

Univerzita Hradec Králové
Pedagogická fakulta

Bakalářská práce

2018

Hana Medková

Univerzita Hradec Králové
Pedagogická fakulta

Přínos zahraničních výjezdů pro českého
středoškoláka

Trips to Foreign Countries and Their Benefits for
Czech Secondary School Students

Bakalářská práce

Autor práce: Hana Medková

Studijní program: B7507 Specializace v pedagogice

Studijní obor: Anglický jazyk se zaměřením na vzdělávání

Francouzský jazyk se zaměřením na vzdělávání

Vedoucí práce: Mgr. Pavla Machová, M.A., Ph.D

Hradec Králové

2018

Zadání bakalářské práce

Autor:	Hana Medková
Studium:	P121239
Studijní program:	B7507 Specializace v pedagogice
Studijní obor:	Anglický jazyk se zaměřením na vzdělávání, Francouzský jazyk se zaměřením na vzdělávání
Název bakalářské práce:	Přínos zahraničních výjezdů pro českého středoškoláka
Název bakalářské práce A):	Trips to Foreign Countries and Their Benefits for Czech Secondary School Students

Cíl, metody, literatura, předpoklady:

Práce představí různé typy zahraničních výjezdů a jejich možný přínos pro jazykový, kulturní a všeobecný rozvoj českého středoškoláka. Součástí bude drobný výzkumný projekt ve formě dotazníku, pozorování, apod.

BORECKÁ, Lenka, Hana SEDLÁKOVÁ a Lenka PAZDEROVÁ. Ze školy do Evropy. 1. vyd. Brno: Doplněk, 2002, 89 s. ISBN 80-7239-124-0. GREGER, David a Věra JEŽKOVÁ. Školní vzdělávání: zahraniční trendy a inspirace. Vyd. 1. Praha: Karolinum, 2007, 266 s. ISBN 978-80-246-1313-0. JEŽKOVÁ, Věra, Dominik DVOŘÁK a Christopher CHAPMAN. Školní vzdělávání ve Velké Británii. Vyd. 1. V Praze: Karolinum, 2010, 228 s. ISBN 978-80-246-1784-8. ČECHOVÁ, Blanka. Na rok za školou: deník české studentky v Kanadě. Vyd. 1. Brno: Doplněk, 1999, 108 s. ISBN 80-7239-041-4. DVOULETÁ, Kateřina. Přínos zahraničních výměnných pobytů pro studenty vybraných středních škol na Uherskohradštsku. Zlín, 2012. bakalářská práce (Bc.). Univerzita Tomáše Bati ve Zlíně. Fakulta humanitních studií DVOŘÁČKOVÁ, Jana. Názory dnešních středoškoláků na výměnné studijní pobyty [online]. Brno, 2011 [cit. 2015-10-08]. Bakalářská práce. Masarykova univerzita, Pedagogická fakulta. Vedoucí práce Dušan Klapko. Dostupné z:

Garantující pracoviště: Katedra anglického jazyka a literatury, Pedagogická fakulta

Vedoucí práce: Mgr. Pavla Machová, M.A., Ph.D.

Oponent: PhDr. Věra Tauchmanová, M.A., Ph.D.

Datum zadání závěrečné práce: 21.1.2014

Prohlášení

Prohlašuji, že jsem tuto bakalářskou práci vypracovala pod vedením Mgr. Pavly Machové, M.A., Ph.D. samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne

Prohlášení

Prohlašuji, že bakalářská práce je uložena v souladu s rektorským výnosem č. 1/2013 (Řád pro nakládání se školními a některými jinými autorskými díly na UHK).

V Hradci Králové dne

Poděkování

Tímto bych chtěla poděkovat vedoucí práce Mgr. Pavle Machové, M.A., Ph.D. za cenné rady při zpracování bakalářské práce.

Anotace

MEDKOVÁ, Hana. *Přínos zahraničních výjezdů pro českého středoškoláka*. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2018. 73s. Bakalářská práce. Práce se zaměří na předpoklady českých středoškoláků pro pobyt v zahraničí. Nahlíží na to, jaký dopad může mít pobyt v zahraničí na středoškoláka z pohledu vývojové psychologie a kulturního šoku. Popisuje český vzdělávací systém se všemi důležitými dokumenty. Seznamuje čtenáře s obsahem Rámcového vzdělávacího programu, očekávanými výstupy v anglickém jazyce i klíčovými kompetencemi. Tyto poznatky jsou dále použité v drobném průzkumu dvou typově odlišných zahraničních výjezdů. Průzkumy krátkodobého i dlouhodobého pobytu zachycují možný přínos pro jazykový, kulturní a všeobecný rozvoj českého středoškoláka. Rovněž si kladou za cíl zjistit, zda tyto výjezdy mohou plnit úlohu vzdělávání stejně tak, jako předpokládají dokumenty českého školství.

Klíčová slova

zahraniční pobyt, střední škola, multikulturní výchova, RVP ČR pro gymnázia, klíčové kompetence

Annotation

MEDKOVÁ, Hana. *Trips to Foreign Countries and Their Benefits for Czech Secondary School Students*. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2018. 73p. Bakalářská práce.

The bachelor thesis focuses on assumptions about Czech secondary school students for foreign stays. It describes impacts of foreign stays on secondary school students from the view of developmental psychology and culture shock theory. It describes the Czech Education system and its all important documents. It acquaints readers with the Czech Framework Educational Programme, expected knowledge of English and key competencies. Further, the information is used in two survey data analyses which are focused on a short-term school trip and long-term study stays. They both depict possible benefits on secondary school students' language skills, cultural and general overview. At the same time, they intend to find out whether these study stays can fulfil educational goals which are given by Czech educational strategies.

Key words

foreign stay, secondary education, multicultural education, Czech Framework Educational Programme for grammar school students, key competencies

Contents

Introduction	9
Theoretical Part	11
1 Developmental Psychology	12
1.1 Period of Puberty	13
1.2 Period of Adolescence.....	14
1.3 Interests of Adolescents	16
1.4 Signs of Psychological Adulthood of Adolescents.....	17
1.5 Socialization of Adolescents	17
2 Culture Shock Theory.....	19
2.1 Culture Shock and its Time Periods.....	20
3 Education System	22
3.1 Educational Programmes	22
3.2 Types of Secondary Schools	25
3.3 Knowledge of English.....	26
Empirical Part.....	28
4 Studying Abroad	29
4.1 Scholarships for Czech Students.....	29
4.2 Agencies Providing Study Programmes Abroad.....	31
5 Experience of Secondary School Students	36
5.1 Short-term Trip.....	36
5.1.1 School Educational Programme of Secondary General School, Praha 9, Chodovická 2250	36
5.1.2 Data from the Questionnaire	38
5.2 Long-term Study Stays.....	44
5.2.1 Research data	44
5.2.2 Evaluation of Long-term Study Stays	49
5.3 Comparison of Short-term and Long-term Study Stays.....	53
Conclusion.....	54
Bibliography.....	55
Appendices	59

Introduction

The submitted bachelor thesis deals with the issues of foreign stays of secondary school students. The topic of the bachelor thesis is very attractive and topical because many students show interest in studying abroad. It may be even more interesting for their parents who did not have so many possibilities to travel abroad. That may be the reason why they try to support them.

Foreign stays may be a real enrichment, especially for people in the age of adolescence. Besides language skills and cultural differences, students can learn to be more self-reliant. The human identity is created in the age of adolescence and that is why this developmental period is so important. People form their own life values, personal opinions and think about their future lives. During their foreign stays, they learn to solve problems, discover new cultural surroundings. Last but not least, they learn to adapt to new things and they meet new people, usually with very different mentalities. These examples are just a fraction of experience which the students can gain.

On the other hand, foreign stays may represent a kind of risk. If a student decides to go abroad but his first visions about non-problematic stay completely differ from reality, it may cause irretrievable mental changes, in this case negative.

However, today's society demands educated people with experience. That is probably the main feature missing in the Czech education system, although there are still new changes and transformations. Since 2005, the Czech education system has been formed by Framework Educational Programmes from which each school creates its own School Educational Programme. That means that all schools have certain kind of autonomy because they can create the details of the programme according to the specialization of the school as well as their students' needs. Therefore, Czech schools can also co-operate with schools from foreign countries or offer school trips to foreign countries where students practise the language in real situations.

The bachelor thesis works with this issue from the view of developmental psychology and culture shock theory. It is divided into two main parts – theoretical and empirical.

The theoretical part is aimed at developmental psychology concerning with the period

of puberty and adolescence. Individual chapters deal with period of puberty and adolescence in general, adolescents' interests, signs of psychological adulthood and socialization. Afterwards, it acquaints the reader with the phenomenon of culture shock. At the end of this chapter, an overview about the Czech education system can be found.

The empirical part consists of gathered data, it describes financing options of study stays. The gathered data and information are based on topical, available and relevant bibliographical and Internet literature. The topic is included in the empirical part in a form of an overview of several chosen agencies offering stays in foreign countries. The bachelor thesis aims at connection with practical life. The empirical part contains survey data analyses which have two parts. First of them is aimed at a short-term school trip to England. The data was gathered from 21 respondents, their answers are further described and evaluated. The second part of the survey data analysis is aimed at a long-term study stays of 3 students. They responded individually to similar questions. Their answers are compared, analysed and evaluated.

The main goal of the bachelor thesis is to describe assumptions about Czech secondary school students for foreign stays, their experience and potential benefits. Motivations and experience are always very individual depending on students' nature. The question is whether study stays may help to achieve key competencies, although in a different way than they are achieved at school.

As the bachelor thesis describes attitudes of students, I decided to use the form he/she which covers both genders. "He" is written on the first position just because of alphabetical order, no discrimination is intended. If there is used only "he", it is just to make the text less complicated, it does not refer only to boys.

Theoretical Part

The theoretical part is divided into three main chapters. The first chapter is devoted to developmental stages of pubescence and adolescence from the view of developmental psychology. It acquaints the reader with mental development of secondary school students. In the Czech Republic, students start lower secondary education at the age of 11 or 13 if they opt for multi-year secondary school. Then, at the age of 15, they can start upper secondary education. The second chapter clarifies what the term culture shock means, it describes its stages and time periods. The last chapter describes the education system in the Czech Republic, its important documents, types of schools and expected knowledge and skills.

1 Developmental Psychology

Developmental psychology is the scientific study concerning development of human beings in the course of time as they grow up. Alternatively, it studies how human being develops individually. As Kučera (2013, p. 14) says, one of the main aims of developmental psychology is to realize connection between particular developmental stages and to understand those mechanisms. The goal is to specify the rules of developmental changes in human's psyche. According to Langmeier (2006, p. 23), it is possible to define three main areas of human's psychological development: physical development, cognitive development and social and emotional development. However, we can say that this division is rather theoretical because human's character develops as one unit and all three mentioned areas are closely connected and they mingle together.

Mental development is characterized as the process of inevitable changes of human's character as it develops and differentiates itself in the course of time. The implementation of mental development is defined by the stages of maturation and learning. According to Vágnerová (2012, p. 23), it is important not to mix those two terms up. She explains that the period of maturation comprises the summary of genetic predispositions and the influence of exterior stimulation. It means that maturation is given by inborn qualities and it is limited and non-returnable. On the other hand, learning can be modified because it means gaining abilities without any direct connection with inborn qualities.

Developmental psychology uses methods similar to those which are used by other empirical sciences. The main technique is observing in natural or experimental conditions. However, psychological studies differentiate three methodological approaches: longitudinal study, cross section strategy and semi longitudinal strategy. Longitudinal study tracks people of the same age and continuously captures changes in their mental functions. On the contrary, cross section strategy collects data about different people – different age, abilities, achieved IQ etc. Then it evaluates the standards for each developmental stage. The last method, semi longitudinal strategy, combines both the above mentioned strategies. (Studium psychologie, 2016 [online])

Langmeier (2006, p. 142) admits that within the developmental psychology,

adolescence seems to be one of the most observed stages. This period of life becomes difficult, full of conflicts and confusion.

1.1 Period of Puberty

One of the most important periods of psychological development of human beings is pubescence. In general, we can say that girls begin puberty approximately at the age of 10 and boys at the age of 11 or 12. During puberty, it is mainly hormonal activity which influences emotional relations and attitudes towards ourselves or other people and it may have positive or negative impact on our behaviour in many different ways.

Physical Development in Pubescence

The traits of sexual maturation are the first biological changes in puberty – secondary sex characteristics appear around the age of 12 and girls have their first menstruation. Also, the endocrine system changes and influences hormonal activity. Another factor influencing hormonal activity, alternatively emotional process, is a change of EEG waves which causes emotional instability. These are the main reasons why Vágnerová (2012, p. 373 - 375) describes pubescence as a period of the biggest physical changes. We can clearly see it on pubescent children that the whole body growth accelerates. Their upper and lower limbs grow faster than the rest of the body which may cause motoric clumsiness. Plus, pubescent bodies look imbalanced.

Cognitive Development in Pubescence

As Vágnerová (2012, p. 379 - 380) claims, rational aspects together with logical and abstract thinking are improved within cognitive development. That means that in puberty a child gradually begins to understand rational reasons and is able to focus on a specific activity more and longer. Human's memory enlarges and is able to absorb a big amount of information. Moreover, a pubescent is able to think about a hypothesis or alternative ways while solving a problem and afterwards he/she tries to verify his/her ideas. Langmeier (2006, p. 148 - 149) adds that at cognitive level we establish important values and we are capable of understanding and evaluating morality of other people.

Social and Emotional Development in Pubescence

As was above-mentioned, a child's emotional development goes through significant changes which are closely connected with increased hormonal activity. Emotional life gets more intense but may be affected by certain emotional imbalance such as moodiness which is typical for this period of life, points out Perič (2012, p. 28) who works with children as a sport coach. Pubescent child may be insecure and confused because of so many changes and become shy and introverted. Otherwise, he/she may cover his doubts with boasting and pretending to be strong.

Puberty brings about bigger criticality towards ourselves and other people, especially parents or other authorities. A child shows his/her own opinions and wants to be more independent.

In many cases, school may be a relevant starter of stress. According to Horáková (2009, p. 21), a psychological resistance of a child is the key thing and it is different for each individual child. In connection with that, important is how successful or unsuccessful a child was in trying new things and achieving experience. Plus, how he/she learnt to react and evaluate them. In practise that means that if he/she is used to consider his/her faults as failures, he/she is liable to be mentally non-resistant and he/she may start to hide his/her mental imbalance by rejecting school in form of skipping classes or high-risk behaviour.

During the period of puberty, a child starts to think carefully about what he/she really wants to do in his/her life. It is very common that children stop their previous activities or hobbies and they begin new ones. In the course of time some of those new interests may deepen and become important part in future career choice. However, choosing a real career is still relatively distanced because children are obliged to finish 9 years of compulsory education.

1.2 Period of Adolescence

The stage of adolescence is approximately between ages 15 and 22 years old, depending on each individual person.

Physical Development in Adolescence

Body growth is being slowly stabilized and it is apparent that girls' body growth is slowed down earlier than boys'. Around the age of 20, reproductive ability is fully

attained. Physical performance increases simultaneously with mental performance (Langmeier, 2006, p. 148 - 149). Changes in body constitution are very important for adolescents since they examine themselves a lot because they want to be attractive to others. Therefore, teenagers tend to have idols or behaviour patterns. In the course of time, teenagers learn to perceive themselves and their surroundings realistically. Nevertheless, it is important to support adolescent's healthy self-esteem.

Cognitive Development in Adolescence

Development of intelligence itself has been started in the age of puberty but is being improved and finally balanced in adolescence. Cognitive ability – so-called fluid intelligence – reaches its pitch. “*Fluid intelligence involves being able to think and reason abstractly and solve problems. This ability is considered independent of learning, experience, and education.*” (Cherry, 2016 [online]) That means that adolescents are capable of solving problems with flexibility and they may come with a new solution because he/she is not bothered by previous experience.

As for the human's perception, adolescents tend to believe only reality and their imagination significantly and inevitably declines (Skorunková, 2007, p. 52).

A self-discipline is another very important factor of mental development. Kohoutek (2016 [online]) claims that thanks to self-discipline adolescent becomes conscious of himself/herself and his/her values.

Last but not least, it is necessary to mention that as the adolescent broadens his/her horizons he/she starts to seriously think about his/her future career and has first experience from real working process (part time jobs, school apprenticeship etc.)

Social and Emotional Development in Adolescence

In the age of 15 most adolescents face important phase of their lives. They start grammar school, vocational school or other types of secondary school. As their own position in society changes and they usually gain more importance, their attitudes towards society are improving but still are not optimal.

Skorunková (2007, p. 53) mentions that adolescents dislike to follow advice or recommendations of their parents, they rather solve problems on their own. We can observe that people at this age desire to be separated from their parents and they want to

be independent of them.

Compared to puberty, friends are still very important and sometimes preferred over family but as the person gets older he/she is not as dependent on them as he/she used to be. Vágnerová (2012, p. 459) suggests that an adolescent is able to criticize his/her parents or to have nonconformist opinions.

It is also important to mention that in adolescent stage, people start their first intimate and deep relationships with first erotic experience. That also forms their personalities.

1.3 Interests of Adolescents

Contemporary society is developing very fast and it has bigger demands on all of us, especially young people in adolescent age because those people are at the height of their powers. Nevertheless, in the early adolescent age some people do not deduce things, they react spontaneously and they usually do not think of what might happen in the future. Very often they do not consider themselves vulnerable and they have got a feeling that such a thing could not happen to them personally. Young people test their own boundaries and are willing to undergo risks because they do not feel endangered. As a good example may be trying adrenaline sports, various challenges or excessive consumption of alcohol.

People try to find their own identity by all above mentioned ways but at the same time they compare themselves to others. It is not easy only for adolescents but also for their parents who may have completely different point of view than their child and who already have their own experience. Langmeier (2006, p. 165 - 167) points out the fact that parents should not forget that adolescents are not children anymore but not adults yet. They have their own specific way of expressing, clothing and sometimes they create formal or informal movements of young people. Although it is sometimes difficult, parents should keep in mind that trying new experience opens new horizons for their child.

Motoric, perceptual and other abilities develop very quickly in the period of adolescence. Thanks to those new abilities people gain new and more profound interests such as reading, sport, music, movies, theatre etc. Sometimes hobbies and interests

completely change from those from past. A lot of adolescents dislike classical music or reading but that is something which depends on maturation of individuals and it may happen that some people gradually change their earlier attitude.

1.4 Signs of Psychological Adulthood of Adolescents

Mature adolescents do not react only emotionally, it is more likely that they solve things rationally. They are also able to handle situations, such as life conflicts or difficult problems, more objectively. Langmeier (2006, p. 164 - 167) evaluates that thinking of mentally mature person is more critical, such a person is able to have his own opinions, legitimate stances and moral values.

Amongst other signs Řezáčová (2016 [online]) states the lack of knowledge and experience within intellectual abilities. That does not mean that adolescents learn new things only mechanically, they rather verify new information and gradually their rational abilities are reaching level of an adult person.

Skorunková (2007, p. 52-54) refers to the importance of deeper socialization. Relations become stronger, special emphasis is put on common understanding. That means even more deliberate tendency in choosing a life partner. Behaviour is becoming more and more self-reliant and independent of parents. Simultaneously, the effort to be integral to a social group is also very strong.

Last but not least, a strong feature of mentally mature person is a clear decision about a future profession which may be influenced by low or, otherwise, high self-esteem.

1.5 Socialization of Adolescents

Helus (2004) divides socialization into 4 main aspects (author's translation):

- I) **Value-normative aspect** which we can understand as a regulation of behaviour. It helps to prevent unpredictable behaviour and to stabilize the whole society.
- II) **Interpersonal aspect** which can be interpreted as a concrete form of interaction amongst people.
- III) **Resultative aspect** follows from combination of both the above mentioned

aspects; people act in concrete interaction with other people on the base of values given by normative aspect.

IV) **Personal aspect** which represents the uniqueness of individual's qualities. In fact, it is a kind of self-evaluation.

Especially in the age of puberty and adolescence there are three basic spheres influencing strongly socialization: family, school and people of the same age. Each of these three social groups has its own territory.

First of them, a family, represents the basal social and emotional background which forms our mentalities since childhood. The more stable the background is, the safer we feel. Helus (2007, p. 135) adds: "*Family is the basic environment for child. Not only it surrounds a child, it also reflects itself in him.*"(author's translation)

Second strong factor of socialization is a school. As an important institution providing knowledge, school is also a key place where children achieve their preconditions of their social status. However, as Vágnerová (2012, p. 327 - 328) warns, people can experience first failures there and, as it is school, they should learn to face it on their own so that in future they would not collapse from every single failure.

As above mentioned, the third component influencing socialization are people of the same age. We learn to develop so-called symmetrical relations, in which we act according to behaviour pattern, we gain a range of qualities and abilities. (Macek, 2003, p. 49 - 52) We often consider people of our age to be the only ones who can understand us.

2 Culture Shock Theory

Being transformed to a foreign culture, naturally places great demands both on individuals who opt for going abroad as well as for their relatives and close friends. Particularly, it is even more exacting for adolescents. While studying, working but even in a free time, an individual is still confronted with foreign language, unknown habits and different values of society. All those circumstances may cause so-called culture shock which is nothing else than a frustration from foreign surroundings.

Definition of Culture Shock

Anthropologist Kalervo Oberg is the first person who defined the term culture shock. It means that a person is disorientated from a different culture and is worried because he lacks knowledge about foreign behaviour and culture. (Oberg, 2016 [online]) Person suffering from culture shock usually feels lonely, refuses contact with others or just pretends effortless communication. People who are abroad for a longer time, experience similar state, especially if they are there alone. The word shock has a negative connotation. However, culture shock may bring some positives.

Bellini (2016 [online]) who studies Oberg's theory about culture shock describes four different phases of emotional reactions.

- First phase is called *honeymoon*. In this stage person abroad feels euphoric reactions such as enchantment with a new place, enthusiasm and fascination.
- Next phase is the stage of *crises*. Person suddenly forgets initial positive feelings and faces mental states such as anxiety, fear, anger or sadness.
- After then, the phase of *recovery* brings determination and effort to learn about culture etc.
- Last phase is *adjustment* which reflects pleasure and satisfaction from functional abilities in new life conditions.

The theory is reflected in a long-term survey data analysis in the empirical part. All three respondents are asked whether they experienced these phases, what they felt, if and how they managed to adjust to their new lives.

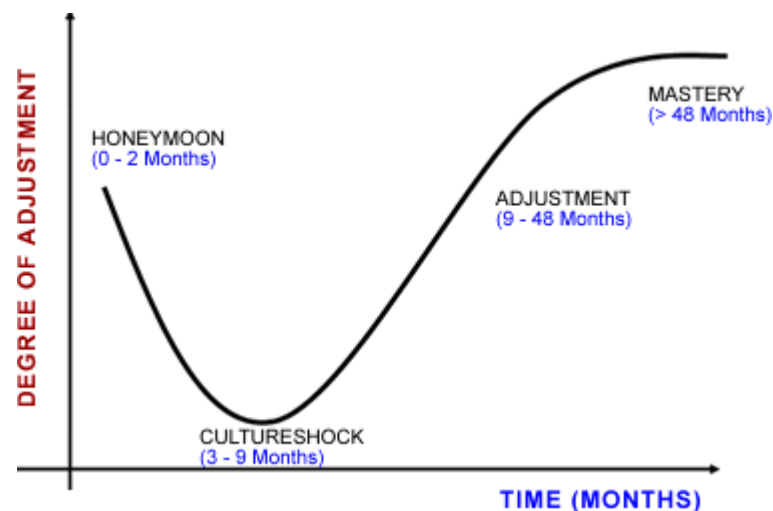
2.1 Culture Shock and its Time Periods

Foley (2016 [online]) describes Lysgaard's visual illustration of culture shock by so called U-curve. It describes a relation between the adaptation and time.

The following chart chart includes time periods.

- 0-2 months: phase of enthusiasm at the beginning of foreign trip when people do not have any close bounds with concrete people or groups abroad. Simultaneously, they discover everything new with joy and pleasure.
- 3-9 months: in this phase there is a slump which represents period of time when previous enthusiasm is forgotten and person starts to see things critically and lacks deeper social interaction with others.
- 9-48 months: the curve turns up at the stage when the individual begins to make new friends abroad and he slowly adapts to new life conditions. At that time he should focus on dealing with issues which brought him to the country. After then, every day's duties are not as big problems as they used to be.
- 48 and more months: phase of complete adaptation to a different culture.

Figure 1: Lysgaard's U-curve



However, Foley (2016 [online]) is not strict about the time periods. As each person is an individual and has different background and experience, it is not possible to apply all lengths of the phases to all people. Hobzová (2016 [online]) points out two most common groups of problems linked with culture shock: intrapersonal and interpersonal

problems. Interpersonal sphere includes various problems such as problems with language, communicative skills or differences between personal expectations and general norm. On the other hand, intrapersonal problems comprise deep sadness and feeling of losing family and friends, feelings of inferiority or uncertainty about the future.

3 Education System

The Czech education system is defined by education law and is described by curricular documents which delimit the process of progressive education at all levels. There are three levels of education:

- **Primary Education** – school attendance is compulsory for nine years, usually from the ages of 6 to 15, students attend basic school and there are two stages:
 - the first stage covers first to fifth graders, all subjects are taught by a form teacher;
 - the second stage covers sixth to ninth graders – we call this lower-secondary education which students can get even from multi-year secondary general school or 6-year secondary general school
- **Secondary Education** – students can continue their studies at secondary schools where they obtain upper-secondary education, they can choose from a big variety – shown in an overview in chapter 3.2 Types of Secondary Schools;
- **Tertiary Education** – students study at Universities, they can opt for state or private ones

As this bachelor thesis is focused on secondary school students, next part describes how the system works for secondary schools. It gives an overview about educational programmes and issues which are connected to them, then there is a summary of types of Czech secondary schools and the process of entrance examination. This chapter also deals with European Framework of Reference for Languages.

3.1 Educational Programmes

Czech curricular documents are created on two levels – by the state and by schools. State curricular documents consist of National Educational Programme and Framework Educational Programme. National Educational Programme forms requirements of education in general, whereas Framework Educational Programme shows suggestions for all levels of education. School curricular documents are represented by School Educational Programme. (Struktura, 2016, p. 8 [online])

Dvořáková (2015, p. 242 - 245) points out the difference between nowadays educational programmes from those used in the 20th century. At that time curricular documents were united and binding for all schools. In other words, in the 20th century all schools were obliged to teach students the same matter, at the same time, by the same means and ways. Compared to past, we can say that nowadays the documents are binding only for education goals. These goals are represented by outcomes in education. During the whole education process a student should gain so-called key competencies. Key competencies are described in Framework Educational Programmes and they are transformed into educational strategies in School Educational Programmes.

Framework Educational Programme

Framework Educational Programme is a part of educational strategies. It defines the obligatory scope of education for individual periods and it stresses especially key competencies, multi-subject learning and connection with practical life. Framework Educational Programme supposes that learning is a lifelong activity. Compared to other curricular documents, Framework Educational Programme defines results which should be reached in education. It's worth mentioning that Framework Educational Programme gives headmasters and teachers certain kind of autonomy and space for creativity and originality. (RVPG, 2016, p. 6-7 [online])

Framework Educational Programme for Grammar Schools

To be more specific, here are some of the principles of the Framework Educational Programme for grammar schools:

- It determines standards of education for all graduates;
- it specifies the level of key competencies which should be reached;
- it classifies educational contents with formative functions and supports complex teaching attitude;
- it enables modification of educational contents for students with specific educational needs.

Grammar school should establish a motivating and demanding study environment. The main goal is to teach students to understand and evaluate information; to motivate them to develop their knowledge and abilities during the whole life, not just at school.

According to the Framework Educational Programme for Grammar Schools (RVPG, 2016, p. 7-8 [online]), graduates should be able to adapt to new requirements of the labour market both in the Czech Republic and abroad.

Key Competencies¹ for Grammar School

As we can read in the Framework Educational Programme for Grammar Schools, key competencies can be understood as a summary of knowledge, abilities and skills. They are multifunctional and contain all required outcomes. (RVPG, 2016, p. 8-11 [online])

There are six types of key competencies which should be developed at secondary schools, each with one concrete example:

1) Learning competencies

- Student critically works with sources of information, he/she evaluates them and uses them in practise.

2) Competencies to solve problems

- Student is able to create hypothesis, he/she suggests various methods and ideas while solving problem or evaluating hypothesis.

3) Communication competencies

- Student understands information in diverse situations and is able to interpret them.

4) Social and personal competencies

- Student forms and maintain valuable interpersonal relations based on mutual respect, tolerance and empathy.

5) Civic competencies

- Student thinks about sustainability of life conditions in favour of society. He/she decides so that he/she would not damage nature, environment or culture.

6) Working competencies

¹ The word competency (pl. competencies) is used from the Czech Framework Educational Programme for Grammar Schools with which I worked in the thesis. In other sources such as Common European Framework of Reference for Languages, the word competence (pl. competences) is commonly used.

- Student is able to develop his/her own personal and professional potential. He/she recognizes favourable occasions in favour of his/her personal and professional life.

Individual grammar schools should include all of the key competencies as a part of their School Educational programme.

School Educational Programme

Each school creates its own School Educational Programme which contains requirements of the Framework Educational Programme. That means that headmasters and teachers are fully competent to make a unique School Educational programme. They can stress some strong features and positives of school. For example, each school can decide which topics are the most important for their students or when and how concrete curriculum will be realized and taught. It gives both teachers and students the opportunity of multi-subject teaching and learning. Sophisticated School Educational Programme helps to build on a creative education and new teaching methods and attitudes. School Educational Programmes may be something like advertisement for potential applicants: it helps them to find out what the specialization of the school is – whether it is language, mathematical or any other.

3.2 Types of Secondary Schools

There are several types of secondary schools in the Czech Republic (Education, 2016 [online]). Each of them has different demands and goals. They are: secondary vocational school or practical school, secondary vocational school with matura exam, secondary technical school, conservatoire, lyceum, secondary general school and multi-year secondary general school. There is an overview of types of Czech secondary schools in appendix 1, where you can find further information about each of them.

In general, to be accepted to a secondary school, an applicant is obliged to fulfil nine years of compulsory education. In case of multi-annual grammar schools or conservatories there is an exception because people from lower grades can apply for admission to these types of schools. During the entrance examination, students should prove required knowledge and skills. However, some schools do not have any entrance

examination or they accept students on the grounds of excellent study results etc. If it is needed, schools may demand medical confirmation that the applicant does not have any health problems. Nevertheless, this is usually only in cases of vocational schools or schools with career specialization (Struktura, 2016, p. 28 [online])

3.3 Knowledge of English

This part shows expected English language skills at the end of lower and upper secondary school. It deals with the Framework Educational Programme for primary schools and for grammar schools.

Expected Outcomes at the End of Lower Secondary Education

According to Common European Framework of Reference for Languages (RVPZV, 2016, p.26-27 [online]), at the end of lower secondary school a student should reach the A2 level. Such a person should be able to understand information in simple listening exercises if they are said slowly and clearly. He/she asks basic questions and adequately reacts in common formal or informal situations. He/she speaks about topics, such as family, friends, school, free time and other previously discussed topics. He/she develops clear pronunciation and improves intonation. He/she tells a simple story with description of people, place and things from his/her every day's life. Likewise, he/she finds information in simple authentic materials and understands them. As for writing skills, he/she fills basic information about himself/herself and is able to write simple texts about topics he/she knows.

Expected Outcomes at the End of Upper Secondary Education (General School)

Grammar school graduate's language skills are good enough to give a clear description, to express his own opinions and to develop argumentations with appropriate words. On the basis of acquired vocabulary, he/she is able to understand unknown vocabulary from context. He/she makes small mistakes, such as substitution of vocabulary or their incorrect use. However, these mistakes do not cause problems in communication. Knowledge of grammar is at such a good level that he/she can understand and further retell grammatically complicated information. Graduate's self-expressions are confident and clear. He/she speaks within formal or informal functional styles which correspond

to situation. Graduate is able to understand the main information and thoughts of authentic speech. He/she works with dictionaries, foreign literature and media. First foreign language supposes attainment of at least B1 level according to Common European Framework of Reference for Languages. (RVPG, 2016, p.16-19 [online]) The level of state maturita exam corresponds approximately to B1 level. However, schools may offer school maturita exam corresponding B2 level, but only for those students who do not have English as their obligatory subject in their state maturita exam. (Nová maturita, 2018 [online])

Empirical Part

Nowadays, the quality of schools and education as a whole is a subject of many discussions. With the change of educational strategies and implementation of Framework Educational Programme, the possibility of leaving the country and studying abroad is still rising as Kendíková (2016, [online]) who organises meetings about foreign study stays admits.

The second part of the bachelor thesis shows possibilities of studying abroad. It is focused on financing options of study stays as well as possible ways of studying abroad. There are organizations which offer scholarships but also agencies providing study stays. Two organizations offering scholarships are described. Further there is an overview of eleven agencies providing study stays for Czech students abroad. Next, the survey analyses is done including two pieces of research. They both focus on grammar school students. The first one depicts short-term study stay by interviewing 21 students who were in England and the second one long-term study stay concentrating on individual questionnaires with 3 students who travelled to the USA and Norway.

4 Studying Abroad

Secondary school students have several options to participate in a study program abroad. It is possible to get a scholarship which is usually offered by a foreign school. Otherwise, students have to pay for the whole study stay.

Students living in the border areas have one special option. Petr Gola (Studium v zahraničí, 2018 [online]) explains that it is possible for Czech citizens to live in the Czech Republic and commute to foreign secondary schools. Being a part of the European Union, Czech Republic citizens are enabled to study at another school in another Member State under the same conditions as the locals.

Financing of a stay is an important aspect during deciding. First option is to apply for a scholarship. If a student fails to get a scholarship, he/she may use the service of agencies. This option has lots of advantages and disadvantages. The agencies do a lot of work instead of you, they give you guarantees, but you cannot forget about higher expenses as they take commissions. Therefore, this part depicts organizations which offer scholarships and agencies which charge a fee for providing study stays. There is also described procedure of arrangements before study stays.

4.1 Scholarships for Czech Students

Although scholarships for secondary school students are not offered as much as those for university students, it is still possible to get some of them.

Open Society Fund is one of the options to get a scholarship. According to the data available at its website, this foundation offers people interested in studying abroad several programs providing going abroad (OSF, 2018 [online]).

One of their programs brings together more than 86 private US schools. To get 2018 scholarship, applicants need to meet these conditions:

- an applicant is a citizen of the Czech Republic,
- an applicant is a student of the first or second grade of secondary school;
- an applicant has excellent study results;

- good health conditions;
- an applicant should be able to study in English;
- an applicant is self-reliant and is able to adapt to unknown surroundings;
- an applicant's previous experience with studying abroad is no longer than six months.

Successful applicants may get scholarships up to 53,000 USD. It includes tuition, meals and accommodation. Families of students are obliged to pay 6850 USD or the organization, 360 USD for the visa. We cannot forget about expenses such as flight ticket (approximately 30,000 CZK), insurance (1350 USD) and pocket money (min 1800 USD is recommended).

Another programme is HMC – The Headmasters' and Headmistresses' Conference. This organization co-operates with Open Society Fund and it offers a year study at private secondary schools in the UK. The conditions for applicants are very similar to Open Society Fund. All applicants must be at least 16 years old in September when their school year begins. *"Selection is based on results in the entry tests, a strong academic record and good references from the students' own schools, proficiency in written and spoken English and performance at interview."* (HMC, 2018 [online])

Successful applicants get scholarship of £30,000 a year – it covers tuition, food and accommodation. Compared to Open Society Fund, HMC gives students sums for additional expenditures (travelling, other activities etc.). What is interesting, is the fact that: *"Full scholarships is restricted to students whose parents' combined income was £30,000 or less in the year prior to the application."* (HMC, 2018 [online]) Besides the scholarship, successful applicants need to charge an administrative fee. For the academic year September 2015 - August 2016 this fee was £1750. Applicants also pay for an insurance, visa and travel expenses.

As students who get scholarships from HMC are around 16-17 years old, HMC tries to support them on their arrival but even during the whole study stay. When students have any problem, they can ask for help.

4.2 Agencies Providing Study Programmes Abroad

Short-term study stays or trips

eTwinning

The eTwinning is an organization founded in 2005. It brings together European schools and supports them in cooperation and use of information and communication technology in learning. Besides that, it emphasizes development of language skills and key competencies. All participating schools can communicate together, join projects and share their ideas. The projects are always focused on specific subject, but they combine knowledge from other subjects as well. Further, eTwinning broadens teachers' and students' horizons as they discover other European cultures. Teachers and students work in virtual space, but they can even visit other European schools personally. (eTwinning, 2018 [online]) For students, it is a way to use language in practice and to learn things in more interesting way. It must be also beneficial to see differences in education and to use multi-subject learning.

CK² Školní zájezdy

CK Školní zájezdy is a travel agency offering foreign trips for primary and secondary schools. It was founded in 1997 and it provides trips especially to England, but also to other European countries. According, to its website, their main goal is to: “*Support education of students, show them historic sights and living in host families.*” (CK, 2018 [online]) The agency offers educational trips where you have lectures of English, or excursion tours where you visit historic sights etc. Excursion tours to England are usually five or six-day long, but there are also longer ones. There is a wide range of tours: England with Harry Potter, On her Majesty's secret services – based on Sherlock Holmes and James Bond or London and University cities. These tours cost from 6,590 CZK to 10,000 CZK, the price depends on the tour you choose. Excursion tours to Scotland or Ireland cost from 10,500 CZK to 17,000 CZK. Educational trips start at 9,750 CZK and end at 13,490 CZK, they usually last seven or nine days. You can study

² CK = cestovní kancelář, in English it means travel agency.

in London, Portsmouth, Brighton or other cities. Most of the prices include bus transportation, insurance, entrance fees, accommodation in host families, meals and tour guide. In case of educational trips, 12 lessons are usually included in the price.

Long-term study stays

According to the *National Information Centre for Youth* there are 11 agencies which facilitate foreign trips for secondary school students.³ All the data in the table were gathered from the official website of the above mentioned organization. (NICM, 2018 [online]).

Figure 2: Overview of Agencies

Name of the agency	Destinations
AFS – Intercultural Programs	Belgium, Finland, France, Germany, Iceland, Italy, Norway, Portugal, Spain, Switzerland, Turkey, Great Britain, Australia, Hong Kong, Japan, Malaysia, New Zealand, Thailand, Argentina, Bolivia, Brazil, Canada, Dominican Republic, Mexico, USA, Venezuela, Republic of South Africa
Marta Vernerová – American Cultural Exchange	USA, Canada, France, Germany
Alfa Agency	Australia, France, Ireland, Canada, Germany, USA, Great Britain, Spain
ASSE – American Scandinavian Student Exchange	USA, Canada, Japan, China, Thailand, Mexico, Spain, Brazil, Germany, France
Coolagent	USA
Into Education	USA, Canada, England, Argentina, Australia, France, Netherlands, Ireland,

³ Some of these agencies also organize short-term trips, not only long-term study stays.

	Italy, Germany, New Zealand, Spain, Switzerland
Open Door Foundation	USA, Japan
Student Agency	USA, Canada, Germany
Study Point	USA, Australia, Canada, France, Brazil, Ireland, Republic of South Africa, Switzerland, England, Spain, Austria, Mexico, New Zealand, Norway, Germany, Russia, Netherlands, Italy, China, Denmark, Finland
Study Line	USA, Canada, Ireland, Great Britain, Australia, Germany
YFU – Youth For Understanding	Belgium, Brazil, Denmark, Chile, France, Japan, Germany, Netherlands, Norway, Austria, Serbia, Sweden, Switzerland, Uruguay, USA

Although the procedures of arranging study stay abroad are very similar with all agencies, to demonstrate how the process before the study stay looks like, I chose **AFS – Intercultural Programs**.

Firstly, you have to fill in the online registration. On the agency's website (AFS, 2018 [online]) it is said that: *"We need to find out key things about yourself. That guarantees the best experience with AFS."* However, the questionnaire asks for basic information about yourself, not any personal information about your interests, study requirements or personal needs. Subsequently, student is contacted by the agency. At this point, he/she discusses his/her requirements about the programme and personal needs.

If you go to the USA, the agency requires basic knowledge of English, there is not any level specified. In case you choose non-English speaking country, you do not need to know the language of the country but you need basic knowledge of English. It is usually

an interview, but sometimes it can be done as a language test.

The registration into the programme is completed when the student fills in binding application. After, the host organization finds an appropriate secondary school and a host family for the student. There are several options – families with or without children, families with only one parent or elder people with already grown-up children. In some cases, you may live in a family with another foreign student or in a family where there are parents of the same sex. However, in these cases the agency needs applicant's agreement. The agency guarantees that the host families are always carefully chosen and carefully checked. This ensures that students in a foreign country feels safe as if they were at home. All families should introduce students into the local life in the country, to acquaint him/her with new habits and ease his/her adaptation to the new environment. Students become part of the family and they are accepted to participate in activities with the family. Accommodation is usually in a single room. Homestay accommodation includes meals.

Another possibility is accommodation in student residences. The residence is usually found on school premises or in its surroundings. Accommodation is by the full board. The problem is that students here can get to a closed group of students and will not be easy to adapt.

The AFS organizes information meeting before departure and they organize additional meetings when students are in their chosen destination. The agency believes that model situations which are made for students help them in their new country. Also, students meet people who have already studied abroad.

To be concrete, let's look at the study program in the USA offered by AFS. The approximate length is from 4 to 8 months with the price 250,000 CZK. It includes health insurance, flight ticket, documents including visa, tuition, accommodation, food and support from the agency. Plus, the agency covers transport to school and books. The only thing students have to pay is pocket money.

Before students leave, they or their legal representatives should apply for interruption of their studies in the Czech Republic. However, two years is the maximum length for interruption. After the end of study stay student attends subsequent grade. That means that if the studies were interrupted in the student's second grade, after his/her arrival

he/she attends third grade.

Nevertheless, there is an exception according to the School Law. (ŠZ, 2016, p. 25 - § 66 [online]) If the student proves appropriate knowledge and skills, the headmaster can enable him/her to skip one year and continue his/her studies in upper grade. It is only necessary to submit certificate from foreign country and its translation to Czech language. Applicants have to request corresponding regional authorities together with the original copy of certification, range of completed education abroad and also a document proving that foreign school is a legal part of foreign education system if it is not clear from the certificate. Administration fee is 1000 Kč. (Portál, 2016 [online]) Final decision is up to the headmaster. Usually, they want the student to pass exams which show if his/her skills and knowledge are good enough to skip the year.

5 Experience of Secondary School Students

This part of the bachelor thesis focuses on two types of foreign stays – a short-term school trip to England and a long-term study stay in the USA and Norway. Both parts are based on experience of grammar school students.

5.1 Short-term Trip

Many schools opt for study trips which enable students to get in contact with English culture. Secondary General School, Praha 9, Chodovická 2250 went on a five-day study trip in July 2017. The programme included visiting Cambridge, Oxford and London with all its famous places. Students stayed in host families. The questionnaire was given to students in September 2017.

5.1.1 School Educational Programme of Secondary General School, Praha 9, Chodovická 2250

This secondary general grammar school has its own School Educational Programme called *Chléb a hry* (in translation *Bread and circuses* – author's translation) which includes educational goals and key competencies in English language. There are several parts from the School Educational Programme (Czech version is in appendix 2).

General characteristics

The School Educational Programme expects the entrance knowledge of language at A2 level, students should obtain B2 level at the end of their studies which absolutely corresponds to the Framework Educational Programme for Grammar Schools. The subject is taught in British English and it aims especially at these topics: interpersonal relations, social and culture aspects of different countries, environment, literary, religious, political etc. English is described as lingua franca and knowledge of the language should decrease language barriers and help students in further studies.

Forms of education, English lessons

The subject is taught in normal classrooms as well as in language classrooms which are adapted for language learning and teaching.

Standard lesson of English should fulfil expected outcomes in language. We can also read that teachers use modern ways of teaching. Besides these lessons, there are also “A lessons”. These should be **alternative, active and attractive**. They are aimed especially at developing key competencies. Students are asked to be active and self-disciplined, they can also participate in lesson’s planning. The teacher should be only in the background, he/she should guide students and in case of need, he/she should help them. The main purpose is that students should co-operate together, solve problems and come up with various solutions. There are several types how these “A lessons” can be taught: dramatization, free writing, project learning, games and competitions.

Besides English lessons at school, students visit English theatre plays, watch films in English or stay in contact with native speakers.

Educational goals, key competencies

Learning competencies – teachers present various attitudes towards learning language, students learn to find connections within other languages or subjects but also English itself, students work with dictionaries and Internet sources.

Competencies to solve problems – students learn to work with uncomplete information (texts with unknown vocabulary or texts with missing paragraphs etc.), students practise situation models (dialogues, writing letters or CVs etc.), and students are asked to express clear opinions.

Communication competencies – there is an opportunity to speak with native speakers (during English lessons, foreign stays or student exchanges), students are both asked to express their opinions and to listen to opinions of others, students are asked to find only important information which is further interpreted by their own words.

Social and personal competencies – students work in groups or in pairs which helps them to learn to co-operate, students come in contact with people from foreign countries.

Civic competencies – students learn to understand rights and duties connected with travelling or living abroad, students learn practical things thanks to situation models, teachers lead them to study and respect traditions and cultures of foreign states.

Working competencies – the main emphasis is that students work individually, they

work with various sources of information.

5.1.2 Data from the Questionnaire

The questionnaire consists of six questions. First three are focused on learning English at school, acquiring key competencies and contact with English in general. They are based on information from previous sub-chapter. Last three are focused on the school trip, students' motivations and personal experience. These questions summarize whether it is possible to fulfil key competencies within the study stay, not only at school.

The questionnaire which was given to the respondents is in appendix 3. In this part, there is always a question, its explanation, a chart with results and my own evaluation.

Description of the questionnaire, its data:

Number of students who responded: 21

Class: fifth and sixth year of an eight-year grammar school

Age of students: 15-17 (adolescents)

Question number 1:

What do you practise the most in your English lessons at school?

The question finds out students' attitude towards major language skills obtained in standard lessons of English as well as their attitude towards A-lessons – whether they consider them as important and practised as they are described in the School Educational Programme. “A lessons” should be the best way to develop key competencies.

Students were given these 5 options: grammar, vocabulary, listening and reading, speaking, other activities (situation models, projects, games - so called “A lessons”). Students could only opt for one of them. Each option had a value of one point.

All answers were counted and these are the results:

Figure 3: Question number 1

Grammar	9
Vocabulary	4
Listening and reading	2
Speaking	3
Other activities – “A lessons”	3

Evaluation: It is difficult to separate those language skills as they are closely connected together. However, the questionnaire showed that most of students opted for grammar to be the most discussed during their English lessons. Grammar is complex and we use it together with other language skills. There is no bigger deviation which shows that all language skills are developed. On the other hand, only 3 students opted for “A lessons”. It may be difficult for them to separate “A lessons” from standard lessons of English or it can mean that “A lessons” are not that effective.

Question number 2:

Mark 3 topics which you discuss during your English lessons and, at the same time, you consider them interesting.

The School Educational Programme puts emphasis on several main topics in English. These topics are continually developed within various activities. This question finds out which topics are considered to be the most interesting for students. It shows us students’ interests which can further influence their attitude towards the language.

Students were given these 8 options: interpersonal relations, social and culture aspects of different countries, environment, literary topics, religious topics, political topics, technical topics, science topics.

Students could choose up to three topics. Each option had a value of one point. All the points were counted and these are the results:

Figure 4: Question number 2

Interpersonal relations	20
Social and culture aspects of different countries	17
Environment	5

Literary topics	7
Religious topics	3
Political topics	3
Technical topics	5
Science topics	3

Evaluation: Interpersonal relations and social and culture aspects of different countries are the most chosen options of all. It may be influenced by the age of respondents and also their interests. In adolescent age relations are an important part as people mature and their social roles change. Many people at the age of 15-17 are not much interested in specific topics (politics, science etc.) Moreover, they do not even have relevant knowledge and they start to gain specific knowledge, interest and to make opinions at this age.

Question number 3:

Read the sentences and write YES if you agree, NO if you disagree.

These statements find out which key competencies are fulfilled the most at school. Respondents were given six statements representing key competencies in English. They wrote only *yes (Y)* or *no (N)*. Then their answers were counted, these are the results:

Figure 5: Question number 3

We learn to find connections within other languages or subjects but also English itself. (learning competency)	14 Y / 7 N
We practise situation models (dialogue, writing letters or CVs etc.) (competency to solve problems)	17 Y / 4 N
We are asked to express opinions and to listen to opinions of others. (communication competency)	10 Y / 11 N
We work in groups (not just in pairs). (social competency)	7 Y / 14 N
We learn about rights and duties connected with travelling or living abroad. (civic competency)	13 Y / 8 N
We learn with various sources of information (dictionaries, Internet etc.) (working competency)	15 Y / 6 N

Evaluation: According to the students' answers, it seems that competencies to solve problems and working competencies are developed as the School Educational

Programme claims. Ten students out of 21 agree with the third statement which represents communication competencies, the rest of the students disagree. The results are balanced. As for communication skills, we should not forget that all of the students are at the age of maturing, therefore it can also mean that students do not want to share their opinions, they do not have as much confidence etc. Learning competencies and civic competencies are considered rather to be fulfilled. Fourteen students disagree with the statement representing social competencies. According to the School Educational Programme students work in groups, but the questionnaire showed students' disagreement.

Question number 4:

Why did you go on a short-term trip with your school? What was your motivation?

Students were given five statements regarding learning English and possible attitudes of adolescents towards this kind of trip. The answers include options based on developmental psychology according to which adolescents tend to be more self-reliant and they need to experience things without their parents.

Respondents could choose as many options as they wanted. Each answer had a value of one point. These are the results:

Figure 6: Question number 4

I wanted to see historic sights.	6
I wanted to improve my language.	18
I wanted to learn about a different culture.	14
I wanted to go on a trip without my parents.	12
I wanted to go on a trip with my friends.	17

Evaluation: Improving the language is marked as the biggest motivation to go on a school trip. It is significant that students are interested in learning English and they feel importance of English. The question is whether it can really improve their language skills or if it just supports them to use English in practice because the length of the stay is quite short to have a real impact on their language skills. Seventeen students marked going on a trip with their friends motivating. Friends are important part of adolescent's life and the questionnaire showed that it is rather important to share this experience with

friends than seeing historic sights – option which was chosen by only six people. For twelve people it was attractive to go on a trip without their parents which shows that they want to have their own experiences without parents.

Question number 5:

What did you do before the trip at school?

Students were given five possible ways how they could prepare for the study trip. Respondents could choose as many options as they wanted. Each answer had a value of one point. These are the results:

Figure 7: Question number 5

Vocabulary connected with English culture	19
Important facts about the UK (royal family, history etc.)	12
Basic phrases (at the shop, at home etc.)	18
Talking about differences between cultures.	8
Situation models	20

Evaluation: Three out of five given statements were chosen by the majority of respondents which signifies that students feel they were prepared during their English lessons before the school trip. All three categories are also closely connected as they can use vocabulary and basic phrases in situation models. Only eight respondents feel that they talked about differences between cultures. However, students could compare possible differences between cultures after the trip. I would say that it is even a bigger benefit if they experience it personally, not just theoretically.

Question number 6:

How was your school trip?

Respondents were given four statements representing key competencies in English which could be fulfilled out-of-school thanks to the study stay.

Students wrote only *yes (Y)* or *no (N)*. Then their answers were counted, these are the results:

Figure 8: Question number 6

I consider the school trip to England as another attitude towards learning language. (learning competency)	18 Y / 3 N
I could help myself in case of need or I was able to ask for help. (competency to solve problems)	15 Y / 6 N
I spoke to a native speaker without a bigger misunderstanding, I was able to communicate at certain level. (communication competency)	14 Y / 7 N
I met a person of a different culture and I exchanged some information with him/her. (civic competency)	11 Y / 10 N

Evaluation: The answers showed that students rather agree with the given statements which suggests that the key competencies could be applied even in practice, not just at school. The biggest dominance is in learning competency. It is even bigger than in question number 3. It is quite interesting that the biggest motivation, besides improving the language, was spending time with friends. Students know that it was a trip, but at the same time they feel they learnt new things. In case of civic competencies the numbers are quite balanced. There is a bigger agreement with the statement concerning communication competencies. The responses showed that students consider the trip informative and helpful. We can also see that it fulfils certain key competencies, though in a different way.

Total evaluation of the short-term trip

Students who participated were all adolescents in the age of 15-17. At this age, people need to share experience with someone of the same age. It was found that social aspect is really an important part of students' decisions as they want to experience the trip with their friends. Even if this was the only motivation, it is certainly great that students decide to go. Probably, they might have the need to share moments with their friends because they feel that they do not cooperate enough at school, as was shown in question number 3 – social competencies. School gives us social background and it should not forget to bring students together, not just focus on results of individuals. On the other hand, it is clear that other key competencies are fulfilled. Students feel they develop competencies to solve problems – situation models, writing CVs etc. – and working competencies – use of Internet sources, dictionaries. The fact that they practise these

things at school prepares them for a study trip and a real life. However, I would say there are still many people who consider school trips like “skipping classes”. It should not be shown as an opportunity to be out of school. It was found that students know it is a way of learning. Even though different, still beneficial and complex.

5.2 Long-term Study Stays

This part presents three people who experienced study stay in the USA and Norway. Unfortunately, there are only girls in this survey. Also, I could not find any respondent who was abroad on scholarship. All respondents were interviewed in April and May 2017, some information was added in January 2018.

5.2.1 Research data

Description and notes

All three students were personally asked several questions regarding theoretical information from the first part of the thesis.

There is a frame of questions which were focused on personal profile, educational background and personal experience:

Personal profile: these questions ask respondents about their personal features, relations with family and friends and hobbies. These three areas influence lives of adolescents a lot, therefore they may play an important role when students decide to study abroad.

- 1) *How would you characterize yourself?*
- 2) *What do family and friends mean to you? How much did you stay in contact with them?*
- 3) *Do you have any hobbies that you are interested in a lot? Was it important for you to do that hobby even in a foreign country?*

Educational background: these questions are concerned with education and students' attitude towards learning. It describes opinions of individuals and their needs.

- 4) *Since when have you been learning the language needed during the study stay?*

What is your attitude towards the foreign language? Were you engaged in the language more before the study stay (extra after-school language courses, other study stays etc.)?

5) *What subjects did you prefer at your Czech school? When you were looking for a school abroad, was it important for you to know what subjects you were going to study?*

Personal experience, questions associated with culture shock theory: these questions show personal experience of respondents, their motivation to study abroad. Respondents compare living and studying abroad and in the Czech Republic. Questions 8 and 9 are based on the culture shock theory as they ask respondents about their feelings during their stay in a foreign country as well as their feelings when they return home.

6) *What was the biggest motivation for you to study abroad? What were your expectations?*

7) *In which was your life abroad different? How was your host family?*

8) *What was the most difficult situation for you? Did something unexpected happen during your study stay? On the other hand, what was the best experience that you would point out?*

9) *How did you feel when you returned home? Has anything changed? If you can summarize it, would you recommend studying abroad?*

10) *What did you learn the most? Do you think that there is something that you would not learn if you had not been on a study stay?*

All responses were written only in notes and later transformed into full sentences. There is always a chart with basic information about each respondent. Then, there are three responses which I considered the most interesting, the rest of them is in appendices 4, 5 and 6.

In the next subchapter, there is an evaluation where students' responses are compared and summarized.

Responses

A/ Eliška

Figure 9: Long-term respondent Eliška

Place of study stay:	USA – Colorado Spring
Year:	2010
Age:	17
Czech school:	Multi-year secondary general school
Language level before the study stay:	B1 – according to the sample language test from agency
Length of study stay:	9 months
Agency:	Student Agency

There are Eliška's responses to questions 2, 6 and 9, the other answers are in the appendix 4.

2. My family has always been an important part of my life. It was difficult to make such a big decision but we were in contact almost every day – I sent them short messages or they did. At the beginning, we spoke via Skype a lot but as I got used to my new life it was not as often. I stayed in contact with my boyfriend and my closest friends. However, I lost a very good friend of mine. At that time, I was sad about it but now I can see that the friendship was not as good as I thought.

6. Actually, my parents suggested the idea of studying abroad as they wanted me to learn English very well. Thinking about it, I would say that besides that, they were curious how I could cope with that situation. I did not trust myself because I was not that sure about my language and about living so far away without my family. Retrospectively, I would say I was dependant on my parents too much and I was very childish.

9. When I was abroad, I could not feel any difference but I must say that I have changed. I started to stand for my own opinions and I started to be open to new experiences. My English improved a lot as for vocabulary and speaking but still I had to work on my grammar skills when I returned. On the other hand, I became little bit lazy when it comes to learning. I would say that in the USA it was much easier.

B/ Anežka

Figure 10: Long-term respondent Anežka

Place of study stay:	Norway
Year:	2010
Age:	18
Czech school:	Secondary general school
Language level before the study stay:	she estimates her English B1; Norwegian – beginner
Length of study stay:	10 months
Agency:	Youth For Understanding

There are Anežka's responses to questions 6, 7 and 8, the other answers are in the appendix 5.

6. I wanted to experience something new. I did not like winter that much and it was a kind of challenge for me to go to Norway. I wanted to make sure that I was able to handle it. It was a study stay but I must admit that I rather considered it to be a longer trip with so many new things, experiences and fun.

7. I had little problem with my host brothers but the rest of the family was perfect. They were very warm and I still remember Norwegian Christmas – one of the best in my life. Life in Norway was very active. Besides school we had lot of time for many activities. I fell in love with cross-country skiing which I had disliked before. Also, at school we did not have any exercise books, we worked on computers and searched on the Internet. We were asked to do many presentations with emphasis on good structure and speaking.

8. The language was a big trouble – I had to learn Norwegian from the beginning. Fortunately, Norwegians speak English very well so you can communicate in English. It was difficult to cope with my host brothers. At the beginning they had barriers towards me as if they did not want me to be in their family. However, it was a question of time and we became friends. The best experience was sleeping in the snow in the nature.

C/ Katka

Figure 11: Long-term respondent Katka

Place of study stay:	USA – Montana
Year:	2014
Age:	17
Czech school:	Secondary general school
Language level before study stay:	accomplished PET English test – B1
Length of study stay:	9 months
Agency:	Student Agency

There are Katka's responses to questions 3, 6 and 9, the other answers are in the appendix 6.

3. I play Ultimate Frisbee and I wanted to play it in the USA. However, I was not able to find any Ultimate team that I could join. Maybe it was better because I had a break from it and after my arrival I felt more joy as I returned to my team.

6. My biggest motivation was to learn English and discover new culture. I considered it more helpful than studying the language just at school. Also, I wanted to get to know myself better in unknown situations.

9. I felt relieved although I missed Laura and all the things we had done. Also, I put on some weight in the USA so I was glad that I could continue with Ultimate Frisbee. I forgot some usual things and I started to appreciate them more. As for the learning, the Czech education system is more demanding. I had only four subjects in the USA. After my arrival, it was little bit difficult to get used to learning so many things for school. I did not want to do the exams and I returned to the third grade. However, I do not think that I lost one year. I think it was worth it as I gained so much experience and memories.

5.2.2 Evaluation of Long-term Study Stays

Personal profile

1) All respondents were girls and it was difficult for them to describe themselves. Eliška pointed out that she was insecure, shy and quiet. Anežka said that she did not feel comfortable when she was in unknown surroundings. Katka described herself as hesitant.

Evaluation: It is interesting that all of the respondents are aware of their weaker features and they are critical towards themselves. It was more difficult for them to express something nice about themselves. However, their descriptions may be distorted as they appraise themselves retrospectively.

2) Attitude of respondents towards families varied. In general, they all had positive relationships with parents. Eliška obviously had the strongest bond and she admitted that she was reliant on her parents a lot. She stayed in contact with them daily. On the contrary, Anežka did not stay in contact with her family as much, even though their relations are good. It seems that their relation is based on friendship and respect. Anežka pointed out staying in contact with her friends via Facebook, Katka added that she had had a blog.

Evaluation: None of the respondents was isolated from family or friends who supported them. They could share their experiences with them which surely helped them to adjust to their new lives. I would say that staying in contact with the family, helped Eliška to handle her new life abroad, but at the same time she became more self-reliant and independent on her parents which was one of her motivations of going abroad. It depends how much students are used to be in contact with their families, but it is certain that even a person who is dependent on his/her parents as much as Eliška is able to adjust to his/her new life conditions and it can eventually bring more advantages.

3) Two of the respondents had very specific hobbies, ballet and Ultimate Frisbee. It was important for Eliška to continue with ballet abroad and she was lucky to have the opportunity. Katka was not able to find appropriate team to play Ultimate Frisbee in the USA. Anežka found new hobbies and she became excited about cross-country skiing.

Evaluation: It was found that hobbies are important part of adolescents' lives and it

depends on individuals whether they can stop doing the hobby for certain time or not. Eliška cannot imagine that she would have stopped with ballet. On the other hand, Katka took it as an advantage. She expressed that after her arrival it was even joyful to play with her team. The fact that Katka could not play with any American team was not an obstacle for her, but it is certainly good that Katka returned to Ultimate Frisbee after her arrival.

Educational background

4) All of the respondents like English, although they are aware of their weaknesses. Despite the fact that Eliška did not have problems with English at school, she did not feel secure in speaking. On the contrary, Katka did not mind speaking, but she was not confident with her grammar. She had extra English courses which could help her to be more secure in speaking.

Evaluation: It is important that all three girls had positive attitude towards learning language. Obviously, they also had good school results which could certainly help them to go for a study stay where they could only improve their language skills.

5) Eliška was worried that subjects such as Biology or Maths, which were her favourite, were not going to be as good. Katka feels that grammar school students should focus just on those subjects that they are interested in. Anežka said she only wanted to find any school and she did not care about subjects at all.

Evaluation: It seems that it is not very important for students to know what subjects they are going to study abroad or, at least, it is not the first thing they are interested in and they are able to make a compromise. Katka expressed that she had only four subjects in the USA and it was too easy for her and it was similar with Eliška. As we can see, Katka and Eliška agreed that Czech education is more demanding than American. On the whole, it is obvious that students do not decide to study abroad because of the quality of subjects, their motivations are different.

Personal experience, questions associated with culture shock theory

6) Besides learning the language, Anežka wanted to experience something new. They all agree that studying abroad apart from well-known surroundings is a way to learn things

practically.

Evaluation: Learning the language seems to be the biggest motivation. Students also learn to do things practically, they solve problems on their own in a real life, not just in model situations at school. It is more challenging for them because they test their own skills. They want to experience new things on their own.

7) Host families varied. Katka and Eliška did not have any problems. Katka was eventually grateful to be in a two-member family. Eliška lived with an elder couple. Anežka's host family was probably the most similar to her own family. In the beginning, she had problems with her new brothers. As for other culture differences, Eliška was disillusioned by Americans and she considered them superficial. Anežka was surprised with active lifestyle. As for school, Katka did not mention anything, Anežka talked about different attitudes towards learning (presentations and recommendations), Eliška pointed out extra school activities which she missed in her Czech school.

Evaluation: It is important that all the girls had a good relationship with their new families, although for Anežka it was difficult in the beginning. It helped them to feel safe and welcome. I would say that staying in a host family in this age is a great option. Students want to be independent of their own family, but still they have someone who helps them which is important for them. Another strong feature which surely helped them to adjust to their new lives were out-of-school activities such as visiting places, hobbies or celebrations. They all describe differences, but none of the culture differences was too extraordinary that it would spoil their study stay.

8) Eliška's enthusiasm started to decline after a month as she remembers. It was the time when she got used to her new daily routine. Katka's study stay was better than she had expected. She did not even recall any difficult situation. Anežka had a problem with the language which was an obstacle for her in the beginning. Also, she had to cope with her new brothers, but she managed to solve all the problems.

Evaluation: It was found that Anežka and Eliška experienced culture shock, each in a different way. According to the Oberg's theory, first phase of culture shock is called honeymoon. It lasts approximately two months. Eliška started to lose enthusiasm after a month, then she started to miss her family and life in the Czech Republic. This was the

stage of crises. On the other hand, Anežka recalls problems from the beginning, but she does not consider them as a big obstacle, she only does not recall fascination or euphoric reactions as much because she had to cope with the situation in a new family. I would say that in her case, the stage of crises and honeymoon mingle from the beginning. Eliška admits that she adjusted to her new life, although it was difficult in some situations. Compared to the Lygaard's U-curve concerning culture shock, the adjustment comes during 9-48 months of stay which does not correspond to our respondents whose study stays were not longer than 9 months. Also, we can say that Anežka had interpersonal problems because of the problems with language. Eliška experienced intrapersonal problems as she felt lonely sometimes. Katka adjusted to her new life very quickly or, at least, she could not describe any negative experience which would show decrease of her enthusiasm. I would say that she experienced culture shock only when she returned to the Czech Republic.

9) Eliška feels that the study stay changed her. She matured and became more self-confident and open. Anežka missed her life in Norway because everything in the Czech Republic seemed stressful, she did not have so much free time. Katka started to appreciate usual things more. She also returned to her hobby. As for school, Eliška and Katka who were in American state school agreed that the Czech education system is more demanding and they had problems to adapt to it again. Anežka felt that in her Czech school people have more respect towards teachers and she considered going to school in Norway as benefit because it improved her communicative skills.

Evaluation: Going back home was a kind of shock for everyone. All of the respondents adjusted to living in a foreign country and their "old" lives were different after their arrival. Eliška perceived personal changes, she changed her attitude towards society. Anežka felt the biggest difference in Czech lifestyle as whole and it took her some time to get used to it. Katka had problems with learning which also influenced her study results for some time. We can observe that all stays had impacts on students. Even though, the stay was difficult for Eliška, it brought many positives to her. On the other hand, Katka did not have any difficulties during her stay, but she eventually had some when she returned. On the whole, there are more advantages and all of the respondents proved that culture shock can bring many advantages.

10) All the respondents feel that their communicative skills improved, Katka even passed FCE exam which corresponds to B2 level. Eliška, who was dependent on parents a lot, became more self-reliant and self-confident. The only thing she regrets is that she had to return to the third grade at her grammar school.

Evaluation: To summarize it, we can say that all mentioned study stays were beneficial. However, it seems that most of the benefits are thanks to out-of-school activities or just the stay itself, it does not mean that all benefits were just thanks to the foreign school. It is the culture as whole and the fact that they are there alone which helped to improve their language and boost self-confidence.

5.3 Comparison of Short-term and Long-term Study Stays

Both types of survey data analyses were different, but still it is possible to compare certain things between them. It was shown that long-term study stays can fulfil respondents' expectations as students really improved the language or became more self-reliant. It was proved that the study stay had a real impact on their personalities. On the other hand, respondents from the short-term trip also marked improving the language as one of the main reasons of going abroad. Despite the fact, that they considered the trip as another way of learning, it cannot be said that thanks to the trip their English improved that much. Still, if it supported them to be more confident in use of the language, it is perfect. What is more important is that these trips can support interpersonal relations as one of the biggest motivations was to share experience and time with friends. Respondents from the long-term study stays could not be motivated by social aspects that much as they go on their own to an unknown country. However, in these cases the role of the family was more important. The fact that students who are abroad know that their families support them, is very important and it can strengthen their relationship. Last but not least, respondents from the long-term study stays experienced culture shock. After, they appreciated usual things more and they saw differences between cultures critically. All in all, it seems that long-term study stays influence people more and permanently, but short-term trips are a good alternative to achieve key competencies, see different cultures and use the language in practice.

Conclusion

The bachelor thesis dealt with issues connected with study stays abroad. It summarised assumptions, experience and opinions of Czech secondary school students.

The theoretical part was divided into three subchapters. First of them was focused on developmental psychology so that the reader could be acquainted with the typical features of pubescents and adolescents. It is a period of big changes in human's psyche and study stay can influence people at this age a lot. Next part was about culture shock theory which was subsequently observed in the empirical part. Third subchapter dealt with Czech education system, its documents and learning strategies. It also acquainted the reader with so-called key competencies which have to be fulfilled by Czech schools. Key competencies were further used in survey data analyses and helped to evaluate possible benefits of study stays or school trips to foreign countries.

The empirical part was focused on financing study stays, scholarships and agencies providing these kinds of stays. The survey observed experience of students from short-term and long-term study stays. The short-term survey acquainted readers with particular School Educational Programme of Prague school and its key competencies. Key competencies were included in the survey and helped to evaluate possible benefits of studying abroad. The survey data analyses for short-term stay included 21 respondents, aged 15 to 17 years old. Next part of the survey data analyses included 3 students aged 17 and 18 who participated on a long-term stay in the USA and Norway.

It was found that both types of study stays are attractive to students, they can develop key competencies, especially learning competencies and competencies to solve problems. Students learn about different cultures, they improve language skills but it also strengthens interpersonal relations. Long-term study stays develop especially learning competencies, competencies to solve problems and civic competencies. It was shown that motivations and experience are always very individual depending on students' nature. All students who participated on the long-term study trip experienced culture shock, although each of them slightly differently. However, after some time they got accustomed to the new situation. They all agreed that the study stay changed them as they matured and learnt many new things, though it was not just at school.

Bibliography

- AFS Česká republika. *Studuj v zahraničí*. [online]. 2018. [cit. 20.02.2018]. Available from: <https://www.afs.cz/studium-v-zahranici/>.
- BELLINI, M. *The Four stages of culture shock*. [online]. 2016. [cit. 22.01.2016]. Available from: <https://www.squaremouth.com/travel-advice/the-four-stages-of-culture-shock/>.
- CK. *Vzdělávací a výukové zájezdy pro školní kolektivy*. [online]. 2018. [cit. 30.04.2018]. Available from: <https://www.skolnizajezdy.cz/>
- DVOŘÁKOVÁ, M. a kol. *Základní učebnice pedagogiky*. 1. vyd. Praha: Grada Publishing, a.s., 2015. 248 s. ISBN: 9788024750392.
- Education. MŠMT. *Education system in the Czech Republic*. [online]. 2016. [cit. 05.02.2016]. Available from: <http://www.msmt.cz/mezinarodni-vztahy/the-education-system-in-the-czech-republic>.
- eTwinning. *Let's start eTwinning*. [online]. 2018. [cit. 30.04.2018]. Available from: <https://www.etwinning.net/cz/pub/index.htm>.
- FALADOVÁ, N. *Kulturní šok*. [online]. 2016. [cit. 28.01.2016]. Available from: <http://www.svetaznalec.cz/au-pair-v-new-yorku-4-kulturni-sok/>.
- FOLEY, M. *I was an expat wife*. [online]. 2016. [cit. 28.01.2016]. Available from: <https://iwasanexpatwife.com/2012/08/06/u-curve-maybe-not/>.
- HELUS, Z. *Dítě v osobnostním pojetí*. Praha : Portál, 2004. ISBN 80-7178-888-0.
- HELUS, Zdeněk. *Sociální psychologie pro pedagogy*. Praha: Grada, 2007, 280 s. ISBN 978-80-247-1168-3.
- HMC. HMC Projects. *Student Scholarships*. [online]. 2017. [cit. 20.02.2018]. Available from: <https://www.hmc.org.uk/about-hmc/projects/projects-sub-page-2/>.
- HOBZOVÁ, A. a kol. *Kulturní šok při studiu v zahraničí*. [online]. 2012. [cit. 22.01.2016]. Available from: <http://www.portal.cz/casopisy/pd/ukazky/kulturni-sok-pri-studiu-v-zahranici-/46397/>.
- HORÁKOVÁ, S. *Výchova k psychické odolnosti dítěte*. 1. vyd. Praha: Grada Publishing a.s., 2009. 218 s. ISBN: 9788024722061.
- CHERRY, K. *Fluid Intelligence vs. Crystallizes Intelligence*. [online]. 2016. [cit. 05.02.2016]. Available from: <https://www.verywellmind.com/fluid-intelligence-vs->

crystallized-intelligence-2795004.

KENDÍKOVÁ, J. *Návraty do české školy bývají i trpké*. [online]. 2010. [cit. 07.02.2016]. Available from:

http://www.mzv.cz/jnp/cz/srp/studium_v_zahranici_a_cr/navraty_do_ceske_skoly_byva_ji_i_trpke.html.

KOHOUTEK, R. *Psychologie vývoje a výchovy v adolescenci*. [online]. 2014. [cit. 14.01.2016]. Available from: <http://rudolfkohoutek.blog.cz/1404/psychologie-vychovy-v-adolescenci>.

KUČERA, D. *Moderní psychologie: Hlavní obory a témata současné psychologické vědy*. 1. vyd. Praha: Grada Publishing a.s., 2013. 216 s. ISBN: 9788024746210.

LANGMEIER, J. *Vývojová psychologie*. 1. vyd. Praha: Grada Publishing a.s., 2006. 368 s. ISBN: 9788024712840.

MACEK, P. *Adolescence*. 2. upr. vyd. Praha: Portál, 2003, 141 s. ISBN 80-7178-747-7.

MZV.cz. *Studium na střední škole*. [online]. 2014. [cit. 22.01.2016]. Available from: http://www.mzv.cz/jnp/cz/srp/studium_v_zahranici_a_cr/studium_na_stredni_skole.html.

NICM. *Agentury zprostředkovávající studium*. [online]. 2018. [cit. 19.02.2018]. Available from: <http://www.icm.cz/agentury-zprostredkovavajici-studium-na-strednich-skolach>.

Nová maturita. *Cizí jazyk – obecné dotazy*. [online]. 2018. [cit. 30.04.2018]. Available from: <http://www.novamaturita.cz/cizi-jazyk-u-obecne-dotazy-1404033964.html>.

OBERG, K. *Culture shock: Adjustment to new cultural environments. Practical Anthropology*. [online]. 2017. [cit. 22.01.2016]. Available from: http://agemethnomedizin.de/download/cu29_2-3_2006_S_142-146_Repr_Oberg.pdf.

OSF. Nadace Open Society Fund. *Stipendia*. [online]. 2017. [cit. 19.02.2018]. Available from: <http://osf.cz/cs/jak-pomahame/stipendia/>.

PERIČ, T. *Sportovní příprava dětí*. 1. vyd. Praha: Grada Publishing a.s., 2012. 176 s. ISBN: 9788024771427.

Portál veřejné správy. *Nostrifikace a uznání rovnocennosti zahraničních vysvědčení, vydaných základními, středními nebo vyššími odbornými školami*. [online]. 2004. [cit. 07.02.2016]. Available from:

<https://portal.gov.cz/portal/obcan/situace/196/201/4623.html>.

RVPZV. NUV. *Upravený RVPZV s barevně vyznačenými změnami*. [online]. 2016. [cit. 05.02.2016]. Available from: <http://www.nuv.cz/file/364/>.

ŘEZÁČOVÁ, M. *Adolescence*. [online]. 2009. [cit. 15.01.2016]. Available from: http://www.szsemb.cz/admin/upload/sekce_materialy/Adolescence.pdf.

SKORUNKOVÁ, R. *Úvod do vývojové psychologie*. Vyd. 2. Hradec Králové: Gaudeamus, 2007, 69 s. ISBN 978-80-7041-956-4.

Struktura. MŠMT. *Struktura systému vzdělávání a odborné přípravy v České republice*. [online]. 2016. [cit. 5.02.2016]. Available from: <http://www.msmt.cz/vzdelavani/skolstvi-v-cr/system-vzdelavani-v-cr?lang=1>.

Studium-psychologie.cz. *Etapy psychického vývoje: pubescence, adolescence..* [online]. 2016. [cit. 15.01.2016]. Available from: <http://www.studium-psychologie.cz/vyvojova-psychologie/6-pubescence-adolescence.html>.

RVPG. MŠMT. *Rámcový vzdělávací program pro gymnázia*. [online]. 2004. [cit. 20.01.2016]. Available from: http://www.msmt.cz/file/10427_1_1/.

Studium v zahraničí. MĚŠEC.CZ. *Studium v zahraničí – stejné podmínky pro všechny?* [online]. 2004. [cit. 19.02.2018]. Available from: <https://www.mesec.cz/clanky/studium-v-zahranici-stejne-podminky-pro-vsechny/>.

ŠTRACH, P. *Mezinárodní management*. 1. vyd. Praha: Grada Publishing a.s., 2009. 168 s. ISBN: 9788024766683.

ŠZ. MŠMT. *Školský zákon*. [online]. 2016. [cit. 20.01.2016]. Available from: <http://www.msmt.cz/dokumenty/novela-skolskeho-zakona-c-472-2011-sb-vyklady-a-informace>.

VÁGNEROVÁ M. *Vývojová psychologie*. 1. vyd. Dětství a dospívání. Praha: Karolinum Press, 2012. 536 s. ISBN: 9788024621531.

ZPD.Nuov.cz. *Rámcový vzdělávací program*. [online]. 2004. [cit. 20.01.2016]. Available from: http://zpd.nuov.cz/RVP_3_vlna/RVP%206351J01%20Obchodni%20skola.pdf.

Figures

1 - Expats 2 Singapore. [online]. 2015. [cit. 22.01.2016]. Available from: <http://www.expats2singapore.com.sg/orientation.html>.

2 – author's own visualisation of *Overview of Agencies*

3 – author's own visualisation of *Question number 1*

4 – author's own visualisation of *Question number 2*

5 – author's own visualisation of *Question number 3*

6 – author's own visualisation of *Question number 4*

7 – author's own visualisation of *Question number 5*

8 – author's own visualisation of *Question number 6*

9 – author's own visualisation of *Long-term respondent Eliška*

10 – author's own visualisation of *Long-term respondent Anežka*

11 – author's own visualisation of *Long-term respondent Katka*

Appendices

Appendix 1	60
Appendix 2	61
Appendix 3	66
Appendix 4	68
Appendix 5	70
Appendix 6	72

Appendix 1 – Overview of Czech Secondary Schools (author’s own visualisation)

Type of school	Length of studies	Specialization, completion of studies
Secondary vocational school or practical school	1 or 2 years	Oriented on practical assignments, graduates usually work as auxiliary workers. Branches of studies are e.g. construction or engineering, forestry works or joiner’s work
Secondary vocational school	2 or 3 years	Specialized on similar branches of studies as two years vocational school. Difference is that students take qualification exam. If they are successful, they get vocational certificate.
Secondary vocational school with maturita exam	4 years	Focused on chosen branch of studies (e.g. gastronomy, IT etc.). In the end students are obliged to take both the qualification exam, from which they obtain vocational certificate, and secondary school leaving exam called maturita exam.
Secondary technical school	4 years	Mainly industrially oriented, students take secondary school leaving exam called maturita exam.
Conservatoire	4 - 6 years	Aimed at artistic education (dancing, music etc.). Graduates obtain title DiS. (diplom specialist).
Lyceum	4 years	There are several types: technical, economical, pedagogical, medical, scientific or military. The education gives general education with focus on chosen branch of study. Student takes secondary school leaving exam called maturita exam but is not qualified for profession and usually continues his/her studies at university.
Secondary general school	4 years	Generally oriented schools suppose that their graduates continue their studies at university. Students obtain upper secondary general education, they take maturita exam – secondary school leaving exam.
Multi-year secondary general school	8 or 6 years	Same as normal grammar schools. Only difference is that students start their studies at younger age; they leave primary school and finish 9 years of compulsory education at grammar school.

1.2. Anglický jazyk

1.2.1. Charakteristika vyučovacího předmětu

1.2.1.1. Obsahové vymezení předmětu

Anglický jazyk je samostatný předmět v rámci vzdělávací oblasti Jazyk a jazyková komunikace. Výuka anglického jazyka kontinuálně navazuje na výuku anglického jazyka na nižším stupni osmiletého gymnázia (základní škole). Vstupní úroveň jazyka je A2 a cílová úroveň je B2 podle charakteristiky Cizího jazyka v RVP GV.

Vzdělávací obsah si klade za cíl především rozvoj řečových dovedností, které zahrnují dovednosti:

- Produktivní, tj. schopnost sestavení složitějšího ústního i písemného sdělení týkajícího se situací souvisejících s probíranými tématy.
- Receptivní, tj. porozumění slyšenému cizojazyčnému projevu i čtenému textu, který jazykově, obsahově i rozsahem odpovídá jazykové úrovni žáků.
- Interaktivní, tj. schopnost dorozumět se s cizincem v běžných situacích a hovořit o všedních tématech.

Žáci prokazují dosaženou úroveň jazykových a komunikativních dovedností v rámci konkrétních tematických okruhů. Důraz je kladen na tato témata: mezilidské vztahy, životní prostředí, sociokulturní aspekty různých jazykových oblastí včetně České republiky, mezinárodní instituce a specifická témata, např. tematika literární, sociální, náboženská, politická, přírodovědná, technická aj. Tyto okruhy se cyklicky rozšiřují a diferencují v souladu se specifikou příslušného cizího jazyka.

Výuka anglického jazyka se uskutečňuje v britské angličtině. Žáci jsou však během studia postupně receptivně seznamováni i s variantou americkou.

Znalost cizího jazyka poskytuje živý jazykový základ a předpoklady pro komunikaci žáků v rámci integrované Evropy a světa. Osvojení cizích jazyků, zvláště anglického jazyka, který je považovaný za lingua franca dnešní doby, pomáhá snižovat jazykové bariéry a přispívá tak ke zvýšení mobility jednotlivců jak v jejich osobním životě, tak v dalším studiu a v budoucím pracovním uplatnění.

Žáci se učí využívat jazykovou a kulturní pluralitu pro potřebnou diskuzi jazykové a kulturní rozrůzněnosti (v ČR, v Evropě), rozvíjet své jazykové kompetence pro kontakt a spolupráci s příslušníky jiných etnik (v ČR, v Evropě), používat jazyk, aby byl zbaven rasistických a diskriminujících výrazů a respektovat, že každý jazyk má své specifické rysy, žádný není nadřazen jiným jazykům.

1.2.1.2. Formy realizace předmětu

Anglický jazyk stejně jako ostatní jazyky bude organizován dle základní strategie obsažené v ŠVP. V souladu s pojetím ŠVP, v rámci vyučovacích hodin „jedna ze čtyř“ (respektive „dvě z osmi“), bude realizována výuka ve třech hodinách standardních a jedné hodině **A**. Hodina **A** se soustředí na rozvoj klíčových kompetencí prostřednictvím maximálně možné aktivity žáků. Hodiny standardní směřují ke zvládnutí očekávaných výstupů.

1.2.1.4. Organizace předmětu

Výuka probíhá ve třídách dělených na dvě početně rovnoměrné skupiny, přičemž skupiny nejsou diferencované. Pro výuku se využívá nejen klasických učeben, ale také jazykové učebny, která je vybavena audiovizuální technikou. Podle potřeby vyučujícího se výuka realizuje také v učebně vybavené dataprojektorem.

V průběhu výuky jsou upřednostňovány aktivizující metody a formy práce.

Na výuku ve škole navazují akce vztahující se k předmětu – např. návštěvy divadelních představení, filmů, kontakty s rodilým mluvčím a mezinárodní výměnné pobyty se společnými projekty.

1.2.2. Výchovné a vzdělávací strategie

Smyslem a cílem vzdělávání v anglickém jazyce je vybavit všechny žáky souborem takových kompetencí, které umožní všem žákům dosáhnout **úrovně B2 podle Společného evropského referenčního rámce (SERR)** a připravit je tak na další vzdělávání a uplatnění ve společnosti.

1.2.2.1. Vzdělávací cíle a klíčové kompetence

Smyslem a cílem vzdělávání v anglickém jazyce je vybavit všechny žáky souborem takových kompetencí, které jim umožní dosáhnout požadované a plánem vytyčené úrovně a tím je připravit na další vzdělávání a následné uplatnění ve společnosti.

Kompetence k učení

Učitel:

- Ve výuce prezentuje různé způsoby přístupů ke studiu jazyka a žáky vede k tomu, aby je využívali.
- Vede žáky k hledání souvislostí jak u jazykových struktur, tak u slovní zásoby.
- Tam, kde je to možné, využívají učitelé srovnání s jinými jazyky, které žáci znají, i s mateřštinou.
- Zadává takové úkoly, v jejichž rámci žáci samostatně vyhledávají a zpracovávají informace z cizojazyčných textů.
- Zahrnuje do hodin i domácí přípravu práci se slovníky, referenčními příručkami, multimediálním jazykovým softwarem a internetem.
- Zvyšuje důvěru žáků v jejich jazykové schopnosti a upevňuje návyky nutné k samostatné práci s jazykem extenzivní četbou upravených i autentických textů.

Kompetence k řešení problémů

Učitel:

- Poskytuje žákům prostor k samostatnému řešení jazykových problémů i k jejich různým řešením. Využívá příležitosti demonstrovat komplexní charakter jazyka a vede žáky k jeho respektování.
- Vede žáky neustálou prací s texty, kterým ne vždy beze zbytku rozumějí, či obsahují neúplné věty i odstavce, k dovednosti zacházet s nekompletními informacemi.
- Vede žáky k nutnosti domýšlení, hledání souvislostí a smyslu.
- Ve výuce simuluje modelové situace, se kterými se žáci mohou setkat v praktickém životě (psaní dopisů na různá témata, rozhovory v různých kontextech, poslech neznámých mluvčích atd.).
- Žáky postupně vede k řešení prací většího rozsahu a komplexnějšího charakteru (např. zpracování informací z cizojazyčné literatury a prezentace výsledků před třídou).
- V rámci konverzace na různá témata po žácích vyžaduje zřetelnou argumentaci při vyjadřování názorů.

Kompetence komunikativní

Učitel:

- Rozvíjí u žáků dovednosti spojené se čtením, poslechem, mluvením a psaním standardními metodami výuky cizího jazyka. Rozvoj komunikativní kompetence je obsažen v samé podstatě předmětu.
- Dává žákům příležitost ke komunikaci s rodilými mluvčími a anglicky mluvícími cizinci v rámci hodin konverzace, výměn, poznávacích zájezdů.
- V rámci konverzace učitel kultivuje u žáků schopnost vyjádření vlastního názoru a jeho obhájení, stejně tak učí umění naslouchat názorům druhých a tolerovat odlišnosti.

24

ŠVP GV

- Vede žáky při práci s jazykovým materiálem k přesnosti, k identifikaci podstatných informací a rozvíjí jejich interpretační schopnosti.

Kompetence sociální a personální

Učitel:

- Párovým a skupinovým řešením úkolů v hodinách umožňuje žákům rozvíjet své schopnosti spolupracovat.
- V rámci výměn, kterých se účastní žáci z různých tříd i ročníků, poskytuje žákům možnost setkávání a spolupráce s různými lidmi.
- Pomocí specifického charakteru učení jazyka rozvíjí u žáků schopnost soustavné práce s dlouhodobými cíli.

Kompetence občanská

Učitel:

- Nabízí žákům dostatek příležitostí k pochopení práv a povinností souvisejících s cestováním a životem v zahraničí.
- Nabízí dostatek modelových situací k prokázání praktických dovedností domluvit se v běžných i krizových situacích.
- Umožňuje žákům navazovat přátelské styky s anglicky hovořícími cizinci a následně chápat rozdíly mezi národy, vede žáky k toleranci, ohleduplnosti, respektování druhých lidí.
- Učí žáka respektovat nejen naše tradice, kulturní a historické dědictví, ale zároveň uznávat a studovat tradice jiných národů.
- Předává žákům základní znalosti o státním uspořádání zemí Evropské unie, USA, Kanady.

Kompetence sociální a personální

Učitel:

- Párovým a skupinovým řešením úkolů v hodinách umožňuje žákům rozvíjet své schopnosti spolupracovat.
- V rámci výměn, kterých se účastní žáci z různých tříd i ročníků, poskytuje žákům možnost setkávání a spolupráce s různými lidmi.
- Pomocí specifického charakteru učení jazyka rozvíjí u žáků schopnost soustavné práce s dlouhodobými cíli.

Kompetence občanská

Učitel:

- Nabízí žákům dostatek příležitostí k pochopení práv a povinností souvisejících s cestováním a životem v zahraničí.
- Nabízí dostatek modelových situací k prokázání praktických dovedností domluvit se v běžných i krizových situacích.
- Umožňuje žákům navazovat přátelské styky s anglicky hovořícími cizinci a následně chápat rozdíly mezi národy, vede žáky k toleranci, ohleduplnosti, respektování druhých lidí.
- Učí žáka respektovat nejen naše tradice, kulturní a historické dědictví, ale zároveň uznávat a studovat tradice jiných národů.
- Předává žákům základní znalosti o státním uspořádání zemí Evropské unie, USA, Kanady.

Kompetence k podnikavosti

Učitel:

- Při písemném vyjadřování žáků klade důraz na samostatnost vypracování úkolu a jeho vnější úpravu.
- Vede žáka k osvojení takových pracovních dovedností, které směřují k překonání určité konkrétní obtíže (práce se slovníkem jako pramenem všestranných informací o slovech).
- Zadává žákům samostatnou práci s encyklopediemi, mluvnickými a pravopisnými přehledy, cizojazyčnou literaturou.

1.2.2.2. Hodiny A – charakteristika a vymezení

Jedná se o střídání dvou odlišných typů vyučovacích hodin, hodin standardních a hodin **A**. Jedna hodina ze čtyř musí vždy být zasvěcena hodinám **A**. V případě nutnosti je možné uplatnit princip „dvě hodiny z osmi“. Volba, o kterou hodinu ze čtyř půjde, je na vyučujícím. Takto je do výuky organicky zařazen pravidelně se opakující časový prostor pro přímé rozvíjení klíčových kompetencí. Ve všech hodinách platí princip, že žák je prostřednictvím realizace očekávaných výstupů veden ke klíčovým kompetencím.

Standardní typ hodiny

V tomto typu hodin je důraz kladen především na naplňování očekávaných výstupů včetně ověřování míry jejich osvojení. V procesu vyučování a práce s učivem učitelé využívají všechny moderní metody a postupy včetně problémového vyučování, skupinového vyučování, individuálního zadání apod. Vyučující dbá na to, aby i v tomto typu hodin byli žáci minimálně třetinu času zcela aktivní.

Hodiny A

Písmeno **A** symbolizuje ideovou náplň a strukturu těchto hodin, které by měly být **alternativní, aktivní a atraktivní**.

Slovo atraktivní znamená, že se tyto hodiny významným způsobem odlišují od hodin standardních.

Hodiny **A** logicky navazují na systém hodin **A** na nižším stupni gymnázia (na alternativní přístup na základních školách), ale liší se mírou náročnosti kladené na starší žáky. Žákům je i v těchto hodinách předávána látka očekávaných výstupů, ale hlavní důraz je kladen na rozvoj kompetencí. Nosným principem je aktivita, samostatnost a řešení problémů.

Hodiny **A** mohou plynule navazovat na standardní hodiny, ale není to podmínkou.

Učitel omezuje svoji roli v hodině **A** na minimum a dává žákům příležitost dosáhnout cíle využitím všech jejich znalostí a schopností získaných i v ostatních předmětech. V hodině učitel už jen dohlíží, usměrňuje, radí, koordinuje. Tento typ hodin vyžaduje od učitele velmi precizní přípravu, je nutné zvážit různé varianty, které mohou při vyučování nastat a které bude nutné odpovídajícím způsobem řešit. V přípravě na tyto hodiny je vhodné vzít v úvahu i návrhy žáků, nechat jim podíl na spoluplánování výuky, což vede k přejímání zodpovědnosti za výsledky. Zároveň pěstuje schopnost domluvit se, respektovat názory druhých, spolupracovat apod.

Navrhovaný způsob realizace hodin A

Pro realizaci tohoto typu vyučovacích hodin je vhodné využívat technických možností počítačové učebny nebo učeben s dataprojektorem. Vyučující má tak možnost zapojit do výuky výukové programy vyrobené profesionálními firmami, využít internet, prezentovat vlastní výukové materiály.

V hodinách cizích jazyků lze tyto hodiny realizovat různými způsoby.

Příklady realizace hodin **A**:

Dramatizace – žáci se učí různé „role“. Cílem aktivity je rozvíjení schopnosti žáků nakonec odhodit masky a být sebou samými.

Volné psaní – podstatou je uvolnění myšlenek, rozvíjení vyjadřovacích schopností. Žák uplatňuje vlastní fantazii a prožité skutečnosti.

Práce s textem – umožňuje lepší porozumění textu, vyjasnění málo srozumitelných pasáží, odstraňuje případná nepochopení. Každý žák pracuje s vlastní kopií textu. Žáci ve skupinkách formulují základní myšlenku textu, během řízené diskuze dochází k vysvětlování nejasností.

Projektové vyučování – dlouhodobá metoda, při které žáci pracují na řešení určitého problému. V počáteční fázi je zadán žákům konkrétní úkol. Dále je sledován vývoj prací, konzultují se dílčí výsledky. Projekty se prezentují a následně diskutují.

Soutěže – zaměřují se na bohatost slovní zásoby a její využívání.

Testy – intelektuální hry různého zaměření, které podporují soutěživost a ověřují znalosti a schopnosti jednotlivých skupin.

Hry – vědomostní, logické.

Speciální součástí výuky v anglickém jazyce je, jako u ostatních předmětů, možnost vytvářet projekty v rámci Gladiátorských her. Zadání, která si žáci mohou, ale nemusí vybrat, se většinou orientují na problematiku životního stylu v anglicky hovořících zemích, problematiku mezinárodních vztahů, životního prostředí apod.

Appendix 3 – Questionnaire (Short-term School Trip)

Dobrý den,

jmenuji se Hana Medková a jsem studentkou Univerzity Hradec Králové. Chtěla bych Vás poprosit o vyplnění krátkého dotazníku, který použiji ve své bakalářské práci. Týká se krátkodobých studijních pobytů / výletů do zahraničí, zachycuje přípravu a motivaci k takovému pobytu. Děkuji Vám za ochotu a spolupráci.

Hana Medková

Jméno a věk: _____

1. Které jazykové oblasti se v hodinách anglického jazyka věnujete nejvíce? Označte prosím pouze jednu možnost.

gramatika slovní zásoba poslech a čtení mluvení ostatní aktivity*

* hry, projekty, modelové situace („A“ hodiny)

2. Označte 3 témata, kterým se v hodinách anglického jazyka věnujete a která Vám přijdou nejzajímavější. Můžete vybrat až 3 možnosti.

- | | |
|---|---|
| a) mezilidské vztahy <input type="checkbox"/> | e) přírodovědná témata <input type="checkbox"/> |
| b) životní prostředí <input type="checkbox"/> | f) politická témata <input type="checkbox"/> |
| c) literární témata <input type="checkbox"/> | g) technická témata <input type="checkbox"/> |
| d) náboženská témata <input type="checkbox"/> | h) sociokulturní aspekty různých jazykových oblastí* <input type="checkbox"/> |

* rozdíly mezi jednotlivými kulturami, tradice a hodnoty jiných národů

3. Přečtěte si následující tvrzení, která souvisí s výukou AJ. ANO označte v případě souhlasu, NE v případě, že s daným tvrzením nesouhlasíte.

Učíme se hledat souvislosti v rámci ostatních jazyků či předmětů. Také se učíme souvislosti v rámci jazyka (tvorba slov, slovní druhy, slovní zásoba aj.)	ANO / NE
Cvičíme modelové situace na různá témata (dialogy, scénky), píšeme dopisy, životopisy a jiné praktické věci.	ANO / NE
Učitelé chtějí, abychom vyjadřovali vlastní názor a naslouchali názorům ostatních.	ANO / NE
Pracujeme ve skupinách či jinými způsoby než jen ve dvojici.	ANO / NE
Učíme se o právech a povinnostech, které souvisí s cestováním a životem v zahraničí.	ANO / NE
Používáme různé materiály k výuce (slovníky, časopisy, internet ad.)	ANO / NE

4. Proč jste se rozhodl/a jet na školní zájezd do Anglie se školou? Jaká byla Vaše největší motivace? Počet možností, které lze volit, je neomezený.

- a) Chtěl/a jsem vidět historická místa a památky.
- b) Chtěl/a jsem si vylepšit angličtinu.
- c) Chtěl/a jsem se dozvědět něco o jiné kultuře.
- d) Chtěl/a jsem jet na výlet bez rodičů.
- e) Chtěl/a jsem jet na výlet s kamarády.

5. Přípravovali jste se na výlet? Co přesně jste ve škole dělali před odjezdem na výlet? Počet možností, které lze volit, je neomezený.

- a) Procvičovali jsme slovní zásobu, která se váže k anglické kultuře.
- b) Učili jsme se důležitá fakta (z historie i současnosti, o královské rodině apod.)
- c) Učili jsme se základní fráze (komunikace v obchodě, v rodině apod.)
- d) Povídali jsme si o odlišnostech mezi ČR a Anglií.
- e) Procvičovali jsme modelové situace.

6. Jak byste hodnotili výlet do Anglie? Přečtěte si následující tvrzení, která souvisí s pobytem v zahraničí. ANO označte v případě souhlasu, NE v případě, že s daným tvrzením nesouhlasíte.

Na školním výletě jsem se dozvěděl/a informace, které jsem předtím nevěděl/a. Učili jsme se jiným způsobem a dané znalosti jsem schopný/á předat dál.	ANO / NE
Po zkušenosti z výletu vím, že bych si byl/a jistější v případě nějakého problému (zeptat se na cestu, komunikace v rodině aj.)	ANO / NE
Na výletě jsem mluvil/a s rodilým mluvčím bez většího nedorozumění. Dovedl/a jsem mluvit angličtinou, která využívala gramatiku, slovní zásobu (nekomunikoval/a jsem jen základními frázemi). Pohovořil/a jsem nejen v případě nutnosti, ale i v případě zájmu.	ANO / NE
Poznal/a jsem člověka jiné kultury a byl/a jsem schopný/á si s ním vyměnit informace.	ANO / NE

Appendix 4 – Respondent Eliška

1. That is very difficult. At that time, I was not very secure. I am a quiet, shy person but I would say that I am friendly and tolerant. I learn new things easily.
2. My family has always been an important part of my life. It was difficult to make such a big decision but we were in contact almost every day – I sent them short messages or they did. At the beginning, we spoke via Skype a lot but as I got used to my new life it was not as often. I stayed in contact with my boyfriend and my closest friends. However, I lost a very good friend of mine. At that time, I was sad about it but now I can see that the friendship was not as good as I thought.
3. Yes, I have been doing ballet since I was five years old, it is a part of my life. It was important to find school where I could take ballet classes. Fortunately, I found it.
4. I have been learning English since the first grade of primary school. That means approximately 11 years. My attitude towards English has always been very good and I did not have any problems with English at school, although I was not really secure in speaking. At primary school, I attended an extra English course but I stopped with that when I was accepted to a multi-year secondary general school.
5. My favourite subjects were Maths and Biology because I was interested in them and wanted to become a doctor. I think that my Czech school provided me an excellent education in specialized subjects. I must admit that I was worried that those subjects in my new school were not going to be as good. However, my parents wanted me to improve my English and so we made a compromise.
6. Actually, my parents suggested the idea of studying abroad as they wanted me to learn English very well. Thinking about it, I would say that besides that, they were curious how I could cope with that situation. I did not trust myself because I was not that sure about my language and about living so far away without my family. Retrospectively, I would say I was dependant on my parents too much and I was very childish.
7. My host family was great. They were an elder couple and it felt like home. Even now, after couple of years we stay in contact. In the Czech Republic there is everything in a close distance, I walk everywhere or ride a bike. In the USA we

went everywhere by car. We finished school later and we had more options of extra activities (e.g. Spanish or drama class). At the beginning, I thought everyone was superficial because it was strange when everyone told me “How are you?” and I could feel that they actually did not care even though it was important for me to have someone who cared. Eventually, I found couple of friends and had a good time.

8. As I remember, it was not the beginning because there were many new things and activities to do. I think that after a month or so I got used to a daily routine and I started to miss my family, although we were in contact a lot. It was difficult when I was ill, it was before the Christmas. It was crucial for me.
9. When I was abroad, I could not feel any difference but I must say that I have changed. I started to stand for my own opinions and I started to be open to new experiences. My English improved a lot as for vocabulary and speaking but still I had to work on my grammar skills when I returned. On the other hand, I became little bit lazy when it comes to learning. I would say that in the USA it was much easier.
10. I would not learn the language in a practical use that much. It helped me to trust myself in communication. If I hadn't been there, I would be more self-reliant on my parents. I started to handle lots of things on my own. On the other hand, I would not have to do the third grade again which would be better.

Appendix 5 – Respondent Anežka

1. Everyone tells me I always smile, I consider myself friendly, dedicative and helpful. I am also very stubborn and quite lazy when it comes to things that I am told to do. I love adventures and sports a lot. I am a dreamer and I am usually quiet in unknown surrounding but when I feel comfortable I open to others.
2. Of course I love my family, but we were not in contact daily as I had many things to do in Norway. My parents support me and they are like my friends. Sometimes we argue but I have to tell that they respect me and my opinions. I stayed in contact with my friends – maybe more than with my family. But maybe that is just my feeling because we shared photos or left comments on Facebook, my parents do not have Facebook.
3. I do not have any specific hobby. I like trying new sports and other activities, but I do it just for fun.
4. I have been learning English since the third grade of primary school. I like English although I have always had the feeling that I am not good at it. I used English in YFU (agency Youth for Understanding) when I communicated with foreign students. I always took it as a good opportunity to practise the language. However, study stay was the first time to use the language in practice and I was afraid of it.
5. I liked PE, languages – my second language was German and IT. I was not very good at Physics and Chemistry. When I decided to study abroad, I just wanted to find any school and I did not care which subjects I was going to study. I thought it would be similar to my home school.
6. I wanted to experience something new. I did not like winter that much and it was a kind of challenge for me to go to Norway. I wanted to make sure that I was able to handle it. It was a study stay but I must admit that I rather considered it to be a longer trip with so many new things, experiences and fun.
7. I had little problem with my host brothers but the rest of the family was perfect. They were very warm and I still remember Norwegian Christmas – one of the best in my life. Life in Norway was very active. Besides school we had lot of time for many activities. I fell in love with cross-country skiing which I had disliked before.

Also, at school we did not have any exercise books, we worked on computers and searched on the Internet. We were asked to do many presentations with emphasis on good structure and speaking.

8. The language was a big trouble – I had to learn Norwegian from the beginning. Fortunately, Norwegians speak English very well so you can communicate in English. It was difficult to cope with my host brothers. At the beginning they had barriers towards me as if they did not want me to be in their family. However, it was a question of time and we became friends. The best experience was sleeping in the snow in the nature.
9. I felt great in Norway but I was happy to be back home. I remember that everything seemed to me very stressful and busy. I was proud of myself that I was able to spend such a long time abroad. Also, I felt that Czech students have bigger respect towards teachers.
10. As for the school, I would say that all the presentations really helped me to be a better speaker. I got used to step out and speak to unknown people. I got used to get recommendations, not just marks. I think that I also learnt that we should respect different cultures and traditions, we should learn more from each other. If I had stayed in the Czech Republic, I would probably tell you about subject matters. However, the study stay helped me to appreciate those things that we learn besides the school.

Appendix 6 – Respondent Katka

1. I am a very active person, I love fun, going with my friends on trips. I think that I am hesitant and sometimes I think too much. Sometimes I feel like I do not know myself and I surprise myself. I do not like discos and going to pubs, I prefer nature, sports and activities with my close friends.
2. I live with my parents and older sister. We have got a good relationship although they sometimes criticize me and I do not think that they have a reason for it. We were in contact at least three times a week. I stayed in contact with lots of friends thanks to my blog. They wrote comments and it felt like they were with me.
3. I play Ultimate Frisbee and I wanted to play it in the USA. However, I was not able to find any Ultimate team that I could join. Maybe it was better because I had a break from it and after my arrival I felt more joy as I returned to my team.
4. I have been learning English since nursery school, I have always liked it. Since the sixth grade of primary school I visit extra English course once a week. I do not mind speaking but I am not very confident in grammar.
5. I like studying those subjects I am interested in – English, Biology and Geography. I do not like all subjects and I would say that at secondary school students should have the possibility to focus on those subjects which they are interested in more than on the others. But this opinion was not the only reason why I wanted to try studying abroad.
6. My biggest motivation was to learn English and discover new culture. I considered it more helpful than studying the language just at school. Also, I wanted to get to know myself better in unknown situations.
7. My host family was a single woman, Laura. I am grateful that Student Agency found me an excellent place and host family. We had a very nice relationship because we were the same nature. Laura took me everywhere. She worked in Glacier National Park and thanks to her, I had a free entrance ticket and I went there many times. Furthermore, we went to Yellowstone and we went cross-country skiing many times.
8. Actually, I must say that I expected it to be worse. I imagined myself desperate and separated from everything. I even do not recall any difficult situation and I think it

was because I was really lucky about the family, the place and everything. At the beginning, I was not really sure if it was a good idea to have “just” two-member host family as I am used to live with both of my parents and sister. I would definitely point out hiking Columbia Mountain, going on trips and visiting Glacier National Park, I also saw many local animals – bison, elk and coyotes in wild nature.

9. I felt relieved although I missed Laura and all the things we had done. Also, I put on some weight in the USA so I was glad that I could continue with Ultimate Frisbee. I forgot some usual things and I started to appreciate them more. As for the learning, the Czech education system is more demanding. I had only four subjects in the USA. After my arrival, it was a little bit difficult to get used to learning so many things for school. I did not want to do the exams and I returned to the third grade. However, I do not think that I lost one year. I think it was worth it as I gained so much experience and memories.
10. I passed FCE certificate after the study stay and I think it helped me to improve not the language itself, but the attitude towards it. I started to feel more confident.