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volume 2, 2011, issue 2

Marie Hádková

Documents of the European Language Policy in Teaching and Learning Czech as a Foreign Language

pages 1-23

With regard to the long-term trend in the development of migration in Europe, the number of immigrants is expected to grow, which means that even the Czech Republic might become a target country more frequently. Although the child's component does not represent the largest portion of the group of foreigners living in our country at present, it can be assumed that the number of children-foreigners in our schools will be growing in the course of the following years. In thi paper we pay attention to one partial aspect of the preparation of prospective teachers at the second stage of primary schools and at secondary schools, since the changed circumstances of the teaching and learning process must be adequately reflected in their pre-gradual studies. Our task was to find out how university students who had finished a single-semester course of Czech as a Foreign Language reflected on the CEFR and the ELP self-assessing statements.

Marta Lacková

Some Notes on Orthographic Adaptation of Anglicisms in Contemporary Russian Informal Communication and its Sociolinguistic Background

pages 24-40

The paper deals with anglicisms in contemporary Russian informal communication with the focus on their orthographic features and sociolinguistic aspects which lie in the background of their functioning. In general orthographic features of these anglicisms cannot be evaluated from normative positions; they work in a language as expressive and evaluative nominations which reflect the level of social and cultural awareness. Taking into consideration orthographic adaptation of anglicisms into the contemporary Russian informal communication the generally valid rules in the sphere are kept; but on the other hand, there are numerous lexical units which have acquired an orthographic form which is not stated in currently valid rules. It arises from the orthographic analysis of these anglicisms that the Russian informal

communication offers a wide range of possibilities of anglicisms orthographic adaptation (e.g. their vocalic structure contains phonetic or graphic elements of the original English lexical unit; an anglicism may hold one meaning in two or more orthographic forms in Cyrillic alphabet; Roman characters and Cyrillic alphabet are combined within one single lexical unit).

Zdena Králová
**Personal variables
in the second language
pronunciation learning**
pages 41-57

The study assessed the relation between the overall quality of the second language (L2) pronunciation and some personal variables as the researchers investigating the effect of personality variables on L2 oral production mostly discovered no systematic relationship. It was frequently observed that different learners attain different levels of L2 proficiency even though the circumstances of a target language acquisition are almost identical. Individuals differ greatly from each other in their ability to acquire a non-native language. This is especially true for the acquisition of the L2 sound system and the possible factors responsible for such differences are numerous.

László Trencsényi
**Spring Water or Coctail?
Postmodern Challenges
in Arts Education**
pages 58-63

The author writes about the necessary changes in the aims and methods of arts education (understanding arts in the widest sense, including all creative arts, literature and music) that are brought about by the changes of the art's role and function in contemporary society. In a postmodern environment the significance of certain values becomes higher. The author refers to these values as the five C's: Creativity, Complexity, Community, Communication and Canonlessness (i.e.: instead of one prevailing canon, having multiple canons alongside each other).
