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**THE DEVELOPING LANGUAGE  
LEARNER'S COMPETENCES  
IN EUROPEAN SCHOOL PROJECTS**

**DIPLOMOVÁ PRÁCE**

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## Abstract

International school projects represent a hot issue in contemporary education. As English serves as a communicative tool for such project activities, students have an ideal opportunity to promote their target language. At the same time, they develop a great variety of competences needed for understanding other cultures and overall successful integration in the modern society.

Therefore, my study is intended to show the effectiveness of European school projects in relation to the development of the modern language learner's competences.

The theoretical part introduces active learning in terms of the modern language learner's competences and discusses it from various perspectives. It pinpoints intercultural communicative competence which facilitates the identification and interaction of the modern language learner. Further on, the active citizenship learning is focused as it plays a crucial role in the modern educating. To conclude with, European school projects and activities are discussed as ideal both for citizenship and foreign language learning.

The practical part maps several projects at one secondary-grammar school. It analyzes the development of the particular students' competences in the project activities and, finally, presents their comparison.

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## Introduction

The theme of my diploma thesis is *The Developing Language Learner's Competences in European School Projects*.

Having the opportunity to live in a 'new' Europe, I have always had a strong interest in travelling abroad to explore different cultures. Thanks to participating in several international school projects, I deepened the sense of European identity and citizenship, which I found extremely important and useful during my studies as well as work experience in the European Union. In this way, I could gain better insight in other cultures' backgrounds and also improved my communicative abilities in a foreign language.

Therefore, in my diploma thesis, I would like to prove that European school projects develop the modern language learner's competences.

In the first part of my thesis, I present the theory relating the chosen topic to relevant sources of literature. I discuss reasons, categories, methods, teaching principles and recommendations in terms of the modern language learner's competences. The initial chapter explains the approach of active learning. It considers the development of language learners' competences the most progressive teaching approach and introduces communicative language competences and general competences of an individual, both representing essential skills for mastering the target language. In such respect, the following chapters concentrate on the communicative and social and personal aspects of active language learning, emphasizes cultural awareness as an essential general competence to be acquired, and concludes with intercultural communicative competence, which integrates all the previously mentioned areas. The last two chapters discuss European citizenship with relation to active learning in general and, as following, to active language learning, playing crucial role in the modern education. In these terms, European school programmes, projects and exchanges are recommended both for citizenship as well as foreign language learning.

The second part of the thesis maps the particular projects' activities related to the topic of European identity and citizenship. I present three of them on the basis of my research in the secondary grammar school where I studied. It provides my analysis of various project activities with the reference to their aims, methods and products concerned.



I particularly focus on the students' competences development as it is the theme of my diploma thesis. In the summary, I present the final comparison of the projects, viewing the extent to which the students' competences were promoted in each of them.

In addition, I enclose materials to serve as good examples of mapping learners' sense of identity and citizenship.

# 1 Theoretical part

## 1.1 Modern Language Learning

*I hear and forget, I see and remember, I do and understand.*

*a Chinese proverb*

### 1.1.1 Preface

This chapter introduces the active language learning as the progressive language teaching approach. Firstly, it explains active learning concept pointing on its main features. The chapter continues defining language learning in terms of active learning. It discusses the terms domains as the location and key competences of a learner as the specific skills of active language learning. As following, the particular components of the above mentioned areas are characterized. The chapter concludes with defining the approach of developing the language learners' competences as the most needed one in terms of the modern language teaching. In the summary, two components of the above mentioned competences are introduced as communicative language competences and the general competences of an individual, both representing essential skills for mastering the target language.

### 1.1.2 General Objectives

Challenging the new century, teaching naturally applies new educational approaches which should correspond with modern world's conditions. Considering this viewpoint, language teaching is definitely not an exception. The language itself serves as a key tool for any kind of learning, and therefore, considerable attention has been put upon the development of the most effective language teaching approaches. As modern society's needs are more and more associated with using foreign languages, what becomes crucial for nowadays' learners is to be able to master them not only passively but also communicatively. The best teaching concept, therefore, focuses on a learner as on a successful communicator in various situations.

### 1.1.3 Active Learning

Generally believed, a crucial educational problem is that pupils find their learning very distant from what they know from their own experience. In this way, they might easily lose motivation and, as a result, their learning soon becomes ineffective.

As Petty describes in his *Modern Teaching* (2008: 14), for the best results, pupils should use ideas, knowledge and skills taught in an active way.

In such respect, Gibbs refers to the principles of *Learning by Doing* (In Petty 2008: 256) He recommends learning from direct experience as it increases pupils' interest in learning, and so prepares them for the 'real' work.

Therefore, the modern education is generally promoted as 'learning for life'. It means that pupils should be involved in learning process as much as possible, move towards self-directed learning and develop their intellectual activity. The best way for raising their attention and interest in learning is to build on their own 'active' learning experience. (Bauer, Clarke, Dailidiene, 2003: 5)

As for the aim of the modern teaching, pupils should acquire specific abilities and capabilities which are needed for contemporary life. It is also valuable for students to see a relation between their 'work' in school and their future work. (Ross, 2000: 93)

In these terms, so called active learning is widely acknowledged as a progressive approach of modern education.

Considering such process, Denicolo, Entwistle and Hounsell (In Bauer, Clarke, Dailidiene, 2003: 2) characterize main features of active learning as following:

- searching for meaning and understanding
- greater responsibility for learning
- developing skills as well as knowledge
- concerning career and social settings

#### 1.1.4 Active Language Learning

With the regard to the process of modern language teaching, the active learning approach is widely promoted.

According to *Routledge Encyclopedia of Language Teaching and Learning* (2000: 119-120) language learning is defined as active, rule-seeking and also problem-solving, concerning many task-based activities.

In these terms, *Common European Framework of References for Languages* (2004: 9) refers to the so called action-orientated language teaching. It gives a frame to several approaches emphasizing various language teaching objectives. Some concentrate on achieving progress in language activities, others developing of a language usage in particular domains, while others aim the acquisition of language learning strategies. Nevertheless, it is stressed here that the most important aspect in today's language teaching is the development of specific skills for the effective communication. (2004: 9)

Regarding to such approach, there are two significant terms to pinpoint. Firstly, there are domains concerning the place where such learning proceeds. Secondly, we speak about competences of a learner representing the specific skills of active language learning. (2004: 9)

#### 1.1.5 Domains

According to *Common European Framework of References for Languages* (2004, p.14), domains refer to "broad sector of social life in which social agents operate" (2004: 14). There are four main domains to be distinguished, classified as the *educational, occupational, public* and *personal domain*.

With relation to *Framework Education Programme for Secondary General Education* (2007: 21) the above mentioned domains are referred as Thematic Areas and Communication Situations and include similarly called areas : public, work, educational and personal area

*Common European Framework of References for Languages* (2004: 15) describes the content of the particular domains.

Considering the public domain, it deals with everything which is linked to ordinary social interaction such as administrative sector, public services, relations with media etc.

The personal domain then complements it, with regard to family relations and social practices of an individual.

The occupational domain concerns all activities and relations in connection with a person's work.

Additionally, the educational domain involves the field of learning or training where development of specific knowledge and skills is focused.

In these terms, language learners are viewed both as individuals and 'social agents' operating in the above mentioned domains.

Regarding to such areas, learners need to acquire practical and strategic skills to use a language. In other words, they need to develop a wide range of specific competences.

### **1.1.6 Competences of a Learner**

It is widely believed that for effective active learning the development of the so called key competences of a learner plays the main role.

In *Framework Education Programme for Secondary General Education* (2007:10), key competences are characterized as set of knowledge, skills and abilities, attitudes and values significant for a learner's personal development as well as social development, enabling active life in a society. They are divided into six categories as following:

- learning competency
- problem-solving competency
- social and personal
- competency
- civil competency

- working competency
- communication competency

With regard to the foreign language learning, *Framework Education Programme for Secondary General Education* (2007: 13) emphasizes the development of communication competences as well as 'active knowledge of foreign languages' which involves learner 's global and personal needs.

Similarly, with the reference to the principles of active learning, *Common European Framework of References for Languages* (2004, p.9) promotes so called language learners' competences. They are characterized here as "the sum of knowledge, skills and characteristics that allow a person to perform actions" (2004: 9).

In these terms, it is generally recommended that the most valuable language learning approach is developing skills for communication that should be accompanied by general skills of a learner to use a language. (2004: 9)

According to *Common European Framework of References for Languages* (2004: 10), there is to be distinguished between two main areas of such language competences which are, though, closely linked together. It deals with so called communicative language competences and the general competences of an individual, both playing essential roles in modern language learning.

## 1.2 Communicative Dimension in Active Language Learning

### 1.2.1 Preface

This chapter concentrates on the communicative aspect of language teaching in its linguistic sense. To start with, it foreshadows the reasons of the emerge of a new communicative language approach. Further on, it refers to communicative competence development as one of the aims of this progressive approach. It is followed by the explanation of the communicative competency of a Czech grammar-graduate. The chapter concludes with the particular components of the communicative competence that should be acquired for foreign language learner's successful communication.

### 1.2.2 General Objectives

According to Canale's definition in *Language and Communication* (In Richards, Schmidt, 1983, p.4), "Communication itself represents a complex system which is understood as the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual modes and production and comprehension processes" (1990: 4).

Throughout the centuries, the linguists considered translation to be the most effective approach of foreign language teaching. In these terms, students' language learning was based on the so called analytical grammar-translation method which made them study and memorize the particular rules and examples of the language structures. (Stern, 1983: 452)

In such respect, speaking the language was not aimed for foreign language learners. They practise the language orally only through reading aloud the sentences they had translated. Following the changes in language pedagogy, it is clear that the move towards oral proficiency has become a goal of new foreign language approach. (Richards and Rodgers, 1986: 1-2)

Modern language pedagogy started to be the subject of the methodologists' research some seventy years ago. As traditional language teaching seemed no more able to follow the needs of a modern language learner, there naturally emerged a call for a very

different, more practical language approach. Such new language teaching was to aim a missing communication aspect. (Richards, Schmidt, 1990: 2)

In these terms, the concept is generally known as communicative language pedagogy. (Richards, Schmidt, 1990: 2) Referring to such approach, it must follow learners' communication needs as well as their actual interests, which are often changing. (Richards, Schmidt, 1990: 18)

It is Sheils's belief (1988: 1) that communicative approach motivates to learn a language by extending the previous knowledge and experiences of learners. In this way, they are able and willing to use the language appropriately and accurately, which is the aim of effective communication acquisition.

Therefore, to become an effective communicator, a learner has to take into account different areas of communication and attain the knowledge and skills in them all. (Canale and Swain, In Richards, Schmidt, 1990:4)

In these terms, so called communicative competence is broadly referred.

It was in the mid-sixties when the term communicative competence was firstly introduced by Hymes, and has been from then on increasing in its popularity among linguists and language teachers all over the world. (Richards, Schmidt, 1990: 2)

According to the definition, *Routledge Encyclopedia of Language Teaching and Learning* (2000, p.124) characterizes communicative competence as "an ability of a language learner to interpret, express and negotiate a meaning" (2000: 124).

### 1.2.3 Communicative Competence of a Czech Language Learner

*Framework Education Programme for Secondary General Education* (2007: 10) refers to communicative competency of a grammar school graduate, who should be able to communicate through:

- effective, available means (verbally and non-verbally, symbolically and graphically respecting the situation and participants involved
- specialised language as well as symbolic and graphic expressions with comprehension



- modern information technologies in an effective way
- clear, comprehensible and adequate means (both orally and in writing) with respect to situational context
- presenting himself/herself as well as his/her work in a suitable way concerning both familiar and unfamiliar audience
- various kinds of messages in a correct way

#### 1.2.4 Communicative Competence and its Components

The theory basically notes to several main communicative competences or sub-competences. In these terms, *Common European Framework of References for Languages* (2004: 13) distinguishes between three main areas. These are linguistic competence, sociolinguistic competence and pragmatic competence.

Linguistic competence comprises lexical, phonological, syntactical knowledge and skills, irrespectively to a social context or pragmatic functions. (2004: 13) In these terms, *Framework Education Programme for Secondary General Education* (2007: 17) refers to Language Means and Functions, where linguistic areas of phonetics, orthography, grammar and lexicology are focussed.

In contrast with the above mentioned, sociolinguistic competence is set. It takes into consideration different social conditions under which a language is used. (2004: 13) Canale and Swain (In Richards, Schmidt, 1990, p.4) define sociolinguistic competence as the competence that “addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic context” (1990:4). In his *Communication in the Modern Languages Classroom*, Sheils describes sociolinguistic competence as (1988, p.1) “the ability to use and interpret language forms with situational appropriacy” (1988: 1). In these terms, *Common European Framework of References for Languages* (2004: 13) mentions ‘a sensitivity to social conventions’. It takes into account aspects of a language such as rules of politeness, norms for relations between generations, sexes, social classes and groups etc.

Very closely linked with the above mentioned is pragmatic competence. It emphasizes the functional use of a language. This competence relates to aspects such as production of cohesive and coherent structures or proper use of interaction patterns. (2004:

13) Necessary to stress is the impact of interaction and cultural environments (e.g. expressing irony).

As far as the term pragmatic competence, some linguists note to its several parts, instead of using this term. For example, Canale (In Richards, Schmidt, 1990: 10) refer to so called discourse competence and strategic competence, when the firstly mentioned deals with unity of a text, while the second one with strategies to cope with learner's problematic communicative situations. In such notion, *Common European Framework of References for Languages* refers to specific language learner's competences, which are to be discussed in the following chapters.

## **1.3 Social and Personal Dimension in Active Language Learning**

### **1.3.1 Preface**

The chapter deals with the social and personal aspect of language teaching. Firstly, it explains the needs of involving these two areas into modern language teaching. Further on, the corresponding competences are introduced as the general competences of an individual, which are worth for the successful communicating in various situations. The chapter continues explaining the social and personal competency of a Czech grammar-graduate. To conclude with, there are characterized the particular components of the general competences of an individual that all create an essential part of the learner's language competency.

### **1.3.2 General Objectives**

Communication has a key role for any language learning. To be effective, it must correspond to the place where it is proceeding. In such respect, the important role is played by knowledge about the world we live in (2004: 11)

On the other hand, language is a tool through which every person expresses own identity, and so provides facts about his/her class, sex, age, religion etc. (Chambers, In Papoulia-Tzelepi, Hegstrup and Ross, 2005: 89)

In these terms, the both previously mentioned perspectives enable broader contextual learning, which follows a trend of modern language teaching (2004: 9)

As the nature of communication is characterized in Canale (In Richards, Schmidt, 1983: 4), it is a form of social interaction. On the other hand, he also notes to psychological aspects of an individual through which every communication is determined.

Considering social perspective, Byram and Fleming (1998: 2-3) are convinced that besides language learning for communication, it is also language learning for social interaction which should be primarily focussed. It concerns learning shared meanings, values, practices of a particular group of people.

As one of the educational characteristics of the area of Language and Language Communication, *Framework Education Programme for Secondary General Education* (2007, p.7) refers to learning a language in terms of “developing abstract thought and broadening the learner’s abilities and skills in expression and communication, which form the basis for well-rounded effective education” (2007: 7).

In other words, generally, the aim is not only learning language itself but primarily learning the principles of its appropriate usage. Participating in various communication situations, pupils should develop linguistic and stylistic abilities and skills as well as the corresponding competences to communicate. (2007: 13)

In terms of contextual learning, we will follow the objectives of *Common European Framework of References for Languages*. It refers to language learners’ abilities to communicate in different situations, with the reference to their specific competences. (Routledge, 2000: 122)

What *Common European Framework of References for Languages* (2004: 11) primarily mentions in terms of such competences is so called ‘shared knowledge of the world’ that all people’s communicating determines. These are the knowledge of the shared values, beliefs of social groups in other countries and regions, such as their histories, religions, taboos etc. On the second level, it states that this complex area of competences differs from person to person.

Therefore, the corresponding competences that language learners need to acquire are called the general competences of an individual.

### 1.3.3 The General Competences of a Czech Language Learner

With relation to the above noted, *Framework Education Programme for Secondary General Education* (2007, p.10) refers to social and personal competency of a Czech grammar-school graduate, who should be able to:

- “realistically evaluate his/her physical and spiritual possibilities; he/she is capable of introspection;
- set his/her objectives and priorities with respect to his/her personal abilities, interests as well as living conditions
- estimate the consequences of his/her conduct and behaviour in various situations and adjust his/her conduct and behaviour accordingly
- adjust to changing life and professional conditions and influence them actively and creatively according to his/her abilities and possibilities
- actively cooperates when setting and attaining common goals
- contribute to creating and maintaining valuable interpersonal relations based on mutual respect, tolerance and empathy
- exhibit a responsible relation to his/her own health and to the health of others
- decide on the basis of his/her own judgement, resist social and media pressure” (2007: 10).

### 1.3.4 General Competences of an Individual and its Components

As far as their content, *Common European Framework of References for Languages* (2004: 11-13) views the general competences of an individual as knowledge, skills and know-how and existential competence.

The area of knowledge is combined with the competences that result either from experience or from more formal learning. Accordingly, we differentiate between empirical knowledge and academic knowledge. Considering the first one, the learning through daily-life experience (e.g. management of time schedules, asking for and taking information etc.) plays the leading role for the development of language activities in a foreign language. Academic knowledge, on the other hand, is essential for better understanding in specific domains relating to professions, science or technology.

Contrarily to the first area of knowledge, the second field of the general competences of an individual is based on a practical aspect of learning. Such competences are referred as skills and know-how. They are acquired through repetition and experience and function as 'automatic processes' which, eventually, need conscious operations (e.g. skills needed for using a dictionary, operating with information technologies etc.) For comprehensible learning, they must build on the previous acquisition of above stated knowledge.

The next area of the general competences of an individual is so called existential competence. *Common European Framework of References for Languages* (2004: 11) discusses it in the connection with language learner's attitudes (e.g. openness to or interest in new experiences, other persons, ideas etc.), motivations (e.g. motivation to integrate, communicative drive etc.) values, beliefs, cognitive styles and personality types.

It is emphasized here that all these general competences considerably influence not only the learner's ability to communicate but also the ability to learn. For its development, the most important is learners' experience of learning. It enables them to deal with new language learning more effectively and independently. (2004: 106)

## 1.4 Cultural Dimension in Active Language Learning

*One of the goals of culture and language teaching is fostering the ability to cope with intercultural encounters.*

*Carol Morgan*

### 1.4.1 Preface

The chapter concentrates on the culture aspect as an essential part of the modern language teaching. To start with, it points to the relevance between culture and language learning. Secondly, it sets the goals of cultural learning involving the language learner's previously discussed competences. As following, the term cultural awareness is introduced as a crucial part of the general competences of an individual to be acquired. Further on, the chapter explains cultural awareness in terms of foreign language learner's competence to understand the relation between his/her own and the target culture. Additionally, basic methodological principles for developing cultural awareness are described as needed opportunities to interact with the target culture.

### 1.4.2 General Objectives

It is generally acknowledged that it is the aspect of culture what becomes significantly important in terms of modern language teaching.

According to the definition in *UNESCO Guidelines for Intercultural Education* (2006, p.12), "Culture is at the core of individual and social identity and is a major component in the reconciliation of group identities within a framework of social cohesion. In discussing culture, reference is made to all the factors that pattern an individual's ways of thinking, believing, feeling and acting as a member of society." (2006:12)

As one of the educational characteristics of the area of Language and Language Communication, *Framework Education Programme for Secondary General Education* (2007: 7) refers to learning a language in terms of enabling pupils to realize their culture's 'intellectual treasures' and traditions.

As far as the foreign language learning is concerned, Jin and Cortazzi (In Byram and Fleming, 1998: 98) are convinced that culture should function as content here. In such respect, they are convinced that the role of teachers is to bring a target culture to learners.

It is Brown's belief (In Valdes, 1994: 33) that second language learning is often second culture learning, when learners need to acquire a second identity to some extent. He also claims that, in this way, learners can recognize some 'universal properties' that bind all people together.

Seliger (In Byram, Mendez and coll. 1994:5) claims that learners' relation to the target culture, such as their feelings, attitudes and motivations, determines the level of their second language learning.

In such respect, Buttjes (In Byram, Mendez and coll. 1994:13) considers culture to be the main 'motivator' for second language learning.

Kramsch (1996: 8) notes that beside the traditional four language learning skills - listening, speaking, reading and writing - culture is often considered to be the fifth one as to modern language teaching.

In terms of educating culture through language teaching, Breen (In Kramsch, 1996: 183) describes three general main aims of learners. They should be able to:

- communicate appropriately with native speakers of the language
- understand others
- understand themselves in the learning

### **1.4.3 Cultural Goals of Language Teaching**

Valette (In Valdes, 1994: 181) defines four cultural goals as to the modern language teaching. Firstly, she stresses development of a greater awareness of and a broader knowledge of the target culture. Secondly, she mentions acquiring so called 'command of etiquette of the target culture' as kind of expected polite behaviour. Then, she points out

understanding differences between the target culture and the learners' culture. In addition, she concludes with understanding the values of the target culture

Viewing it from the teachers' perspective, Byram, Gribkova and Starkey (2002: 10) specify the goals of teaching culture and language as:

- to give learners intercultural competence as well as linguistic competence
- to prepare them for interaction with people of other cultures
- to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours
- to help them see that such an interaction is an enriching experience

With regard to culture and language learning, it is needed to introduce so called cultural awareness.

The term emerged in 1980s and has been from then on frequently used in connection with languages. What is focused is the interest in cultural difference and the relationship to 'the Other'. It stresses the insight into other cultures, which is important for understanding person's own identity. (Routledge, 2000: 159)

Referring to modern language teaching, *Routledge Encyclopedia of Language Teaching and Learning* (2000: 160) explains cultural awareness in terms of learners' better cultural insight as well as their identity development.

In these terms, *Common European Framework of References for Languages* (2004: 103) refers to language learner's intercultural awareness as a significant competence to be developed. It is comprised in the area of knowledge and together with so called knowledge of the world and sociocultural knowledge underlies the general competences of an individual. (2004: 101-103)

It is characterized as knowledge, awareness and understanding of the similarities and differences between the 'world of origin' and the 'world of the target community'. What is important is that cultural awareness concerns an awareness of regional and social differences in both these 'worlds'. Also, learners should become aware of other cultures than just the culture of their own and of the culture of the target language. With such wider awareness it is then much easier for a learner to put both in context. (2004: 103)



#### 1.4.4 Methodological Principles for Cultural Awareness Development

For cultural awareness acquisition it is widely recommended to follow several basic methodological principles.

In their *Language Learning in Intercultural Perspective*, Byram and Fleming (1998: 5) summarize basic methodological principles for cultural awareness acquisition which learner's should develop in the following order:

- contact with 'otherness
- comparison of own and other culture
- 'appreciation' of similarities and differences
- identifying with 'otherness
- taking 'objective view'

Considering learners' language levels, they recommend frequent opportunities to interact with target culture. (DES, In Byram and Fleming, 1998: 5)

As to the learners who have just started with a foreign language, it is necessary for them often to work with materials from target language countries, in particular with school related ones. Also pupils should keep in contact with native speakers both in their country and abroad. Thanks to these, they should appreciate similarities and differences between the cultures of their own and of the target language countries, which enable them to identify with experience of people of those countries. As a result, they should use all this acquisition to make a more objective picture of their own culture's features such as customs, way of talking etc.

When dealing with older learners, it is added that pupils also need to explore and report on particular features of the countries of the target language, to have opportunities to exchanges with abroad, and to compare both generally and specifically between their own country and the countries of the target language.

## 1.5 Intercultural Communicative Dimension in Active Language Learning

*Intercultural communication is communication on the basis of respect for individuals and equality of human rights as the democratic basis for social interaction.*

- a motto

### 1.5.1 Preface.

The chapter combines the previously concerned aspects of communication and culture in relation to active language learning. Firstly, it discusses the relation between linguistic and cultural learning. Further on, it introduces the term intercultural communicative competence facilitating identification and interaction of the modern language learner. As following, the chapter explains the particular intercultural communicative competence components with regard to the communicative as well as the general competences of an individual. In addition, there are discussed the methods for culture awareness development aiming language learners to master communication in foreign countries.

### 1.5.2 General Objectives

As stated in previous chapters, active language learning focuses on both communication and culture as on a direction to follow. Considering these two areas together, it is, therefore, the intercultural communication which is emphasized with regard to modern language teaching.

In their *Children's' Intercultural Identity Development through the Teaching of Languages*, Spinthourakis and Sifakis (In Papoulia-Tzelepi, Hegstrup and Ross, 2005, p.94) argue: "Speaking a foreign language always means entering a cultural world that is to some extent different from our own. Therefore, all language education should always be also intercultural education" (2005:94).

Byram and Fleming (1998: 7-9) note that integration of linguistic and cultural learning is valuable for communication and interaction. In these terms, they speak about intercultural communication which helps learners identify themselves as well as interact with one another.

Crawshaw (1999: 80) emphasizes the importance of intercultural communication through which learners compensate their limited foreign language knowledge and, in this way, can 'read between lines' of each other's language.

With reference to the competences of a modern language learner, so called intercultural communicative competence is generally promoted.

According to *Routledge Encyclopedia of Language Teaching and Learning* (2000: 128), the development of intercultural communicative competence represents one of the aims of the modern communicative language teaching.

It is Kramsch's belief (1993: 1) that intercultural competences always limit learner's communicative competences. To develop it, one must acquire a kind of 'sensitiveness' to a cultural context. It deals, for instance, with expressing attitudes or feelings which are in some cases interpreted differently across cultures, and so communication might be affected. The cultural viewpoint should, therefore, give a frame to all the competences of a modern language learner. (1993: 8)

As Byram, Gribkova and Starkey (2002: 10) describe, the main goal of foreign language teaching should be the development of the knowledge, skills and attitudes of intercultural communicative competence.

Also, they are convinced that teachers' role is not only to bring information about a target language country but rather to help learners understand:

- how intercultural interaction takes place
- how social identities are a part of all interaction
- how their perception of other people and other people's perceptions of them influence the communication
- how they can find out for themselves more about the people with whom they are communicating

### 1.5.3 Intercultural Communicative Competence and its Components

*Common European Framework of References for Languages* (2004: 103-107) pinpoints intercultural communicative competence as an important link between both communicative and the general competences of an individual.

Byram, Gribkova and Starkey (2002: 11-13) build their concept of intercultural communicative competence on the basis of *Common European Framework of Reference for Languages* (2001: 103-107). Accordingly, they summarize that real cosmopolitan European citizens should develop intercultural communicative competence in the following areas:

#### Attitudes

- These skills concern curiosity, openness, the affective ability to 'decentre', which enables to give up ethnocentric attitudes and change learners' point of view.

#### Knowledge

- This knowledge deals with understanding of a person's own culture and of the other peoples' cultures. Also it comprises the knowledge of how people interact and perceive each other.

#### Skills of interpreting and relating

- These skills refer to ability to interpret a document or event from another culture and relate them to similar ones in person's own culture.

#### Skills of discovery and interaction

- These skills concern the ability to observe and analyse other people's cultures and also the ability to interact with people of another culture.

### Critical cultural awareness

- This awareness deals with the critical evaluation of practices, perspectives and products in one's own and the other's culture and countries.

### 1.5.4 Methods for Cultural Awareness Development

As the intercultural communicative teaching methods might concern non-traditional teaching practices, they are often referred in terms of experimental learning.

Byram, Gribkova and Starkey (2002: 10) mention several communicative activities for intercultural competence development. These should aim learners to communicate with others with tolerance and to master everyday communicative situations in foreign countries.

#### Comparative analysis

- Learners are given some factual information about the life-styles in the target culture. They are to compare their own culture with the target one (e.g. comparing the information presented in tourist brochures with the learners' own experience.) In this way, they can easily find out that there is a difference in these two points of views.

#### Simulations and Role-play

- Learners act the role of a visitor from the target to their own country and speak with other learners who act as themselves and not as the 'stereotypes' of the foreigners. It aims learners to develop the right perception of the target countries as well as their self-awareness.

With the regard to raising learners' self-awareness, Brooks (Valdes, 1994: 162-163) formulates two types of questions. He refers to so called individual or psychological questions reflecting needs, motives, desires and purposes and to so called institutional questions dealing with ideas, beliefs, customs and forms of organization. On distinguishing between those two types, he builds his strategy. Firstly, he creates a list of individual

questions interesting to teenage learners to be engaged in a discussion, as *How do you tell right from wrong? How do you appear in public?* etc. In contrast, he accordingly states a list of institutional questions, as *Under what system of government do you live? What laws must you obey?* etc. Discussing such questions, learners not only become aware of own societies, but also of their cultural differences. (1994: 162-163)

Considering methods for teaching cultural awareness in general, Huges (In Valdes, 1994: 167-168) refers to several practical ones:

#### Comparison method

- A teacher presents about an item(s) which is very different in the learners' and in the target country's culture.

#### Culture assimilator

- A teacher describes a critical event which learners from different cultures would probably interpret in different ways. Learners are offered possible explanations and try to choose the correct one.

#### Drama

- Learners act out short scenes in which they present misinterpretation of something existing in the target culture.

#### Newspapers

- Learners are asked to compare a certain item in the foreign newspapers with its equivalent in their one.

#### Projected media

- Watching films presenting the target culture background provides a lot of useful material for better insight into the learners' target culture.

#### The culture island

- A teacher motivates learners to create 'the culture island', which means making posters, pictures, bulletin boards which draw learners' attention to thinking of the target culture.

## 1.6 Active Learning and European Citizenship Education

*Citizenship Education is really a lifetime process and continuing learning, involving total development of the whole person, not a finished product or outcome of a curriculum, for a given time or location.*

*Quisumbing*

### 1.6.1 Preface

This chapter introduces European Citizenship Education and its active learning as an important part of the modern teaching. Firstly, it explains the circumstances under which such educating emerged. The chapter continues with foreshadowing particular educational areas to be developed in terms of European Citizenship Education. Further on, it relates European Citizenship Education to active learning approaches referring to their several best practices. As following, the chapter explains civil competency of a Czech grammar graduate. The chapter concludes with a reference to a wide range of methods for developing the above mentioned competences.

### 1.6.2 General Objectives

Children and young people are growing up under much different conditions than the previous generations. The twenty-first century world is rapidly globalizing, which naturally results in integration processes. These bring young people the sense of identity and citizenship which they need to understand for their successful development. (Fulop and Ross, 2005: 7-8)

Similarly, in terms of modern school teaching, Dolly and Villanueva (In Ross, 2005: 211) argue that the general aim of education should be to help young people see their similarities and differences as well as understand and respect other people and cultures.

As far as the modern teaching in Europe is concerned, European Citizenship Education is widely promoted.



Lastrucci (In Ross, 2004: 428) points out that in terms of school teaching, European citizenship education is often involved in traditional programme of civic education or under different titles such as civics, understanding society or political education.

As to the content, he claims that it relates to the fields of intercultural, anti-racist, peace, tolerance and global education. (Lastrucci, In Ross, 2004: 428)

Freitas and Sole (In Ross, 2004: 423) note that the subject of citizenship education comprises not only civic education but also personal and social development as well as moral education.

In these terms, Berg and Goncalves (In Ross, 2007: 326) point out that citizenship education provides learners with cross-cultural competences of knowledge, skills, values and attitudes with regard to cultural diversity.

### **1.6.3 Active Learning Approaches to Citizenship Education in Europe**

According to many experts, Citizenship Education should concern active citizenship learning. In such respect, for the most effective European citizenship development, active learning approaches must be used. (In Ross, 2004: 426)

In these terms, Lastrucci (In Ross, 2004: 426) discusses the best practices of education for Citizenship in Europe.

Firstly, he recommends 'collaborative learning approach'. It is based on teamwork and orientated on mutual goals and collaborative tasks.

Secondly, he mentions 'peer tutoring approach'. It focuses problem solving that should be based on collaborating and gathering knowledge. What plays the important role here is learners' cognitive as well as affective support to one another. In this way, they often become life-long friends.

Thirdly, he emphasizes 'action learning approach'. In these terms, he pinpoints the process of creating a project. There are several basic principles that teachers should follow in such process:

- formulating goals of a project concretely
- supporting learners to choose their own learning strategies
- motivating learners to make them responsible for their own learning
- developing a project that can be done wholly by learners
- encouraging a gradual increase of learners' independence
- letting learners understand their own work through reflection

For the most effective European Citizenship Education, Freitas (In Papouliatzelepi, Hegstrup and Ross, 2005: 121-122), refers to three of so called essential competences that are crucial to be developed:

- adopting appropriate problem solving and decision making strategies
- carrying out activities independently, responsibly and creatively
- cooperating with others in common tasks and projects

#### 1.6.4 Civil Competency of a Czech Language Learner

As far as the Citizenship Education is concerned, *Framework Education Programme for Secondary General Education* (2007, p.10) refers to so called civil competency and characterizes that a Czech grammar school should be able to:

- “consider relations between his/her personal interests, the interests of a wider group to which he/she belongs and public interests in a knowledgeable way, decides and acts in a balanced manner
- hypothesise on the development of the society and civilisation in terms of life sustainability, make decisions and acts in such a way as not to endanger or damage nature and the environment or culture
- respect the diversity of values, opinions, attitudes and abilities of other people
- expand his/her knowledge and understanding of cultural and spiritual values, helps create and defends them
- carefully consider connections between his/her rights, duties and responsibility; approaches the fulfilment of his/her duties responsibly and creatively, defend his/her rights as well as the rights of others, act so as to prevent their suppression and help create conditions for their fulfilment” (2007: 10).

### 1.6.5 Methods of Active Learning European Citizenship

In their *Active Learning and Citizenship in Europe* Bauer, Clarke, Dailidiene (2003: 11) note to a range of activities which offer valuable feedback.

At one level, they mention class activities such as role-play, drama, class discussion, debates, presentations, or ICT based activities.

As to the second level, they note to out-of-classroom activities such as field trips or meeting students abroad.

In these terms, Freitas and Sole (In Ross, 2004: 448) stress cooperating with others on common tasks and projects. They refer to group work and negotiating rules as the most valued methods. Generally they discuss following activities for promoting active learning and citizenship:

- analysis of texts and images
- debates
- discussion of dilemmas
- presentations to class, school or community
- dramatisation of stories that include values
- making posters about correct and incorrect behaviour
- listing social problems and planning possible interventions
- sharing materials
- songs stressing values and attitudes
- games
- elections
- watching movies and reflection
- project work
- study visits

Filimon and Danciu (In Ross, 2005: 186) reflect on the following activities contributing to pupils' active learning and citizenship development:

- commenting texts
- debates
- interviews
- project work
- surveys
- simulations
- conflict solving
- designing portfolios
- writing newsletters
- making albums
- creating films
- writing a memo/ a job application, a claim, a mission letter, submitting a CV
- having a job interview
- making projects of innovation and defending them

## 1.7 Active Language Learning and European Citizenship Education

*The process of European integration, seen as an increasing cross-national entanglement at economic, political, cultural and linguistic level, tends to blur national borders.*

*Karen Risager*

### 1.7.1 Preface

This chapter views European Citizenship Education with reference to active language learning as the important means of the modern educating in Europe. Firstly, it foreshadows reasons for the increasing need for intercultural communication in modern society. As following, the chapter refers to the importance of developing learners' communicative abilities which support interaction and mobility in integrated Europe. It discusses European school programmes, projects and exchanges as the best practices of citizenship as well as foreign languages learning. Further on, it regards to Czech *National Plan for Language Teaching and Learning Foreign Languages* and *Framework for Basic Education* recommending such processes. The chapter concludes summarizing the rewards of the above mentioned practices.

### 1.7.2 General Objectives

It is generally acknowledged, that for successful integration into Europe, today's young people need to use languages in an active way. Therefore, modern teaching should employ such practices which promote students' European citizenship as well as their active language knowledge.

With the process of globalization, young people naturally need new ways of understanding and communicating in many different areas. Therefore, what they need is not only positive attitudes but also knowledge about intercultural communication. (Dolly and Villanueva, In Ross, 2005: 211)

Discussing the topic of European integration, languages and citizenship, Crawshaw (1999: 76) notes that learning foreign languages becomes essential for young people's identity and citizenship development.

Accordingly, he points out that the goal of modern European citizenship can be seen as the ability to understand a number of foreign languages. He refers to the effective interaction of young people who need to acquire new forms of knowledge as well as special competences. In these terms, he is convinced that their educating should aim mastering modern communication. (1999: 76)

In such respect, active language learning plays an essential role in European Citizenship Education.

Further on, the corresponding objectives in terms of the modern language teaching in Europe are mentioned.

What *Common European Framework of References for Languages* refers in terms of the modern European language teaching, (2004: 3) is to develop the communicative abilities of European language learners to interact with one another across linguistic and cultural boundaries.

Similarly, *Framework for Basic Education* (2007: 19) states that pupils should be able to communicate within integrated Europe as well as with the rest of the world. It notes to the significance of foreign language skills development helping pupils overcome language barriers. This contributes to their easier mobility in their personal, educational and also future career lives. In this way, pupils can realize how important understanding and tolerance between different cultures are in general.

In *Teaching and Learning Language and Culture* (Byram, Menez and coll., 1994: 10) the authors stress that students need to experience the culture emotionally to make a progress in their target language. They speak about 'excitement at the newness and shock at the difference.'

In such respect, it is widely acknowledged that the effective means of promoting citizenship education as well as foreign language learning is student's participating in European school programmes, projects and exchanges.

*Czech National Plan for Language Teaching and Learning Foreign Languages* (2005:7), states that in exchanges, pupils' relationship towards the target language is positively developed. It regards to the importance of a 'real-life context', from which pupils can naturally experience the target culture through the language.

As far as *Framework for Basic Education* (2007: 19) is concerned, it refers to school participating in international programmes and projects as generally recommended practices.

In these terms, *Routledge Encyclopedia of Language Teaching and Learning* (2000: 212) discusses several general objectives with relation to European educational programmes and exchanges. Participation in such processes contributes to:

- ability to using language in real-life context
- understanding the realities of the specific cultures
- deepening the involvement with other cultures
- development of cognitive knowledge (e.g. cultural knowledge of the participating cultures)
- mastering emotional situations (affective as well as behavioural situations)
- promotion of collaborative approach (working on collective products)
- development of observation and investigation skills
- increase of responsibility
- promotion of motivation to study and work

## 2 Practical Part

### 2.1 Preface

The practical part focuses on mapping the school activities with relation to European school projects. I carried out my research at Secondary Grammar School of J. A. Komenský in Uherský Brod, which has a rich experience as a participant in several European projects, competitions and similar educational activities. To start with, I refer to various international activities in which the school has been participating. As following, I chose three of them which deal with the issues of European identity and citizenship to a great extent. Firstly, I present general information of the projects with their set aims and outcomes. I map the activities concerned with regard to the methods used and final products created. Secondly, I focus on the several fields of competences which I found the most discussed while doing my research. I relate them to the particular students' competences employed in the projects. According to my analysis, I map each project's findings in terms of the development of the students' competences. They show the rates to which the competences developed. To conclude with, I set the final comparison of the three projects' outcomes. In addition, I present self-developed questionnaires as practices for mapping learners' sense of European citizenship.

### 2.2 Research

Having done my research at the Secondary Grammar School of J. A. Komenský in Uherský Brod, I used several exploration techniques:

I was collecting materials concerning data, questionnaires, notes and feedbacks from meetings, final reports on the particular projects and similar activities. Also, I was doing interviews with teachers as well as students participating. The most influential for me was having several opportunities to be present at students' working meetings. I could observe them discussing as well as collaborating on several of their products. Moreover, having experienced the students' final project presentations, it provided me also valuable feedback.

As a result, I managed to gather a wide range of materials for my final analysis.



The aim of my analysis was to answer **if, and to what extent the students' competences developed in the three projects** I have explored.

## 2.3 European Educational Projects and Activities at Comenius Grammar School

Since 1989, Secondary Grammar School of J. A. Komenský in Uherský Brod has been participating in a great variety of intercultural educational activities as following:

### Comenius projects (Socrates Programme)

- Regional Identity Project (1998 – 2001)
- Euro-work Project (2004 – 2007)
- The European Students' Voice (2007 – 2009)

### International students' conferences

- Students' Conference on European Matters (Canterbury, 1994)
- Forum of Democracy (Berlin and Werbelinsee, 1998)
- MUN Conferences
  - Blumun, Berlin, 2002
  - Polmun, Gorzów, 2003
  - Fermi MUN, Nuoro, 2003
  - Blumun, Berlin, 2004
  - Swiss MUN, 2005
  - Canmun, Canterbury, 2007
  - Blumun, Berlin, 2009

### International workshops

- Tolerance (Uherský Brod, 1996)
- European Citizenship and Cultural Traditions (Uherský Brod, 1997)

## 2.4 Regional Identity Project

### 2.4.1 General Information

Name of project: Regional Identity Project

Phase of project: 1998 – 2001

Theme of the project: promoting integration of young people in Europe

Number of school's partners: 2

Number of participating students: 80

Students aged: 15-18

Target language used: English

Target language level: pre-intermediate, intermediate

Number of participating teachers: 10

Aims of project:

General aim:

- to develop understanding of current attitudes and interests of young people in relation to the Europe Union

Particular aims:

- to present historical, cultural and folklore traditions
- to compare the way of life in five different European regions.
- to work out a variety of final products (questionnaires, mind maps and video films about schools, towns and famous historical and cultural places)
- to exchange the final products
- to use the final products as an interesting and motivating teaching material

Outcomes:

- greater awareness among the pupils of the 3 partner schools of the concerns of young people in the 3 different European regions
- increased understanding among young people of the skills and capabilities needed for work, study and life in other parts of Europe
- development of personal communicative approaches

- development of students' investigative skills and data collection skills and skills for data exchange and collaboration.
- improvement of collaborative skills through group work within and between the schools
- improvement of ICT skills

## 2.4.2 Project activities

### Videos mapping regional identity

Task: to produce videos which are adverts about your school, your town and your cultural traditions that could be used to inform your partner schools.

- **planning video work**

Students worked out the videos in six-month-time. They planned the time and the place of their meetings as well as the project work in English lessons. Students consulted their work with the teachers of History, Czech, Civics, Geography, Music, Art.

- **research**

Students gathered materials and information on above mentioned topics found in touristic guides and brochures, historical documents about the town of Uherský Brod, Comenius Grammar School, John Amos Comenius and various articles about folk traditions in the region etc.

- **script writing and corrections**

Students wrote scripts for the videos in English lessons and at home. Students read through their scripts with teachers and make their corrections.

- **videos production**

Students shot three short films (10-15minutes length) titled The Town of Uherský Brod and Comenius Gymnázium; The Spirit of Comenius Town; The International Folk Festival in Strážnice

- **exchanges of videos between the partner schools**
- **analysis and comparison of the videos**

In English lessons, students watched the videos, analyzed and compared them. They discussed the idea of being a citizen within EU focussing on similarities and differences between the student's lives in the three communities.

## **Questionnaires**

Task: to investigate students' socio-economic backgrounds, their awareness of European opportunities and their knowledge of Europe

- **planning and organization of work**

Students devoted four-month-time to the questionnaire activities. They planned their timing and organisation in the lessons of English, ICT and Civics as well as in Euroclub.

- **answering the questionnaires**

80 students answered the questionnaires developed by project coordinators from three partner schools . It concerned 70 both open and yes/no questions involving the following areas: home and personal questions, school questions, European questions, Work questions.

- **evaluation of questionnaires**

Students made the surveys of their answers with the teachers of English, History and ICT.

- **data summarizing**

Students created in graphical version of the questionnaires' outcomes in ICT lessons. Finally, they produced booklets of them.

- **exchanges of questionnaires between partner schools.**

Students analyzed and compared the questionnaires' results in the lessons of English.

- **final questionnaires comparison**

Students produced graphical version of comparison of questionnaires' findings in three partner schools. They discussed the similarities and differences between the above mentioned four areas of students' lives in three European regions.

### **Essays on the theme United Europe**

Task: to write an essay reflecting students' feelings of EU and their views focussing the European integration issues

- **planning work**

Students worked out the essays in eight-week-time. They planned the time and the place of their meetings as well as the project work in English lessons. Students consulted their work with the teachers of History, Czech, and Civics.

- **research**

Students read several newspaper and internet articles concerning the theme of integration European process. They searched for useful words and phrases covering the vocabulary of politics and economy. They were informed how to write essays.

- **working out the essays**

Students wrote the essays in Euroclub and at home.

- **presenting, correcting and discussing the essays**

Students read and corrected the essays being assisted by teachers. They expressed their views concerning European integration process.

- **evaluation and display of the essays**

Students and teachers chose the best works and put them onto Euroboard

### **Posters and Collages called the United Europe**

Task: to produce posters and collages depicting images of European countries in the form of a jig-saw

- **planning work**

Students worked out their products in two-month-time. They planned the time schedule for the activities in the lessons of Art, English and ICT, and within Euroclub.

- **research**

Students searched and collected materials which map and symbolize the most characteristic features, spirit and identity for European countries. They got the materials from internet, travel brochures, touristic guides, postcards etc.

- **analysis of the materials and choosing of the best symbols presenting the countries' identity**
- **drawing and painting pictures with the topic United Europe in Art lessons on the basis of the above mentioned materials**
- **production of the photo documentation of the pictures and collages**

Students made photos on computers in ICT lessons.

- **production of the posters United Europe**

While creating the posters, students collaborated with a local graphic studio, which developed the final versions of their works.

## **A Motto for Europe**

Task: to create a motto that symbolizes what Europe means to you

- **planning and organization of the work**

Students worked on the project for two months. The activities were carried out within English lessons and Euroclub and initially presented on Euroboard. Students cooperated with the teachers of History and Civics.

- **research**

Students collected materials concerning historical and present political development of European countries and, especially the process of integration of European countries.

- **discussion and analysis of the above mentioned issues**

In English lessons and Euroclub, students debated about political issue, the process of European integration and democratization looking for common European values.

- **proposing the motto United Europe**

Students wrote a motto which had 12 words accompanied by a reasoned argument of about 300 words in English

- **creation of Euro Project Website**

Students enrolled the motto on the website they developed in their ICT lessons.

## **Europe@School-Internet Award Scheme**

Task: to promote transnational cooperation and the production of a website concerning the topic 'Towards a Citizens' Europe'

- **planning and organization of the work**

The creation of the website was six-month work consisting of various activities. They were worked out in English, History, Geography, Art, Music and ICT lessons as well as within Euroclub. The outcomes were regularly displayed on Euroboard.

- **research**

Students gathered the data and information about the history, culture, political, social and economic life in our country in 1990 and 2000. They visited cultural institutions in Prague to obtain various useful material for their project work

- **preparing texts and photo documentation for the website Europe@School**

Students prepared the materials both in English lessons and in Euroclub

- **creation of the website Europe@School**

Students developed the website in the lessons of ICT and Euroclub.

## 2.5 Euro-work Project

### 2.5.1 General Information

Name of project: Euro-work Project

Theme of the project: fostering employability and entrepreneurship in European school life

Phase of project: 2004 – 2007

Number of school's partners: 5

Number of participating students: 130

Aged: 11-18

Target language used: English

Second language level: elementary, pre-intermediate, intermediate

Number of participating teachers: 10

Aims of project:

General aim:

- identifying students' perceptions of opportunities and barriers in relation to work

Particular aims:

- to produce information and useful documents on the World of Work



- to organize regular students' meetings and workshops for the presentation of students' work
- to organize work experience exchanges of students and the stays in foreign families to support work mobility opportunities within EU
- to compare the world of work in six different European regions
- work out a variety of final products (questionnaires, work experience reports, interviews, a Europass CV, a letter of application, a covering letter, an advertisement, a career and business dictionary)
- to develop a career programme to improve the access to employment and career development
- work experience reports, interviews, reports, application procedure, creative corner, local work opportunities
- to create Euro-work website presenting the project's products
- to use the project's products as an interesting and motivating teaching material

Outcomes:

- increasing students' awareness of European work and mobility options
- enriching students' knowledge about the European world of work and employability skills through working transnationally with other partner schools
- development of cooperation with local business, community and other main employers
- making a record of the project activities to be visible not only in participating schools but also in the local community

## 2.5.2 Project activities

### Career and Business Mini-dictionary

Task: produce a mini-dictionary including vocabulary of the world of work

- **planning and organization of work**

Students aged 12-14 worked out the dictionaries within one month. in English lessons.

- **research**

Students translated some English articles concerning the project theme into their mother tongue. They looked for the equivalent for Czech words from the world of work in various types of dictionaries.

- **creation of a mini-dictionary**

Students wrote their mini-dictionaries in English lessons with teachers making the corrections.

- **presentation of a mini-dictionary**

Students enrolled their mini-dictionaries on the Eurowork website to be used as a studying material.

## **Pack on the World of Work**

Task: to work out CVs, a covering letter, a letter of application, a covering letter, a job advertisement to create a pack of documents useful for your future carrier.

- **planning and organization of work**

Students aged 15-18 carried out the above mentioned products in two- month-time in English lessons.

- **research**

Students read through and analyzed the style of a CV, a covering letter, a letter of application, a covering letter, a job advertisement patterns. They looked for English advertisements both in Czech and English newspapers, translated them and wrote down useful expressions and phrases related to the world of work

- **creation of a pack**

Students worked out the above mentioned documents in English lessons and at home.

- **presentation, evaluation and correction**

Students read their works in English lessons, corrected them with teachers' assistance and together chose the best for the web-site.

- **web-site presentation**

In ICT lessons, students enrolled their final packs on the Euro-work web-site to provide teaching materials for English lessons.

### **Self-assessment Questionnaire**

Task: to map the students' knowledge of the word of work and, their expectations, confidence and skills related to the this world through the questionnaire activities

- **planning and organization of work**

The teachers of partner schools formulated the questionnaire at a staff-meeting and planned the work of this time-consuming activity for six months. Students prepared timing of particular questionnaire activities carried out in lessons of English, Civics, History, ICT and Euroclub.

- **answering the questionnaire**

In English lessons, 52 students aged 15-18 filled in the questionnaire covering the following five areas: expectations, confidence and skills, knowledge of the word of work, careers and European dimension.

- **evaluating the questionnaires**

The evaluation was carried out within the English lessons. The students analyzed the questionnaires findings.

- **data summarizing**

Students worked out both graphical versions of the questionnaires' findings in ICT lessons. Finally, they produced booklets of them.

- **exchanges of questionnaires between six partner schools**
- **final questionnaires comparison**

In the lessons of English and Euroclub, students discussed the similarities and differences related to carrier aspects and the world of work.

- **making web presentation**

Students enrolled the findings and surveys on the Eurowork website.

### **Job-lists and Posters**

Task: to present the world of work in the local region in the form of posters with written commentaries.

- **planning and organization of work**

This activity took two months and was carried out by students aged 11-18 in lessons of English, Art, ICT in Euroclub and at home.

- **research**

Students gathered the information and documents concerning local firms and factories. They analyzed them and chose the most important facts and photo documentations for visual presentation.

- **making posters and lists**

In lessons of Art and Euroclub, students of higher classes created the posters in the form of collages which were completed in English lessons with inserted commentaries. Job lists were worked out by lower-classes students.

- **photo documentation of posters**

In ICT lessons, students produce photos of the posters and lists, made copies of them so that they could be used as teaching materials in English lessons.

- **final presentation**

In ICT lessons, students enrolled their final posters on the Euro-work web-site.

## **Reports and Interviews on Visits to Local Firms**

Task: to map working and social conditions in the local working places.

- **planning and organization of work**

This task was carried out in two-month-time. Students aged 15-18 were involved in several activities concerned. They prepared the final products in lessons of English, ICT in Euroclub and at home.

- **research**

Students collected propagation brochures on local firms and factories. They also searched for information on the internet. They studied guidelines for making an interview and a report

- **visits to the local working places**

Students visited the local firms and companies. They were showed round the working places and interviewed both the worker and managers. They also made photo documentations.

- **writing interviews**

In the lessons of English, students discussed the information acquired and wrote the final version of interviews

- **reports production**

Students worked out the reports on the basis of their research. These included the information concerning the firms' and companies' development, production and cooperation with European industrial and business sphere.

- **presentation of reports and interviews**

Students enrolled their products as a new link on the Euro-work website.

## **Work Experience Exchanges**

Task: to gain personal experience with the world of work in partner school's regions

- **planning and organization**

The work experience exchanges of students aged 17-18, which presented the most important part of the project activities, were organized during the last year of the project cooperation. Project coordinators of partner schools found work placements in their regions which were offered to foreign students.

- **work experience**

Students worked in the firms and companies in their partner school's regions. They gained a lot of work experiences, wrote down the notes about them as well as about the social background of their host families. They made their photo and video documentations.

- **answering the questionnaire**

Students fulfilled the questionnaire concerning their work experience.

- **final reports production**

Students worked out final reports on topics concerning carriers, jobs, working and social conditions in the partner schools' regions. The reports covered the following areas: the partner school, the host family, the place of work, evaluation of the stay.

- **presentation of work experience products**

Students presented the reports and questionnaires accompanied by photo documentation on the Euro-work website. Also, they produce a booklet called Work Experience mapping all the above mentioned activities.

## 2.6 Model of United Nations

### 2.6.1 General Info

Name: Model of United Nations

Theme of project: to develop young people's awareness of global issues referring to current events and covering problems concerning politics, human rights, environment

Phase of project: 2000 – up to now

Partner schools: secondary schools from various European countries

Number of participating students: 40

Students aged: 16-19

Target language used: English

Target language level: intermediate

Number of participating teachers: 6

Aims of project:

General aim:

- to promote young people's ability to negotiate, discuss and solve the problem of the current world

Particular aims:

- to develop young people's understanding of the system of the United Nations
- to increase students' knowledge of the current political issues in various foreign countries
- to deepen students' sense of humanity, democracy and tolerance
- to make students develop their own ideas and policies
- to develop students' language knowledge related to political sphere
- to enable students to encounter the foreign cultures through their personal experience
- to provide students better insight into the cultural and social background of countries abroad
- to enable students developing personal contacts with students from a wide range of foreign countries

Outcomes:

- development of formal as well as personal communicative approaches
- improvement of oral and writing performance in the foreign language
- development of the knowledge and experience of democratic structures and decision making at international level
- greater awareness of human rights
- deepening of the sense of solidarity and mutual trust
- better understanding of the process leading to democratic problem solutions
- deepening the sense of belonging to the world community
- to develop skills of research, public speaking, conflict resolution, consensus building
- development of negotiating and decision-taking skills
- improvement of investigative skills and data collection skills
- improvement of collaborative strategies through team work

### 2.6.2 MUN activities

Task: to write resolutions and to defend them at a MUN General Assembly

- **planning and organization of work**

Students prepared for their MUN conferences in three-month-time. They organized the time and the place of their meetings within the Euroclub. Students consulted their work with the teachers of : English, History, Geography, Humanities, Civics, Environmental Studies.

- **research**

To prepare for a MUN conference, the students who played the roles of ambassadors of the member countries of the UN and imitate political discussions and negotiations, did research on the given political topics. They looked for materials and information on the websites of the UN and many other internet as well as newspaper sources dealing with the concerned issues. Students gathered the information about the policy of the states, which they represented. They studied the structure of the UN as well as the history of this institution. Also, students learned special vocabulary needed for all the



MUN activities and they read several resolutions of the UN on different topics to learn how to write them in a proper way.

- **writing a resolution**

On the basis of the acquired knowledge and skills, students worked out their resolutions trying to offer constructive recommendations and solutions of the political problems. This activity was carried out in the Euroclub. The items of resolutions were discussed with teachers who made corrections and finally sent the final works to the organizers.

- **preparation for public speeches and defending resolutions in a General Assembly**

Students studied the booklets about the procedures of a General Assembly involving the information of block meetings, lobbying and voting processes at a General Assembly.

- **Block meetings**

This activity formed the first part of the MUN conference. Students met together in small groups representing the countries of common interests to strengthen their positions toward other points of view. They read each others' resolutions discussed them trying to find the best solutions of a given problem. On the basis of consensus, a new resolution was formulated.

- **lobbying**

It took place right after Block meetings. During lobbying the students of one block tried to convince the delegations of other blocks to support their resolution. The aim was to get as many co-signatories for the resolution as possible.

- **voting process in a General Assembly**

Students read, debated and defended their resolutions that got through the discussions in Block meetings and lobbying process. The students had to follow the rules of a debate. After debating, the Chair of a General Assembly asked every country for its vote on the discussed resolution. A resolution required a simple majority to pass.

## 2.7 Competences

While working out the project activities, I found out that a great variety of students' competences had been employed.

To support my findings, I decided to consult them with eight teachers who coordinated the school's project work activities.

They were asked to state the main areas of students' competences focused and to specify the particular competences developed within the mentioned areas.

Most frequently, they referred to the following ones:

### TARGET LANGUAGE SKILLS AND AWARENESS

- better oral performance in target language
- more fluent use of the target language
- better performance in writing the target language
- improving the knowledge of grammar, vocabulary of the target language
- better native-like pronunciation of the target language
- more fluent oral performance in the target language in the classroom
- less reluctance to address people in the target language
- being more open minded to other languages
- better comprehension in reading the target language
- better comprehension in listening the target language
- development of strategies to cope with limitations in the target language
- deepening of the knowledge of the culture of the target language

### SUBJECT SKILLS

- better knowledge about topics involved
- better in sight in practical application of the subject
- better insight in European context of the subject

- taking initiatives to know more about the subject
- asking more questions during the lessons
- ability to relate the subject to European issues
- showing more motivation
- more study orientating
- ability to explore the subject from various sources
- ability to relate the subjects cross-curricularly
- better practical application of the subject
- ability to relate the subjects to global issues

#### METHODOLOGICAL SKILLS

- gathering material
- interviewing
- analysing
- reporting
- presenting
- searching for information
- comparison
- interpreting
- self-correcting
- debating and discussing
- evaluating
- learner autonomy

#### MOTIVATION

- asking more often for extra work
- willingness to study harder
- paying more attention in the classroom
- taking more often part in extracurricular activities
- feeling of ownership in the project

- taking more initiatives to organize meetings
- increased competitiveness
- taking more initiatives in finding out about future studies and work
- setting out more demanding studying and working aims
- increased concern in the process of evaluation
- willingness to study
- taking more initiatives in the process of mobility

### SOCIAL SKILLS

- being a good host or guest
- ability to work in teams
- ability to communicate well
- capability of making new friend
- solidarity
- openmindedness for other cultures
- openmindedness for other points of views
- mutual trust
- tolerance
- ability to cope with authority
- empathy
- friendliness

### ICT SKILLS

- better and faster use of ICT equipment
- better Web-documented presentations
- better, up to day, international information on topic
- good Web or presentation products
- appreciation of the use of ICT within the European context
- opportunities for collaborative strategies

- more confidence in the use of new technology for contacts, presentation or research
- openmindedness for use of new technologies
- cope with plagiarism
- better communication through various internet ways
- ability to analyze and interpret the information from internet sources
- ability to choose the important information from internet sources

## MANAGEMENT SKILLS

- responsibility
- delegating tasks to others
- motivating others
- problem solving
- decision taking
- time management
- budget management
- public relations
- negotiating skills
- collaborative skills
- skills for organization
- flexibility

## EUROPEAN CITIZENSHIP

- knowledge of democratic structures and decision making at local, national and European level
- sense of belonging into community at local, national and European level
- awareness of own identity in a local, national and European context
- being a more active citizen
- awareness of human rights
- understanding of the process leading to prejudices and discrimination

- awareness of mobility options in the European Union
- intercultural experience
- developing intercultural experiences
- watchfulness towards discrimination
- behaviour against discrimination and prejudices
- awareness of equal rights and opportunities
- interests in the European Union

On the basis of the teachers' responds, I worked out a survey which was intended to show the extent of the development of the students' competences.

They were to use numbers 0, 1, 2, 3, 4 to evaluate the extent, 4 being the maximum.

## 2.8 Summary

The aim of my research was to find out if, and to what extent the students' competences developed in the three projects I have explored.

According the outcomes of my surveys, the students' competences considerably developed in all the projects. Nevertheless, viewing the final comparison of the projects, the extent of the competences' development slightly differed.

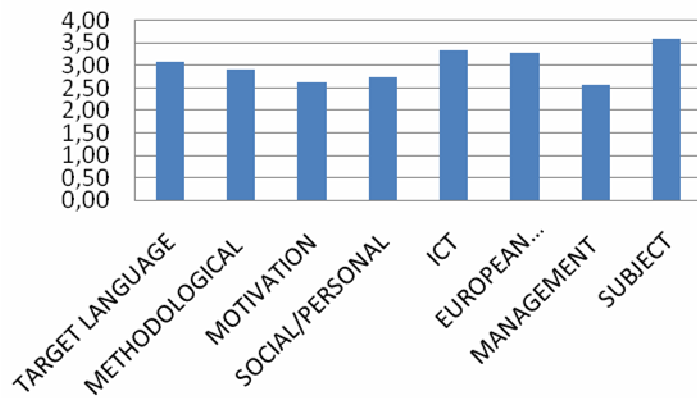
With regard to Regional Identity Project, the students' competences developed to the highest extent in the field of the subject related competences. Concerning the areas of target language, ICT and European citizenship, the findings showed the students' competences had increased to a very high rate. Having explored the methodological, motivation, social and personal as well as management competences of the students, they developed to a high extent.

Referring to the Euro-work project's findings, the students' subject related competences reached the maximum of the extent of their development. As far as all the other explored fields, students' target language, methodological, motivation, social and personal, ICT, European citizenship and management competences developed to the highest rate.

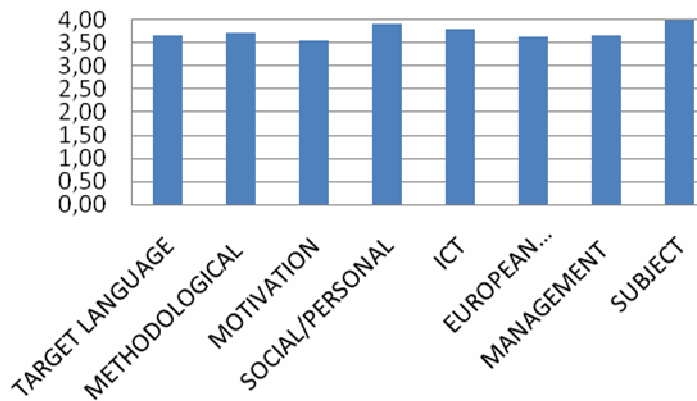
As far as the MUN activities are concerned, the development of the students' social and personal competences reached their maximum. Considering the students' target language, methodological, European citizenship and subject related competences, they developed to the highest rate. With the reference to the motivation and management, students' competences increased to a very high extent. In addition, considering students' ICT competences, a high rate of the development was proved.

On the basis of the final comparison, I discovered the particular projects in the following order, according to the extent of developing the students' competences. In the Euro-work project, the development of the students' competences reached the highest rate. Similarly, participating in MUN activities, the students developed their competences to the highest extent. As to Regional Identity Project, a very high rate of the increase of the students' competences was proved.

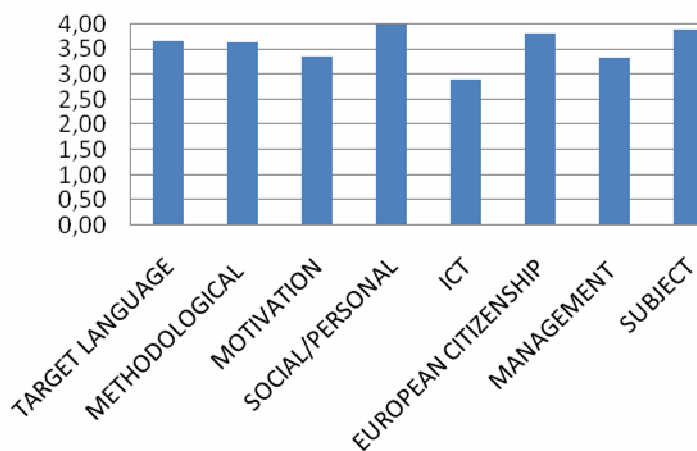
### Regional Identity Project



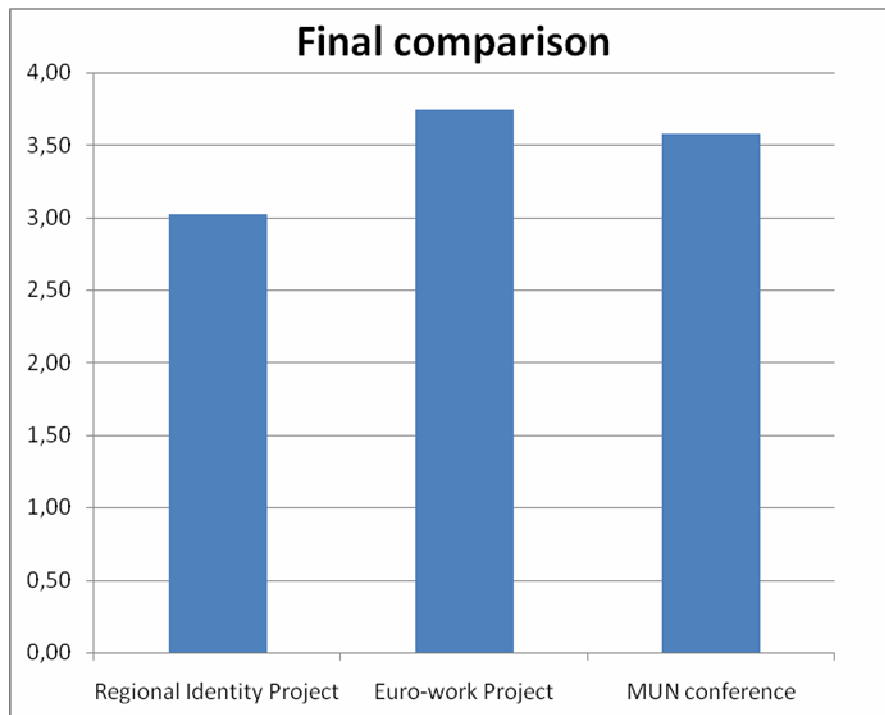
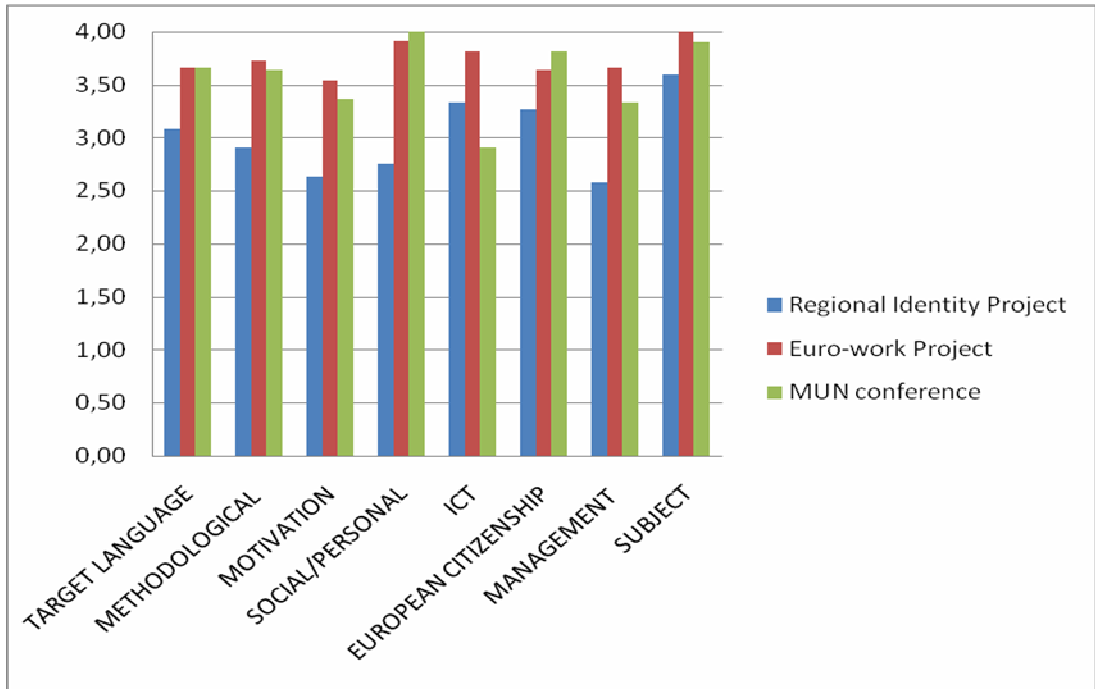
### Euro-work Project



### MUN conference







RATES OF DEVELOPMENT

4 .....Maximum

4-3.5.....The highest

3.5-3 .....Very high

3-2.5.....High

## 2.9 Questionnaire on European Citizenship Awareness (for lower secondary students)

- 1) Have you got a friend who lives in another European Country? Yes/No
  
- 2) What is her/his name?  
.....
- 3) What country and town does she/he live in?  
.....
- 4) What is she/he interested in? TV/sports/music/cinema/theatre/computers/arts/fashion.  
Underline the items you choose.
  
- 5) Does she/he live in a family house/a flat? Underline.
  
- 6) Does she/he live in countryside/a village/city? Underline.
  
- 7) Do you know anything about her/his school? (Think of the name of school, school days, subjects, school activities, after-school activities, holidays etc.)  
.....  
.....  
.....  
.....
  
- 8) What do you know about the region and the country she/he lives in? (Think of famous people, historical events and monuments, language, climate, typical products, football teams etc.)  
.....  
.....  
.....  
.....

9) What do you know of the customs of his/her country? (Think of food, music, dancing, festivals etc.)

.....  
.....  
.....  
.....

10) How do you communicate with your friend? (Think of your meetings, e-mail, icq, letters, photos etc.)

.....  
.....

11) Can you find four things which are the same or similar and four things which are different when you compare how you and your friend live?

.....  
.....  
.....

12) Would you like to go to her/his country for a short visit/for summer holidays/to live there? Underline.

## 2.10 Questionnaire on European citizenship awareness (for upper secondary students)

1) What sources of information tell you about Europe?

.....  
.....

2) Do you know any representatives of your country in the European Parliament?

.....  
.....

3) How many member states are in the EU? Underline the item you choose.

15-20 / 20-25 / 25-30 / 30-35

4) What are three greatest benefits of the united Europe?

.....  
.....  
.....

5) What are your three greatest fears for the future of Europe?

.....  
.....  
.....

6) Do you know how you can take up opportunities to study or work in a foreign EU country?

.....  
.....  
.....

7) Can you write a CV and a letter of application to get a study or work placement in a foreign EU country? Yes/No

8) What skills and knowledge should you have to study or work in a foreign EU country?

.....  
.....  
.....

9) Have you got any study or work experience in a foreign EU country? Yes/No

If yes, explain.

.....  
.....  
.....  
.....

10) Do you think there is any possibility for you to influence the policy of the EU? Yes/No

If yes, explain.

.....  
.....  
.....

## Conclusion

In my conclusion, I would like to restate the theory on the basis of my research.

Despite the fact that the classifications of the competences in my theoretical and practical part vary, the correspondence between the competences of the modern language learner and the developed competences of the students of the Secondary Grammar School of J. A. Komenský is apparent.

According to my investigation, the modern language learner's competences develop considerably in the projects activities.

In these terms, the approach of active learning is focused. When participating in the school international projects, the students use ideas, knowledge and skills learnt in an active way, and so become more motivated and interested in the process of learning. Experiencing the real working process, collaborating on various products as well as taking part in working meeting and simulations of political conferences, the students gain valuable feedbacks for their future career.

The study showed that, both communicative and general competences of the individual are promoted while carrying out project's activities. The students improve both their oral and written linguistic competences in plenty of tasks such as to report, interview or make public and web presentations. They considerably enrich their vocabulary as well as grammar knowledge through reporting on historical, political and cultural events, writing their resolutions etc. In this way, their discourse competence develops, especially when working out longer texts, such as essays or video scripts, or giving profound speeches at the conferences. Considering the students' sociolinguistics competence, it is employed in their adapting to various different conditions, such as while interviewing the managers and workers in factories or giving and receiving hospitality within the exchanges. Also, experiencing the foreign background, the students master the rules for polite conversation in the target language and cope with limited language knowledge through developing refine language strategies. In such respect, a wide range of their pragmatic competence is focused.

As to intercultural communicative competence, which I pinpoint in my theory, the project's activities provide ideal opportunities for its development. The students carry out

comparative analysis of various cultural items during their researches or simulate the international processes, such as playing roles of delegates at the MUN conferences. Besides, they deal with the intercultural attitudes of curiosity and openness to other cultures as well as giving up the ethnocentric points of view or prejudices.

Last but not least, my study showed the considerable development/increase of the students' civil competence acquired thanks to participation in the projects. In these terms, the approaches of active citizenship learning are employed, such as the students' collaborations, peer tutoring and action learning. These are promoted while the students' study and work exchanges, solving the global issues at the conferences or negotiating at various meetings. In this way, the students gain better insight into local, national as well as European matters and learn about decision-making processes at all the levels. Moreover, they enrich their knowledge of democracy, acquire the skills to overcome exclusion and discrimination and develop attitudes to equal opportunities as well as values of mutual trust, tolerance and solidarity.

What is important to point out, from my findings, I realized the significance of the target language used while carrying out the projects. Therefore, as the participants, the students become both more active citizens as well as language users, which should be the challenges for the modern educating.

Now, having experienced the chosen topic from the pedagogical point of view, I am more aware of its complexity and, in particular, convinced of the indisputable benefits which the international projects provide. In my up-coming career, I would definitely take initiatives to employ this technique in my teaching.

I hope that my study will serve as a source of inspiration for teachers who are keen on the issue of the modern educating.

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## **APPENDICES**

Appendix 1: Research Tables

Appendix 2: Euro-work logo and photo

Appendix 3: Work experience report

Appendix 4: Work experience questionnaire

Appendix 5: CANMUN logo and photos

Appendix 6: CANMUN resolutions

Appendix 7: Motto of the United Europe

<b>TARGET LANGUAGE</b>	<b>Regional Identity Project</b>	<b>Euro-work Project</b>	<b>MUN conference</b>
better oral performance in target language	3	4	4
more fluent use of the language	3	4	4
better performance in writing the target language	4	3	4
improving the knowledge of grammar and vocabulary	3	4	4
better native-like pronunciation	2	3	3
less reluctance to address people in the target language	3	4	4
being more open minded to other languages	3	3	3
better comprehension in reading in the target language	4	4	4
better comprehension in listening in the target language	2	4	4
development of strategies to cope with limited target language knowledge	3	3	3
using the target language appropriately	3	4	4
deepening the knowledge of culture of the target language country	4	4	3
sum	37	44	44
average	3,08	3,67	3,67

<b>METHODOLOGICAL</b>	<b>Regional Identity Project</b>	<b>Euro-work Project</b>	<b>MUN conference</b>
gathering material	4	4	4
interviewing	2	4	3
analysing	3	4	4
reporting	3	4	4
presenting	3	4	4
searching for information	4	4	4
comparison	3	3	3
interpreting	3	4	4
self-correcting	2	3	3
debating and discussing	2	4	4
evaluating	3	4	4
learner autonomy	3	3	3
sum	35	45	80
average	2,92	3,75	3,67

ICT	Regional Identity Project	Euro-work Project	MUN conference
better and faster use of ICT equipment	2	4	2
better Web-documented presentations	4	4	2
better, up to day, international information on topic	4	4	4
good Web or presentation products	4	4	2
appreciation of the use of ICT within the European context	3	4	3
opportunities for collaborative strategies	3	3	3
more confidence in the use of new technology	3	4	3
openmindedness for use of new technologies	3	4	3
cope with plagiarism	3	3	3
better communication through various internet ways	3	4	3
ability to analyse and interpret the information from internet sources	4	4	4
ability to choose the important information from internet sources	4	4	3
sum	40	46	35
average	3,33	3,83	2,92

EUROPEAN CITIZENSHIP	Regional Identity Project	Euro-work Project	MUN conference
knowledge of democratic structures and decision making	3	4	4
sense of belonging into community at local, national and European level	4	4	4
awareness of own identity in a local, national and European context	4	3	3
being a more active citizen	3	4	4
awareness of human rights	4	3	4
understanding of the process leading to prejudices and discrimination	3	4	4
awareness of mobility options in the European Union	2	4	3
intercultural experience	4	4	4
watchfulness towards discrimination and prejudices	3	3	4
behaviour against discrimination and prejudices	3	3	4
awareness of equal rights and opportunities	2	4	4
interests in relation to the European Union	4	4	4
sum	39	44	46
average	3,27	3,64	3,82

<b>MANAGEMENT</b>	<b>Regional Identity Project</b>	<b>Euro-work Project</b>	<b>MUN conference</b>
responsibility	3	4	4
delegating tasks to others	3	4	3
motivating others	3	4	3
problem solving	2	3	4
decision taking	2	3	4
time management	3	4	2
budget management	0	2	2
public relations	3	4	3
negotiating skills	3	4	4
collaborative skills	3	4	4
skill for organization	3	4	3
flexibility	3	4	4
sum	31	44	40
average	2,58	3,67	3,33

<b>SUBJECT</b>	<b>Regional Identity Project</b>	<b>Euro-work Project</b>	<b>MUN conference</b>
better knowledge about topics involved	4	4	4
better insight in practical application of the subject	4	4	4
better insight in European context of the subject	4	4	4
taking initiatives to know more about the subject	4	4	4
asking more questions during the lessons	3	4	4
ability to relate the subject to European issues	3	4	4
showing more motivation in the subject	4	4	4
more study oriented	3	4	3
ability to explore the subject from various sources	3	4	4
ability to relate the subject cross-curricularly	4	4	4
better practical application of the subject	4	4	4
ability to relate the subject to global issues	3	4	4
sum	43	48	47
average	3,58	4,00	3,92

# eur work

**STUDENTS' MEETING  
IN UHERSKÝ BROD  
29 MARCH – 1 APRIL  
2006**



### Canterbury and Herne Bay

I must admit I had been to Canterbury before my stay but it was only a short visit to the Cathedral and then we had to leave. This time I thoroughly enjoyed it. We spent a lot of time there just strolling through the city centre, enjoying the atmosphere and looking around. I find it to be a beautiful city with quite a history. I also spent a lot of time in Herne Bay, which is a seaside town. I loved getting up with a view of the sea.

Overall, in my opinion, the Kent area is a great place to live. It is not so busy as London but still, when you get on a train, you can be in the capital in a few hours. I would have loved to stay longer, and although I love my own country, I am sure I will come to Canterbury and Great Britain again some time in the future.

Anna Manasova

## My Canterbury experience

To be honest, I was very nervous the week before our departure to Canterbury. I knew my host Sam from the Eurowork meeting in Barcelona but still he wrote me that they had been told we were coming just a week before our arrival so taking care of all the details with our coming to Canterbury was a last minute thing. I'm happy we managed to do everything in time and our work experience could begin.

Our first stop in Great Britain was London. As we had a few hours for ourselves we explored the central part of the city and then, after lunch, Sam came to pick us up and accompanied us to Canterbury.

### Family

Since Sam doesn't live directly in Canterbury but in Herne Bay, which is a town nearby (it takes about 30 minutes to get to Canterbury), we arrived home in the late afternoon. The Dobins were just perfect. They were very nice and made sure I was feeling welcome and almost like at home. Sam gave up his room for me and with having this small place of privacy I didn't need anything else to make me feel better. I loved spending time with the mum, who was always helpful, the dad, a born comedian, very funny and friendly, and Sam's younger brother Tom. We had a lot of conversations in the evenings and I learned a lot of interesting things about their lives and the way British people live in general.

I was very glad that language barrier wasn't the case for us. Even though Sam was speaking with a great speed, I understood almost everything and the mum tried not to use her London accent. That way we could talk about anything and we shared our opinions on many topics. We talked about Britain but also about the Czech Republic and I think the Dobins enjoyed these conversations as much as I did. Overall, they were all very nice, friendly and hospitable.

### School

The first week day of our stay Sam and the other hosts took us to experience their school. I liked the school bus very much since we don't have them in the Czech Republic but I was surprised it took it so long to get to school (due to heavy traffic). The school also surprised me a little bit. I didn't expect it to be situated in so many buildings but I enjoyed every lesson I had. The classes in Britain are much smaller than ours since they have much less subjects than we do and everybody can choose what he or she likes. And I liked that. Our school system is completely different and though I think there are advantages to both of them, I was pleasantly surprised with the British one.

### University

My work experience was at University of Kent in Canterbury. The campus was something completely new for me since we don't have universities like that in the Czech Republic but it was a pleasant change. I started in the Physics and Chemistry department. Everyone was very kind and I even made friends with a girl from Canterbury who was doing a work experience at the university as well. The only inconvenience I can think of is the Physics department (where I was supposed to work) moving to Chemistry building due to some innovation processes precisely at the time of our stay. However, that was just a minor problem and we worked everything out. I spent the rest of my work experience working for the Registry. I and my friends were doing a project about the University of Kent and we learned a lot of useful pieces of information about how the university really works.



### Work Experience: Questionnaire

1. Why did I decide to go abroad?

I wanted to improve my language knowledge and learn something about the style of life in a foreign country. I have chosen Germany because I learn German as the first language and we have been neighbours for many centuries. I was glad to be offered work experience practice in a beautiful seaside town Flensburg. I had known my host student Daniel Antrack before coming to his family because I read his CV which includes also a photo of him.

2. Where was my work experience?

My practise was at three places: 1 Merlin Hous - the firm which produces and construct wooden houses, 2. Software firm which creates web pages and computer programmms 3. Signet-Verlag Dr. Stintzing GmbH –a kind of a job centre which offers free work places, voluntary work and practise.

3. What skills did I need for this experience?

It was necessary to have ICT skills because I worked at an administrative department and used the computer. It is very good to have basic orientation and knowledge of the profession you work in. I can't do without language skills which are very important for managing the work. It is good to be communicative and have some knowledge of cultural and historical background of the foreign country where you work.

4. What difficulties did I experience?

I didn't understand the meaning of some professional terms. It was also difficult for me to understand the differences between the Czech and German school systems.

5. a) How have I profited from the visit?

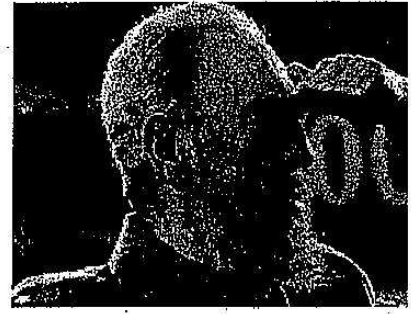
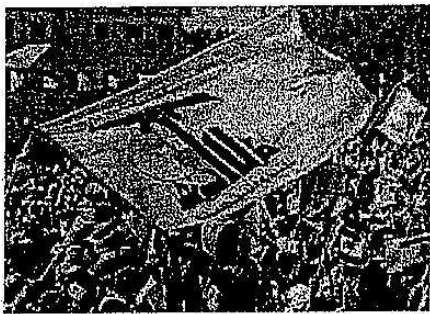
I have found new friends and contacts in Flensburg. This practise enabled me to improve my language knowledge and brought me new work experience. It was a good chance to learn independence and communication.

b) Did I learn anything new?

I enriched my German vocabulary. I learned how to behave in a foreign language setting. I tried to drive the tractor and also milk cows.

6. What advice would I give to other students who plan on going abroad for work experience?

I would certainly tell them to go and see. Personal experience is irreplaceable and very valuable. You needn't be afraid of foreign neighborhood and of asking people about anything because they are very helpful and ready to give you advice or instructions. Of course, it's necessary to know the language.

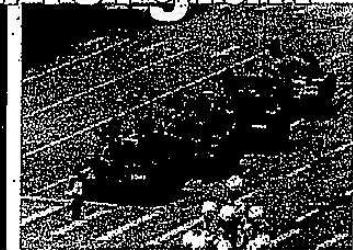
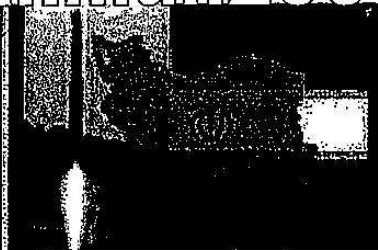


# CANMUN 2007



## Delegate guide

[www.canmun2007.org.uk](http://www.canmun2007.org.uk)



## ***RESOLUTION***

**Question of: Reform of the Security Council**

**Submitter: Nepal**

**Co-signatories:**

The General Assembly.

Recalling the Security Council has primary responsibility, under the Charter, for the maintenance of international peace and security.

Noting that all of us must regret that (our) intense efforts to achieve peaceful world did not succeed.

Taking into account that UN is growing up.

Observing that the Security Council has only 5 permanent members, post-war winners from the year 1948, with the right of veto.

Noting further that the issue of veto remains a sticking point in voting about important problems.

Keeping in mind following functions and powers of the Security Council:

- to decide on enforcement measures, economic sanctions (such a trade embargo), collective military action
- to determine the existence of a threat to the peace or act of aggression and to recommend what action should be taken
- to take military action against an aggressor

1. Urges a divided Security Council to unite on a common purpose mainly in order to brought this war to an end, to protect the civilian population suffered from war and also to afford humanitarian aid for the Iraqi people.
2. Request to expand the Security Council from 15 members to 20 (of course from 5 permanent members to 8-10).
3. Considers to elect new members of states which are representatives of all over the world (permanent members from the developing States of Africa, Asia and Latin America and the Caribbean, and from the industrialized States; and non-permanent members from Africa, Asia, Eastern Europe, and Latin America and the Caribbean).
4. Recommend to the Security Council to focus also on political and economic instability states which can cause further conflict.
5. Proclaims that politics use war which affects mainly innocent people and which brings victims (including people, nature and all environment).

## Resolution

**Question of:** Protection of fresh water

**Submitter:** Hungary

**Co-signatories:**

The Hungarian delegation,

Realizing that fresh water is the key resource in advancing the economy, developing the society and eliminating serious diseases,

Having in mind that serious diseases and other results of bad access to fresh water cost society uncounted amounts of money due to deaths, less productivity, social and cultural disruptions while far less money is needed to meet basic human need for water,

Aware of the fact that about 1,200 million people especially from the most of Africa, many parts of Asia and parts of Latin and South America still lack access to clean drinking water,

Noting with deep concern that growing human population, infrastructure development, land conversion, overexploitation of natural resources, chemical and biological pollutants and other factors contribute to destruction of freshwater ecosystem, resulting in reduced ability of fresh water to provide goods and services we need,

Alarmed that quality of both surface and ground water is heavily affected by air pollution, causing acidification, industrial wastes, containing organic and inorganic chemicals, heavy metals and others, and by agriculture pollution including phosphorus and nitrogen from fertilizers and pesticides,

Taking into account future climatic changes with uncertain detailed impacts, which can modify water supplies, the quality of water and functioning of aquatic ecosystem,

1. Appeals to all States and responsible organizations to join planning and implementing programs to construct infrastructure or provide clean water, to maintain the infrastructure, to teach children about basic hygiene habits in the areas without adequate access to clean water and sanitation services;
2. Urges on all States to reduce withdrawal of water and to reserve water for natural ecosystems;
3. Urges on all States, especially the post-communistic ones, to pay more attention to their industrial and agricultural activities to prevent international ecological catastrophies;
4. Recommends all governments to do research on climate-related risks and to re-evaluate all procedures for managing water resources in the light of likely climate changes to prevent or minimize their consequences;
5. Appeals to all States to monitor water quality, to support and cooperate with the Global Environmental Monitoring System (GEMS), as well as the United Nations Environment Programme (UNEP), the World Health Organization (WHO) and other organizations and states, because the quality of fresh water isn't the national problem, but it is the real global one.

**U**NION

**N**ATIONS

**I**NTERNATIONAL

**T**RAVELLING

**E**QUALITY

**D**EMOCRACY

**E**MANCIPATION

**U**NDERSTANDING

**R**ELIABILITY

**O**PPORTUNITY

**P**EACE

**E**DUICATION

## UNITED EUROPE.

**Union:** An old Czech proverb recounts :- „ In Unity lies Strength “. Although misused many times, we believe it an absolute truth empowering the EU's democratic institutions.  
(24+1)

**Nation:** A nation consists of numerous different individuals, bound by ties of common history, culture and traditions. The EU should preserve the best qualities of each nation.  
(26+1)

**International:** Contacts between nations are indispensable; they enable understanding and collaboration. Isolationism is perilous.  
(13+1)

**Travel:** The Communists restricted travel to „democratic“ countries. Our 1989 „Velvet“ revolution freed us - travelling teaches tolerance.  
(16+1)

**Equality :** All EU states and peoples should be equal. They should abhor nationalism and racism. We must reconcile with our minorities.  
(20+1)

**Democracy:** Real democracy was the most sorely missed quality during 50 years of „Totality“. People's lives cannot be contented and dignified in undemocratic systems.  
(23+1)

**Emancipation:** Women's emancipation is protracted everywhere - EU women should enjoy exactly the same rights and opportunities as EU men.  
(18+1)

**Understanding:** Mutual understanding and tolerance must underpin a functional EU. Only an interest in, and acknowledgement of, one another's problems develop mutual tolerance and understanding  
(24+1)

**Reliability:** „ A friend in need is a friend indeed “ - A proverb enshrined and enunciated in most languages, which should become a precept of the EU's constitutional bodies.  
(26+1)

**Opportunities:** Employment opportunities and remuneration should be better because the member states' economies will converge, forming a truly common market.  
(19+1)

**Peace:** Is an indispensable pre-requisite for life. Conflicts must be solved peacefully.  
(11+1)

**Education:** Must have international dimensions thereby leading to harmony and freedom, which should also become the main EU characteristics.  
(18+1)

TOTAL: (