

VÝUKA ODBORNÉHO JAZYKA A PROGRAMY PRO MEZINÁRODNÍ SPOLUPRÁCI

ESP AND EDUCATIONAL PROGRAMMES FOR INTERNATIONAL COOPERATION

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Abstract:

At present there are several international programmes supporting the education and individual development of students, future specialists as well as teachers and at the same time comparing the levels of education on a European scale.

The Socrates-Erasmus Programme which aim is the establishment of joint study programmes or intensive courses, the foundation of European thematic networks, the enforcement of European dimension in all fields of study.

Keywords:

specialist language, programmes for international cooperation, education, unification of language knowledge, language examinations, universities

Anotace:

V současné době existuje celá řada evropských vzdělávacích programů, která podporuje výchovu a individuální rozvoj studentů, budoucích odborníků, podnikatelů a zároveň i učitelů. Tyto programy do určité míry porovnávají úroveň vzdělání v evropském měřítku.

Sokrates-Erasmus je snad nejznámějším z těchto programů a jeho cílem je kromě mobility studentů a vysokoškolských učitelů také vytvoření společných studijních programů – kurikulí nebo intenzivních kurzů, zakládání evropských tematických sítí a posílení evropské dimenze vzdělání ve všech oborech.

Klíčová slova:

odborný jazyk, programy pro mezinárodní spolupráci, vzdělávání, standardizace jazykových znalostí, jazykové zkoušky, univerzity

INTRODUCTION

Our University participates in the network of AFANet programme. It aims at defining and developing a European dimension in all fields of study.

EURYDICE is an information network about European education and has been a means of the European Commission for collecting and dissemination of information about education systems in the European countries. On the basis of structured questionnaires originate documents which compare different elements of educational systems. These surveys are at disposal in printed and electronic forms. The result of long-term elaboration is the database Eurybase containing detailed information about educational systems not only of EU member countries, but also of associated countries. The Czech division of the Eurydice programme was established in 1996 in the Institute for Information in Education.

The Bologna Declaration was signed in 1999 by 29 European countries with the target to establish a European dimension for university education till the end of this decade.

NARIC - the EU member states founded the agency of Network of National Academic Recognition Information Centres (NARIC) with representation in all member countries and

also in the EFTA countries. This centre gives information about accrediting academic titles in other countries and is part of Socrates/Erasmus.

From the point of view of language education we should also mention the European Language Portfolio which was issued by the Council of Europe. Its aim is to motivate not only students but all language learners to lifelong education in connection with the economic, social and cultural changes in Europe. Beside this main target it should also fulfil an informative one. The portfolio is a kind of personal document, in which its owner puts down his or her language qualification, language knowledge, skills, its development and experience gained when acquiring the knowledge of the language and getting acquainted with the culture of other nations. The portfolio can be a valuable contribution even when it is only partly made use of. It is based on a so-called scale for evaluation and self-evaluation, which defines the level of language knowledge according to common European criteria.

When comparing the above mentioned programmes we found out that there is no standardization concerning language level accreditation and the accreditation and assessment of language examinations.

On the basis of the above mentioned European educational programmes we would recommend the implementation of a certified system of language education and evaluation – testing - examination - enabling a unification and accreditation in the framework of tertiary education. The UNICert programme is the result of research and systematic evaluation of more than 30 universities in the Federal Republic of Germany and has been implemented on European basis and can be fully recommended for implementation on a European basis.

Nowadays there are several international programmes supporting the education and individual development of students, future specialists and entrepreneurs as well as teachers and at the same time comparing the levels of education on a European scale.

Let us in the first place mention the Socrates-Erasmus Programme which aim is the establishment of joint study programmes or intensive courses, the foundation of European thematic networks, the enforcement of European dimension in all fields of study.

EURYDICE is an information network about European education and has been a means of the European Commission for collecting and dissemination of information about education systems in the European countries. On the basis of structured questionnaires originate documents which compare different elements of educational systems. These surveys are at disposal in printed and electronic forms. The result of long-term elaboration is the database Eurybase containing detailed information about educational systems not only of EU member countries, but also of associated countries. The Czech division of the Eurydice programme was established in 1996 in the Institute for Information in Education.

The AFAnet aims at defining and developing a European dimension in higher education, as well as at enhancing European co-operation and innovation. AFA stands for the disciplines of Agriculture, Forestry, Aquaculture and the Environmental Sciences. In the current project initiatives have been carried out which have addressed the vision of the Bologna process for a coherent, compatible and competitive European higher education. It has addressed how certain current issues in industry and society should be incorporated into the curriculum, the process and basis for the development

of agreed core curricula on a European wide basis in the different fields of education and discussed the issues of delivering virtual education in the context of tertiary education. It has also recognized that it is important to enhance the infrastructure for internationalisation by supporting the staff development of language teachers and international relations officers.

There have been given clear directives to develop initiatives which will define generic and subject specific core competencies for disciplines, reinforce the link between universities, society and industry, develop links and synergies with other Socrates activities, e.g. Curriculum Development projects, Intensive Programmes, Grundtvig and Leonardo da Vinci Programme, develop transversal themes, promoting synergies between teaching and research. The project should also be developed within the context of the action of the Bologna process.

One of the four generic domains is curriculum development: identification of core curricula at the European level for the Bachelor degree in selected disciplines, innovation in curricula to represent the changing expectations of society and industry, supporting international work placements in industry as part of the curriculum, implications of teaching and learning in a multi-cultural environment and quality assurance.

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The portfolio consists of three parts, which content is topicalized by the owner. The 1st part is the Language Passport giving information about the official language qualification of its owner and a survey of individual knowledge of different languages based on the already mentioned scale for self-evaluation. The 2nd part Language Biography contains a detailed description of language knowledge and language and cultural experience achieved in the process of official education and apart from it – aims, priorities, methods, stays abroad etc. The 3rd part Dossier is a collection of language documents and materials, which certify the entries in the Language Passport or in the Language Biography – certificates, tests, presentations, translations, C.V. etc.

There are different models of the Portfolio elaborated in Europe originating from the changing

needs of individuals in the course of lifelong education. It is necessary for their implementation and use to meet certain principles of the Council of Europe in order to ensure the quality and possibilities of mutual comparison and accrediting in the European context.

In our republic there has been acknowledged a model for basic and secondary schools as well as for adults the version EAQUALS European Association for Quality Language Services - ALTE Association of Language Testers in Europe.

RESULTS

Our main concern is to ensure foreign language education for specialists in the public and private sectors for future marketing managers in travel agencies, travel trade specialists, tourism research, managers and entrepreneurs. In order to succeed the students need business,

communication and management skills and language knowledge as well to competitive in a free market society.

On the basis of the above mentioned European educational programmes we would recommend the implementation of a certified system of language education and evaluation – testing - examination - enabling a unification and accreditation in the framework of tertiary education. The UNICert programme is the result of research and systematic evaluation of more than 30 Universities in the Federal Republic of Germany and has been implemented on a European basis.

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UNICert – das Hochschul- Fremdsprachenzertifikat

<http://rcswww.urz.tu-dresden.de/~unicert>

[http:// afanet.info](http://afanet.info)

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