantly negative responses was whether school management actively recruits native speakers for FL teaching, with 50% of respondents stating this issue is insufficiently addressed. Simanová (2023) compared our research with studies in Romania, Colombia, Italy, South Korea, Tanzania, and the UAE (Lungu, 2021; Goddard & Evans, 2018), finding similar challenges faced by FL teachers, including the need to improve FLT methodology, develop pupils' speaking skills, and maintain motivation.

Unlike abroad, Slovak teachers expressed a need for better understanding and implementation of an inclusive approach, likely due to ongoing inclusive reforms in Slovakia. Foreign FL teachers find creating playful activities for grammar acquisition and teaching writing challenging, while Slovak teachers highlighted difficulties with teaching pronunciation, linked to low confidence in their English fluency. Foreign teachers reflected more on improving their language skills, whereas Slovak teachers did not mention problems with assessment or testing. Discipline and behavior were not major concerns for Slovak primary teachers, unlike their foreign counterparts, who also faced larger class sizes—a concern addressed in Slovakia by dividing FL classes into smaller groups.

Conclusion

At the beginning of the research, we posed four questions. Let us provide answers to them in the conclusion of this study.

First, we were interested in the current scope of FL courses and extracurricular activities in primary FLT. We found that nearly half of the schools involved in the research consider it appropriate to teach FL starting from the 1st grade (as an elective subject), although it is mandatory only from the 3rd grade. This fact was particularly appreciated by parents. The respondents highlighted a variety of activities for pupils in FL, both in the afternoon leisure time and on weekends.

The second aim of the research was to find out what kind of support teachers receive in their FLT from school leadership, and, related to this, what external conditions they have for primary FL teaching. Teachers answered this question in several scaled questions. Over 60% of them were satisfied with the support for FLT from the school leadership. This support was primarily reflected in the efforts to ensure qualified teachers, and in about 10% of schools, to even provide native speakers for FLT. Nearly half of the school principals provide adequate material and technological equipment for FLT. Two-thirds of school managements support further education of their FL teachers.

Our research on the third question highlights the need to understand the challenges faced by primary school FL teachers. Through repeated questioning, we identified several areas where teachers lack adequate preparation, need further education or guidance, and require more support from school management. One of the most frequently expressed needs is training in inclusive approaches for all pupils, not just the integration of SEN pupils. In this area, teachers would benefit from more initiative from school leadership. What helps them is cooperation with other colleagues, which is effective in more than 50% of the responding schools.

When teachers expressed their need for methodological support, they emphasized the importance of strategies for maintaining student motivation and attention, particularly in case of SEN or gifted pupils, and for setting realistic lesson goals. Many teachers also struggle with mixed entry levels among their pupils.

In the fourth question, we aimed to find out what feedback teachers receive from pupils and parents. We found that only about a third of schools actually carry out regular monitoring of parental satisfaction with FL learning of their children or delegate this responsibility to the FL teachers. Pupils also have the right to provide feedback, which is implemented in about one-third of the schools surveyed. Some teachers are unsure how to initiate communication with challenging parents.

The majority (over 60%) of teachers who proactively request feedback from parents reported receiving positive feedback from both parents and

pupils. Only about 20% of the feedback was negative. The content of this feedback focused on the language teaching itself, grading and other forms of assessment, engaging and interesting methods, lesson goals centered on communication in the FL, and, especially, on the teacher's relationship with the pupils

Understanding the perspectives of parents and pupils is crucial. Parents, though invested in their children's language education, often lack the necessary amount of foreign language and pedagogical skills to communicate with their children in a foreign language. Their efforts are mainly focused on using textbooks and workbooks, without methodological support. In a family setting, rote communication and memorization are common. Therefore, collaboration with parents is vital for fostering a positive attitude and ensuring successful, participatory language education.

The goal of all school managements should be to enhance both pupil and FL teacher's well-being by communicating with parents and fostering a collaborative environment where FL teachers can develop their methodological and linguistic competencies.

Informed Consent Statement

Not applicable - Informed consent was not sought from adult participants who voluntarily participated in the online questionnaire. Reason: no identifying data in the questionnaire, total anonymity.

Acknowledgements

This study is one of the outcomes of the project KEGA 011UMB-4/2022 Creation of a web portal for methodological support of foreign language teaching in primary.

References

- Báidak, N., Balcon, M.-P. A. & Motiejunaite, A. (2018). *Súhrn Eurydice: Klúčové údaje o vyučovaní jazykov v európskych školách*. Slovenská akademická asociácia pre medzinárodnú spoluprácu. <https://doi.org/10.2797/548519>
- Bao, D. (2018, Ed.). *Creativity and innovations in ELT materials development: Looking beyond the current design*. Multilingual Matters. <https://doi.org/10.21832/9781783099702>
- Bérešová, J. (2016). *Teaching English to Young Learners*. Typi Universitatis Tyrnaviensis.
- Bergroth, M., Dražnik, T., Llompart Esbert, J., Pepiot, N., van der Worp, K. & Sierens, S. (2022). *Linguistically sensitive teacher education: Toolkit for reflection tasks and action research*. <http://hdl.handle.net/1854/LU-8740452>
- Bertrand, Y. (1998). *Soudobé teorie vzdelávání*. Portál.

- Braunová, J. (2011). *Vyučovanie prvého cudzieho jazyka na základných školách (Správa z rýchleho zberu informácií)*. Štátna školská inšpekcia. <http://www.pppknm.sk/data/pdf/materialy/ss-vyucovanie-prveho-cudzieho-jazyka-2011.pdf> (12/10/2023)
- Çakir, I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *Turkish Online Journal of Educational Technology*, 5(4). <https://www.learntechlib.org/p/194709/> (09/09/2024)
- CEC – Commission of the European Communities. (1995). *White Paper on Education and Training: Teaching and Learning. Towards the Learning Society*. CEC. <https://op.europa.eu/en/publication-detail/-/publication/d0a8aa7a-5311-4eee-904c-98fa541108d8/language-en> (05/03/2024)
- CoE – Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing. www.coe.int/lang-cefr (04/04/2024)
- Csikszentmihalyi, M. (2009). *Flow: The Psychology of Optimal Experience* (Nachdr.). Harper [and] Row.
- EC. (1996). European Commission: Directorate-General for Education, Youth, Sport and Culture, *White Paper on education and training – Teaching and learning: Towards the learning society*. EC Publications Office.
- Dvořáková, K. (2006). Early Foreign Language Teaching in the Czech Republic: Existing Problems and Future Challenges. In Hanušová, S. & Najvar, P. (Eds.), *Foreign Language Acquisition at an Early Age* (pp. 61-70). Masarykova univerzita v Brne.
- Goddard, C. & Evans, D. (2018). Primary pre-service teachers' attitudes towards inclusion across the training years. *Australian Journal of Teacher Education*, 43(6), 122–142. <https://doi.org/10.14221/ajte.2018v43n6.8>
- Hanuliaková, D. (2015). Edukačné prostredie a jeho vplyv na učenie sa žiakov. *Direktor.Sk, Vydanie: 2019-2013*. <https://www.direktor.sk/sk/casopis/didaktika/edukacne-prostredie-a-jeho-vplyv-na-ucenie-sa-ziakov.m-748.html> (08/07/2024)
- Harmer, J. (1993). *The Practice of English Language Teaching*. Longman.
- Harmer, J. (2009). *How to Teach English*. Longman.
- Hattie, J. (2008). *Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge. <https://doi.org/10.4324/9780203887332>
- Hattie, J. (2023). *Visible Learning: The Sequel: A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement*. Routledge. <https://doi.org/10.4324/9781003380542>
- Homolová, E. (2007). Facilitovanie výučby anglického jazyka. *Pedagogické rozhľady*, 16(1), 25–26.
- Homolová, E. (2013). *Methodology of Teaching English*. FHV UMB.

- Ílya, A. & Daloğlu, A. (2023). Adaptation of practicum in an EFL pre-service teacher education program in response to the COVID-19 crisis. *Journal of Language Teaching and Learning*, 13(1), Article 1.
- Kariková, S. (2007). *Kapitoly z pedagogickej psychológie*. PF UMB.
- Kasáčová, B. (2005). *Reflexívna výučba a reflexia v učiteľskej príprave*. PF UMB.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Prentice-Hall.
- Kosová, B. (2005). *Vybrané kapitoly z teórie personálnej a sociálnej výchovy pre učiteľov 1. stupňa ZŠ*. Pedagogická fakulta Univerzity Mateja Bela.
- Kralova, Z., Kamenicka, J. & Tirpakova, A. (2022). Positive emotional stimuli in teaching foreign language vocabulary. *System* [online], 104. <https://doi.org/10.1016/j.system.2021.102678>
- Lojová, G. & Straková, Z. (2012). *Teoretické východiská vyučovania angličtiny v primárnom vzdelávaní*. Univerzita Komenského v Bratislave.
- Lojová, G. (2019). *Učme cudzí jazyk efektívnejšie – Prístup zameraný na žiaka*. Univerzita Komenského v Bratislave.
- Lojová, G. (2022). Možnosti skvalitňovania edukácie na báze poznatkov neurovied. *Pedagogické rozhľady*, 31(4), 7–11.
- Lungu, I. (2021). The Controversial Issues Experienced by the English Language Teachers in Primary Schools Worldwide Echoing into the Romanian Language Education Context, Logos Universality Mentality Education Novelty. *Philosophy & Humanistic Sciences*, 9(1), 45–55. [https://doi.org/10.18662/lumenphs/9.1/56\(12/11/2023\)](https://doi.org/10.18662/lumenphs/9.1/56(12/11/2023))
- Lutge, C., Merse, T., Owczarek, C. & Stannard, M. (2019). Crossovers: Digitalization and literature in foreign language education. *Studies in Second Language Learning and Teaching*, 9(3), 519. <https://doi.org/10.14746/ssllt.2019.9.3.5>
- Marconi, G., Cascaless, C., Covacevich, C., Halgreen, T. (2020). „What matters for language learning?: The questionnaire framework for the PISA 2025 Foreign Language Assessment”. *OECD Education Working Papers*, No. 234. OECD Publishing. https://www.oecd.org/en/publications/what-matters-for-language-learning_5e06e820-en.html (04/05/2024)
- Mayer, R. (2024). The Past, Present, and Future of the Cognitive Theory of Multimedia Learning. *Educational Psychology Review*, 36. <https://doi.org/10.1007/s10648-023-09842-1>
- MŠ – Ministerstvo školstva. (2007). *Koncepcia výučby cudzích jazykov na ZŠ a SŠ*. MŠ a ŠPÚ, 2007. <https://www.yumpu.com/xx/document/read/28047918/koncepcia-vyuaovania-cudza-ch-jazykov-v-za-a-sa-a-tatny-> (04/04/2024)
- Marconi, G., Cascales, C. C., Covacevich C. & Halgreen, T. (2020). *What matters for language learning?: The questionnaire framework for the PISA 2025 Foreign Language Assessment*. *OECD Education Working Papers* No. 234. OECD Publishing. <https://doi.org/10.1787/5e06e820-en>

- Matějček, Z. (2015). *Co děti nejvíc potřebují* (Vyd. 7). Praha: Portál.
- MINEDU. (2022). *Štátny vzdelávací program primárne vzdelávanie – 1. stupeň základnej školy. Konsolidované znenie*. Ministerstvo školstva, vedy, výskumu a športu. <https://www.minedu.sk/data/att/b16/30561.2d69c0.pdf> (02/04/2024)
- MŠ – Ministerstvo školstva. (2024). *Štátny vzdelávací program pre základné vzdelávanie: konsolidované znenie*. <https://www.minedu.sk/data/att/bbd/28446.0d3fc6.pdf> (04/03/2024)
- Nilsson, M. (2020). Beliefs and experiences in the English classroom: Perspectives of Swedish primary school learners. *Studies in Second Language Learning and Teaching*, 10(2), Article 2. [cit. 2024-10-25]. <https://doi.org/10.14746/ssl.2020.10.2.3>.
- OECD. (2019). *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. TALIS, OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- OECD. (2024). *Learning another language: The PISA 2025 Foreign Language Assessment Framework*. <https://www.oecd.org/content/dam/oecd/en/topics/policy-sub-issues/foreign-language-learning/PISA-2025-FLA-Framework-Learning-Another-Language.pdf> (04/04/2024)
- Pokrivčáková, S., Duchovičová, J., Gondová, D., Horváthová, B., Kráľová, Z., Reid, E., Šimonová, I., Tandlichová, E., Užáková, A. & Winklerová, L. (2009). *Cudzíe jazyky a kultúry v modernej škole*. Masarykova univerzita v Brne. <https://www.muni.cz/vyzkum/publikace/893657> (04/03/2024)
- Pokrivčáková, S. (2020). *Introducing English to Very Young Learners*. Tomas Bata University ve Zlíně. https://digilib.k.utb.cz/bitstream/handle/10563/45962/Introducing_English_To_Very_Young_Learners_II_2020.pdf?sequence=4 (12/11/2023)
- Pollard, A. & Tann, S. (1995). *Reflective Teaching in the Primary School. A Handbook for the Classroom*. Cassell
- Sanchez, H. (2017). *The Education Revolution: How to Apply Brain Science to Improve Instruction and School Climate*. Corwin. <https://doi.org/10.4135/9781506336534>
- Scott, C., Cox, S. & Dinham, S. (1999). The Occupational Motivation, Satisfaction and Health of English School Teachers. *Educational Psychology*, 19(3), 287–308. <https://doi.org/10.1080/0144341990190304>
- Šimanová, L. (2023). Challenges of second language acquisition in primary education in an international context. In *Proceedings of EDULEARN23 Conference third-5th July 2023* (pp. 3499–3507). IATED. <https://doi.org/10.21125/edulearn.2023.0959>
- Straková, Z. (2021). *Meaningful Teaching of English and content to Young Learners*. Prešovská univerzita v Prešove.
- Špačková, K., Laufková, V., Rychlíková, M., Kucharská, A., Janoušková, Z. & Jiroutová, M. (2019). *Vzdelávací modul Čtenářská gramotnost*. Pedagogická fakulta, Univerzita Karlova.
- ŠPŮ. (2017). *Spoločný európsky referenčný rámec pre jazyky*. Štátny pedagogický ústav.

-
- Tandlichová, E., Farkašová, E., Filo, J. & Hanušová, S. (2008). Výučba cudzích jazykov na ZŠ vo svetle reforiem. In Pokrivčáková, S. et al. (2008). *Inovácie a trendy vo vyučovaní cudzích jazykov u žiakov mladšieho školského veku* (pp. 7–12). Univerzita Konštantína Filozofa v Nitre.
- Tandlichová, E. (2009). Niektoré nosné aspekty súčasného riešenia zámerov novej koncepcie výučby cudzích jazykov na ZŠ a SŠ. In Pokrivčáková, S. a kol. *Cudzie jazyky a kultúry v modernej škole* (7–28). Pedagogická fakulta Masarykova univerzita.
- Tomlinson, B. (2013, Ed.). *Applied Linguistics and Materials Development*. A&C Black. <https://doi.org/10.1002/9781405198431.wbeal0749>
- Valihorová, M. (2010). *Psychologické aspekty výchovy*. Pedagogická fakulta UMB, Občianske združenie Pedagóg.
- Vančíková, K. (2024). *Inkluzívny prístup k učeniu cudzích jazykov*. Banská Bystrica: Belianum. <https://doi.org/10.24040/2024.9788055721286>
- Yiakoumetti, A. (2022). Teachers' language use in United Kingdom Chinese community schools: Implications for heritage-language education. *Frontiers in Psychology, 13*: 899428. <https://doi.org/10.3389/fpsyg.2022.899428>
- Zhang, J. (2023). The Impact of the Learning Environment on English Language Learning. *Journal of Education, Humanities and Social Sciences, 23*, 69–72. <https://doi.org/10.54097/ehss.v23i.12737>