

Editorial

The present volume of the *Multidisciplinary Journal of School Education* (No. 19) is devoted to the issue of appropriate language use – an issue which has fascinated both scholars and non-academics since the very beginnings of the conscious application of verbal communication. In the essays collected in Issue 19, the focus has been placed on several theoretical and practical issues which are subsumed under three major sections covering theoretical, pedagogical, and miscellaneous interests.

Issue 19 of the *Multidisciplinary Journal of School Education* is titled “Word in Education: Theory and Practice.” The opening words of the title are evocative since they also served as the name of an international conference, “Word in Education: Good Word, Bad Word, No Word,” which was co-organized by Jesuit University Ignatianum in Krakow and Abat Oliba CEU University in Barcelona. Thus, they are meant to activate and evoke certain ideas that were brought up during the conference. The subtitle, “Theory and Practice,” indicates two manners in which the issue of proper language use may be approached, namely, as a subject of scholarly examination and as a means of interpersonal communication in a classroom setting.

The first section of Issue 19, Thematic Articles, theorizes language as being applied in both formal and informal educational contexts. Thematic papers examine language and communication in the private context – within the nuclear family – and in the public sphere, that is, in religious and political discourse. The section opens with Giuseppina D’Addelfio and Maria Vinciguerra’s investigation of the manner in which significant words shape the discourse of contemporary family education. Against the phenomenological research of Husserl and Ricouer, D’Addelfio and Vinciguerra analyze intergenerational dialogues performed in the family, which allows them to isolate three major words

that, they argue, guarantee successful communication: emotion(ality), truth, and recognition. By contrast, the two subsequent thematic papers may be situated on the opposite end of the theoretical axis, as they explore language use in larger social groups and in formal situations: while María Ángeles Martín-del Pozo focuses on “Words to Encourage Evangelization,” Sylwia Janina Wojciechowska directs the readers’ attention to “Politics and the Inadequacy of Words.” Both authors concentrate on an efficient linguistic communication in which an individual speaker means to succeed in the formation of a certain response in a community. Applied in different contexts and for various purposes, the stylistic approach in both articles becomes a subject of close study in the search for the Aristotelian markers of a speech with pathos, that is, a memorable one. The thematic section closes with an elaboration on yet another aspect that preconditions efficiency in education, which, quite surprisingly, regards non-verbal communication: as Maria Szymańska pointedly argues, silence is meaningful “in Mastering Reflective Skills.” The scholar argues for an appreciative and motivated approach towards silence in the classroom setting, which equates to – and indeed impacts on – verbal instruction.

Section Two, Reflections on Teaching Practice, covers a number of practical approaches to language and communication in institutional instruction. It opens with Marta Blanco Navarro’s exploration of the nature of “the teacher/student relationship.” Navarro’s approach involves the field of applied linguistics in the context of school education. Here, language is examined as a means of interaction between the Self and the Other; hence, a substantial part of the analysis is formed by ontological issues. The next article in the section, “Teacher’s Collective Efficacy,” elaborates on the empirical linguistic evidence for classroom communication. Yunus Adebunmi Fasasi and Mustapha Adam Ishola focus on students’ and teachers’ performance in Nigerian secondary schools. Based on a TCEQ questionnaire, the authors outline the ways teachers in northern Nigerian might improve on their teaching methods in order to positively influence students’ performance. A similar, region-oriented approach has been adopted in “A Comparative Research Study Conducted in Slovakia” by

Erika Novotná. Novotná's empirical stance addresses the topical issue of modern technology in the classroom and it skillfully expounds on the reasons for a considerable deterioration in the critical thinking capacity of iGeneration students, in comparison to millennials. The subsequent paper also examines the interface between technology and school instruction; in this case, however, Diego Rodríguez-Ponga Albalá investigates the "Application of Video Games in Education" in view of potentially improving teaching in history classes.

Section Three, Miscellaneous Articles, includes paper titled "Words and Silence in Job Mentoring" authored by Joaquín Solana-Oliver and Carmen Ruiz-Viñals. The article examines the intersection of verbal and non-verbal communication in the professional setting.

The editorial team are proud to present this selection of articles, which comprises an inspiring body of theoretical inquiries and research materials. We are quite certain that the reading of Issue 19 will not only provide you with empirical data, but will also establish a number of potential issues to address and directions to follow in a further investigation of the significance of verbal and non-verbal communication in institutional and private instruction.

Sylwia Janina Wojciechowska