



THEMATIC NETWORK PROJECT IN THE AREA OF LANGUAGES III

SUB-PROJECT THREE:

LANGUAGES AS AN INTERFACE BETWEEN DIFFERENT SECTORS OF EDUCATION

NATIONAL REPORT / Czech Republic

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Part one¹: Description of administrative and educational structures and policies

0. General information of the country and its education system:

The Czech Republik has ca. 10 million inhabitants, the official language is Czech. There are 14 regions in the country which are provided by high degree of autonomy. The 1989 Velvet Revolution, ending Russian subjugation and communist rule, sought to restore democratic traditions and open the way "back to Europe". The Czech Republic was established when the former Czech and Slovak Federal Republic split into two States in January 1993. The Czech Republic is still continuing the transformation from a socialist society with centralised administration and planned economy to one operating according to the principles of a market economy and political pluralism. The country has the status of a EU state and a member of NATO. Its current government is social-democratic.

The structure of the general education and HE systems:

The educational system underwent several reforms as a result of social, political and economic changes in the country and in Europe after 1989. The central public service body is the Ministry of Education, Youth and Physical Education. It is the central authority of State administration for overall strategy, educational policy and the preparation of appropriate legislative standards and executive and operational activities. It establishes upper secondary and special schools and appoints their school heads. It distributes the financial resources from the State budget and introduces the general scientific research and development policy as well.

Since 1st January 2003 the Czech education system works on the bases of new regulations that are set by the reform of public administration. The main document is the National Programme of the Development of Education in the Czech Republic – White Paper. The education is free without paying any fees.

The school year begins on 1st September and ends on 30th June the following year. Forty-five minute lessons are spread over five days a week. Pupils are assessed by teachers on the basis of written work, oral work and homework, and classified on a scale of 5 (the best value is 1, the worst 5). The results of continuous assessment are summarized in a report at the end of each half-year. A verbal assessment can be used at the first stage of basic school (it is used by about 8 % of teachers). If the progress of the pupil isn't good, the pupil can be made to repeat the year.

School attendance is compulsory for nine years, usually from the ages of 6 to 15. The basic school has two phases: primary (first stage, for pupils of 6-10 years of age) and lower secondary (second stage, pupils are 11-15 years of age). Pupils can leave

¹ The source of most of the informations of the report in this report are: *The Information Network on Education in Europe* (<http://www.eurydice.org>), informationen about the Czech Republic, in *The Czech National Report on Curriculum Innovation* – project TNP2, in the official websites of Ministry of Education, Youth and Physical Education of the Czech Republic (<http://www.msmt.cz> and <http://www.msmt.cz/Files/PDF/WhitePaper.pdf>)

basic school at the end of the fifth year for the eight-year gymnasium (grammar school) or at the end of the seventh year for the six-year gymnasium after passing the entrance examination set by the school. It is also possible to learn at the four-year gymnasium (general lower secondary) after finishing basic school. It is necessary to pass the set entrance examination.

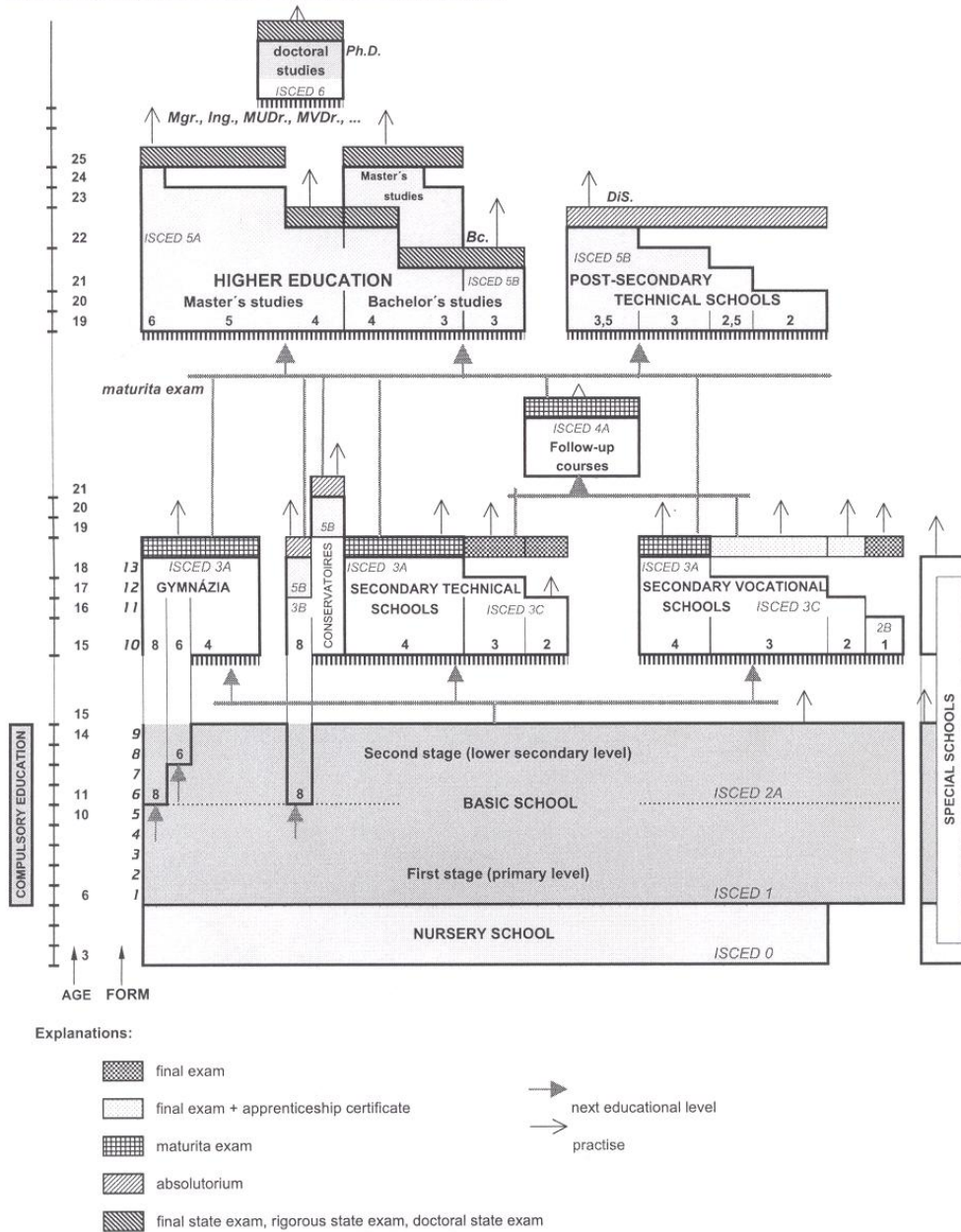
The pupils can generally choose from these upper secondary schools: gymnasium (12-18, 14-18, 15-19 years of age), technical secondary school (15-17, 15-18, 15-19 years of age), vocational secondary school (15-17, 15-18, 15-19 years of age), vocational secondary school for unsuccessful basic school leavers (15-17 years of age).

Students who have completed their secondary studies at grammar school or other secondary school and who have passed a secondary school-leaving examination (certificate) at level A are eligible to apply for studies at university. They can also study at post-secondary technical schools – non-university higher education (19-21/22 years of age). (Passing entrance examinations – written and/or oral - is necessary and determined by the higher school).

Tabular summary of the Educations Systém in the Czech Republic:²

² <http://www.msmt.cz/Files/PDF/WhitePaper.pdf>

Education System of the Czech Republic in 2000



The Czech education system consists of:

1. pre-school education,
2. basic education (single structure of primary and lower secondary education),
3. (upper) secondary education:
 - vocational and technical education,
 - secondary general education,
4. post-secondary vocational education,
5. higher education:
 - undergraduate academic and professional education,
 - post-graduate education:

Higher education includes universities and non-university institutions. There are twenty-three public universities in the Czech Republic, three state military academies, one state police academy, and twelve private institutions of higher education (non-university institutions). The oldest universities are the Charles University of Prague (established in 1348), the Palacký-University in Olomouc and the Masaryk-University in Brno. The central public service body is the Ministry of Education, Youth and Physical Education. Higher education is financed directly by the State. Formula-based financing was also introduced in this sector (specific amount of finance per student according to the field of study). According to special rules, institutions of higher education are also given funds for research, catering and accommodation of students and for capital expenditure. Private institutions of higher education can fix their own fees. It is taken for granted that students will provide financial reimbursement for study in higher education (including public universities) in the future. There are 34 private institutions of higher education in the Czech Republic, they were founded in the last three years.

Higher education was given autonomy at all levels of university governance. It is exercised by an academic senate, vice-chancellor, academic (art) board and disciplinary board at the individual institutions and faculties. Faculties cannot have legal personalities. The Council of Higher Education Institutions is the representative body for the university system as a whole.

The Ministry of Education has the ability to register the internal regulations of institutions of higher education. They become valid only after the registration. The Ministry also evaluates long term objectives of institutions of higher education, allocates the financial resources from the state budget, controls their use, and on the basis of the Accreditation Commission's opinion decides on the accreditation of study programmes in the institutions of higher education.

In the past, the structure of higher education was based on the Higher Education Act of 1990. The Higher Education Act which was approved in 1998 and came into effect on 1 July 1998 (although most of its provisions were applicable from 1 January 1999) brought some changes:

- * Institutions of higher education can be state (state-funded), public (state-subsidised) or private. The military and police academies are state institutions of higher education, the other institutions are public.
- * The previous institutions of higher education are legal entities but the position of faculties has changed and they can no longer be autonomous legal entities, but are now part of a university.
- * The public institutions of higher education own the property necessary for their activities.
- * Bachelors degree studies can be organised either at universities or at non-university institutions of higher education, Masters and doctoral studies only at universities. All Czech institutions of higher education have been of university nature so far.

Higher education institutions themselves decide on the number of students to be admitted. Each institution defines its own admission criteria and determines the content of the entrance examination. Students who have completed their secondary studies at grammar school or other secondary schools and have passed a secondary

school-leaving examination (certificate) at level A are eligible to apply for studies at university. The institutions decide independently whether or not they will hold entrance examinations. They determine the format, methods and subjects of the examinations, which are usually written as well as oral. Students may apply for one or more faculties. The applicants sit the prescribed entry examination determined by the dean of the relevant faculty in the institution. It is possible to study as a full-time student or as a distance and combined study student.

The system of higher education has three levels:

- a) The first level with a minimum period of study of 3 years; the graduates are awarded the educational and qualification degree of Bachelor.

The Bachelors' programmes were set in 1990, but they usually served as a first stage of university studies. Around one quarter of all applicants are enrolled in Bachelors degree studies at universities or other institutions of higher education. The 1998 Higher Education Act stresses that a Bachelors degree is a self-contained and professional qualification and should be awarded primarily by the emerging non-university higher education institutions.

- b) The second level - Masters degree studies can last between 4 and 6 years, the typical duration being 5 years. In some fields, the duration of study is 6 years (medicine, veterinary medicine, architecture). If a student proceeds to a Masters degree course after obtaining a Bachelors degree, the typical duration of study is 2 to 3 years. The graduates are awarded the educational and qualification degree of Master. Masters degree studies finish with a state examination and the defence of a thesis (diploma dissertation). The academic title awarded is Magistr (Mgr.), Magistr of Fine Arts (MgA.), Engineer (Ing.), Engineer-Architekt (Ing.arch.). Students of medicine, veterinary medicine and hygiene are the exception. They finish their study with the rigorous state examination and they are awarded the title Doctor of Medicine (MUDr.) or Doctor of Veterinary Medicine (MVDr.). All titles are used in front of the person's name.

The Masters degree programme focuses more on theoretical knowledge, and it is assumed that the graduates will carry on with further, lifelong study and research (without following doctoral studies). The standard duration of such a study programme is generally five years. The study is properly concluded by a final state examination and the graduates are awarded the academic title of Engineer or a Masters. The Masters degree graduates can then undergo the rigorous examination and receive a title. Successful candidates are awarded the title of Doctor (the PhDr., or RNDr. - its abbreviation differs according to the field of study and is put in front of the person's name.)

- c) The third level - Masters degree studies can be followed by a doctoral study, until now called postgraduate, lasting three years and involving independent scientific work. Doctoral studies have developed considerably since 1994. Doctoral studies finish with a state doctoral examination and defence of a thesis. The title for all fields of study is Doktor (Ph.D.) with the exception of theology, where the title Doktor Teologie (Th.D.) is awarded. Both titles are used after the name.

1. Responsibilities and competences³

1.1 at national level

On the conception, state and development of the education system besides The Ministry of Education, Youth and Sport. It published general educational programs, lays down the compulsory content of education and is responsible for teacher's salaries and teaching aids. It approves the appointment of directors of regional educational departments and is an organizing body of detention homes for young people.

1.2 at regional level

Regions are responsible for upper secondary schools and special schools, basic art schools and out-of-school activities. The governor of the region appoints the director of the educational department who becomes the main decision-maker in education. The region provides the funding of private schools. They have been established since 1990.

1.3 at local level

The communities are responsible for compulsory schooling. They establish and administer pre-school activities and basic schools. The community usually fulfils this task via the Education Commission (Komise pro výchovu a vzdělávání).

2. Language policies and language education policies⁴

2.1 Language policies for native languages

The Czech Republic was established when the former Czech and Slovak Federal Republic split into two States in January 1993. There were 2 official languages in Czechoslovakia: Czech and Slovak. Children were educated bilingually and also programmes on TV and Radio were in Czech and Slovak, and people were able to read books in Czech and Slovak also. After 1993 there is only one official language in the Czech Republic – Czech that belongs to the western Slavic family of languages. Regional dialects do not possess the status of a language, groups of people using dialects are small and therefore dialect is not a problem in schools. Declaration of the national minority and use of the related rights are the subject of free choice of the people.

Traditional national minorities include Slovaks (1.8 %), Poles (0.5 %) and Germans (0.4 %). Moravians (3 %) and Silesians (1 %) speaks Czech (usually there isn't made any difference between Moravians and Silesians nationality and they are referred to as Czech nationality) . Romanies represent an ethnic minority. Their precise number

³ The source of most of the informations of the report in this section is in *The Information Network on Education in Europe* (<http://www.eurydice.org>), informationen about the Czech Republic.

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cannot be defined as it depends on whether they declare themselves to be Romanies or not. The official 1991 census put it at 33,000 people (0.3 %), qualified estimates put it at 200 to 300 thousand. In 2001 census the number is 11,700, it means that number of people who declare themselves as Romanies decreased by 64% and is now 0.1% of total population. In general the mother tongue of Romanies is not Roma language, but more likely Czech or Slovak. The teaching of Roma language, history and culture was introduced as non-obligatory for Roma children and other interested people.

Due to low numbers and lack of concentration of these minorities their right to be educated in their language is organised by the public administration only for the Polish minority in the north of Moravia - from a nursery school to a gymnasium. No interest has been expressed in education in Slovak, the reason probably being the close similarity of both languages and cultures. The introduction of preparatory classes redressing insufficient knowledge of the Czech language and assisting in better social integration is a measure trying to meet the needs of the Romany minority above all. It is not intended for Romanies only, but aims at eliminating these problems in all children from socially and culturally disadvantaged backgrounds. The Romany community, however, has so far expressed little interest in such assistance. The right to be educated in the minority language can be realised by a private school. This is the case of Hebrew minority that has one primary school and one gymnasium.

Children of foreigners are integrated into classes without a language preparation. A framework convention on the protection of rights of national minorities was signed in February and ratified in April 1995. Since 1999 an Advisory Group for Minorities Education has worked at the Ministry of Education, Youth and Sports.

2.2 Language policies for foreign language education

It is possible to learn the following foreign languages in basic and secondary schools: English, German, French, Russian and Spanish.

In primary schools pupils begin to learn their first foreign language in the 4th class. They can learn a second foreign language later (optional subject). In secondary schools students take lessons in the second foreign language along with the first foreign language.

In some experimental basic schools the pupils begin to learn their first foreign language in the 1st class. Some basic and secondary schools are orientated towards teaching of foreign languages. Their pupils and students learn two or three foreign languages and they have lessons in natural science (for example mathematics, physics, chemistry), physical training, music and graphic education.

In Prague and Brno first of all are concentrated basic and secondary schools where the education is bilingual (e. g. Czech-French, Czech-English, Czech-German, Czech-Italian). Usually these schools are private.

The Universities cultivate the foreign language skills of their students. There are independent departments to achieve these aims, commonly called the Department of Applied Languages, the Department of Foreign Languages or the Institute of Languages and Humanities. These departments provide language training (English, German, French, Russian) for non-specialist language students in all University faculties. Some Universities also hold Czech courses for foreign students.

The students must be able to communicate effectively in at least one of the main world languages in their field of expertise.

There are many courses for students with diverse levels of foreign language knowledge. Students can study these courses, but they must pass an examination in the foreign language at the end of a defined semester (usually the sixth semester). Every University defines how many foreign languages the students have to learn. Foreign language lessons in higher education are usually professionally oriented to a given study focus.

Czech Universities are in contact with many foreign Universities and organize a lot of reciprocal staff changes. These depend on the person and his/her activities. Foreign university teachers are not prepared to work for Czech wages.

Outgoing students have to master the language of the country where they will study. They can sit an exam in the foreign language in the Czech Republic and send the certificate to the foreign university. Some foreign universities only accept their own exams. In the case of non-main world languages students must master English above all. Foreign language knowledge is the private concern of every outgoing student.

2.3 Language policies for life-long language learning

The life-long language learning is for a personal use of everybody (or: was before the 1st May 2004 (access in the EU)). Language courses for public are organised by a lot of private and state language schools, other educational institutions and private non-school institutions. They include courses of various types, subjects, levels and duration. Courses are offered depending on current supply and demand so it is impossible to give a general description of admission requirements, educational objectives, the content of education, its methods, evaluation and certification.

Universities can provide courses as part of life-long learning in addition to their regular study programmes. Courses can be offered for free or for a fee, and can be work-related or for personal development (e.g. the University of the Third Age). The specific conditions for life-long learning are specified by the internal regulations of each school. In keeping with the Higher Education Act, participants in life-long education are not considered university students. Study attainments as part of adult education courses are recognised by certificates.

Other educational institutions that offer adult education include educational institutions, performing art schools, state language schools (with personal development courses and qualification courses), craft schools (with personal

development courses and qualification courses), and the state stenography institute (with qualification courses). These institutions provide education in the fields indicated by their names.

Regional centres of distance education have been founded at three universities - the Technical University in Liberec, the Technical University in Brno, and Palacký University in Olomouc as well as at the J.A.Comenius Academy in Prague.

2.4 Language policies for speakers of other languages

Foreign students can study the bachelor, masters and doctoral study programmes. The standard period of the bachelor study programme is 3 - 4 years and the graduate of this programme is given the academic title bachelor. The standard period of the masters study programme is 4 - 5 years and the graduate of this programme is given the academic title masters. The standard period of the doctoral study programme is 3 years and the graduate of this programme is given the title doctor. The time, the subject chronology, the form of the subject study and the method of testing study results are specified in the study schedule.

In addition, foreigners can study:

- a. by fulfilling the basic entry requirements,
- b. on the basis of invitation from the government of the Czech Republic i.e. government scholarship-holders,
- c. by coming from EU countries i.e. ECTS students.

The applicants sit the entry exam prescribed by the dean of the relevant faculty and the Czech exam in the appointed institution. All foreign applicants are obliged to accept the university regulations and maintain the registration date announced by the faculty. The official languages of study are English, German and conventional Czech. Some universities organize Czech courses for foreigners.

3. Mapping of institutions and programmes engaged in language provision:

3.1 Vertical axis: formal education system: (primary/secondary/university graduate and postgraduate studies)

3.1.1 Primary education

In preschool education are languages optional. Some nursery schools organise foreign language teaching, mostly of English in co-operation with private language schools or private teachers. Classes were organised for one hour once a week. In the last years some universities, specifically fakulties for education, start a study programme of foreign languages teaching in nursery schools.

In primary schools pupils begin to learn their first foreign language in the 4th class. They can learn a second foreign language later (optional subject).

A lot of primary schools work on implementation of the European Language Portfolio for Pupils.

See 2.2

3.1.2 Secondary education

In secondary schools students take lessons in the second foreign language along with the first foreign language. A lot of secondary schools work on implementation of the European Language Portfolio for Pupils.

See 2.2

3.1.3 University (graduate and postgraduate studies)

3.1.3.1 Traditional language and literature degree programmes

The traditional language programmes – the Philology Studies - are realised in Faculties of Arts at the "old universities" in the cities of Prague, Brno and Olomouc. Some new Faculties of Art also offer Philology Studies. This is possibly due to the fact that the staff of these new faculties constitutes (or is supplemented by) many senior lecturers and professors of the "old universities". This is the best legal way for them to improve their financial situation. (Most of the university teachers have another job due to their lowly wage.)

The students of these universities study languages either non-teaching orientated (future translators, interpreters, linguists) or teaching orientated (future teachers in secondary schools or universities). But the ELT Methodology and Language Didactics are not sufficiently appreciated (meaning there is only a low appropriation of lessons there). The teaching orientated study is integrated with a teaching qualification (teacher training). The students take two major subjects at a time, and they can choose from the offer of the faculty (for example English study and Czech study).

The Magister degree program covers two parallel streams: linguistics and literary studies, together with systematic deepening of practical language skills and cultural knowledge of the language speaking countries. The study of language focuses on mastering contemporary language at the communicative level, and on acquiring a basic knowledge of general linguistics. In the area of literary studies, students cover the development of literature in the language speaking countries from its origins to the present, together with the development of literary theory and criticism. Optional courses constitute a substantial part of the study programme and aim to deepen students' knowledge in various fields. In addition, the writing of essays is of central importance. In them, students can best show the degree to which they have mastered the key skills fostered by a university education – the ability to think logically, the ability to argue persuasively, and the ability to express oneself clearly.

For this reason, most courses include written work as the major element in evaluation.

Language departments offer most of their courses in the relevant languages. These courses include not only linguistic features of the language but also the history, literature and cultural background of the countries where the language is spoken. Many courses are given by native speakers.

Philology Studies programmes contain the following subjects:

- a) Linguistics: Introduction to Language, Phonetics and Phonology, Morphology, Lexicology, Syntax, History of Language, Practical Language Studies, Textlinguistics.
- b) Literature and Culture: Introduction to Literature, Literature of the relevant language speaking Countries (for example Literature of English speaking Countries).
- c) Practical Language Studies, Specific Aspects of the Cultures of the relevant language speaking Countries (for example British and American Studies), Introduction to Translation and Interpretation

Starting in the 1999/2000 academic year all studies carried out in the Bachelor and Masters degree study programmes at most of the Universities have changed into a credit system of studies which fulfills all important ECTS (European Credit Transfer System) conditions.

The studies will no longer be organized according to year classes. Instead, the length of the study in a given programme is limited by a given, standard period of study published in the statute of the university. Should the student prolong the standard study period by more than one year, they will have to pay for further studies in a given programme. Also, the graduates in the Bachelor or Masters degree programmes wanting to study in a further study programme will have to pay for that study if it is neither a doctoral study nor a study which is a direct continuation of their previous studies.

This new legislation is substantially lenient to students applying for temporary interruption of their studies for reasons of enhancing their studies at a given research or educational institution within the Czech Republic as well as abroad. The period of such interruption is not included in the given total allowable duration of the studies. Student mobility is significantly strengthened by programmes offered by the various domestic as well as foreign grant agencies.

Masters degree studies finish with a Final State Exam and the defence of a thesis (diploma dissertation).

Many graduates go into teaching at secondary and post-secondary levels, and a large number become involved in some way with translating and interpreting. But in fact the skills they develop during their studies enable them to be successful in a

wide range of other jobs, from management, diplomacy and advertising to journalism and the tourist industry, etc. Many graduates work in the private sector in companies, international foundations, research and development units, etc. The graduates find obtaining a job relatively easy and they are not generally unemployed.

3.1.3.2 Alternative degree programmes

Alternative programmes are often offered by new universities and faculties. The old universities also offer some alternative programmes. They are mainly BA programmes (and non-teacher training).

Some examples:

- Russian and German for Business
- Applied Language Study (English, French, German, Spanish)
- Mathematics in English - *Students studying this subject are divided into groups of two or three. Each group works on its own project, which is about mathematics for the first grade of elementary school. At the end of the semester the work finishes with a presentation. The students work together on a Mathematical English-Czech dictionary.*
- Summer School Slavonic Studies (at the Faculty of Arts, Charles University in Prague)
- Refugee Law in Combination with Foreign Language - *This new obligatory optional discipline was prepared by the division of the Department of Foreign Languages at the Faculty of Law in collaboration with the Department of International and European Law and has been recommended and approved by the Board of Directors of the Jan Hus Foundation. Guest university teachers from Holland and Belgium and professionals participated in the project.*
- Tourism and leisure management with one or two Foreign Languages
- Central European Studies Programme - *The main aim of the programme is to familiarize students with the history and current situation of Central European countries. It is designed to provide students with a deeper understanding of the history, political systems, economy, political philosophy, sociology and ethnic and minority politics in Central European countries. Special attention is given to the current transformation of political, economic and social life in all the Central European countries.*
- English for Applied Economics - *Bachelors programme of applied economics, management, marketing and political and cultural aspects of European integration. It includes language training focused on professional vocabulary, translating and interpreting, and English and American culture.*

Aside from the aforementioned programmes of study, the universities organize educational activities in the areas of life-long education, either in the form of the University for the Mature Adults or through courses focusing on job performance, requalification, or hobbies.

Regarding career prospects, graduates of this type of study have wide possibilities to get jobs in the area of management, in public administration, firms, enterprises, travel agencies etc. Some graduates go on to teach.

3.1.3.3 Traditional language and literature programmes at postgraduate level

The Ministry of Education, Youth and Physical Education is preparing the Career Development of Educational Staff project. This was presented for public discussion in December 1998. It is a part of a larger "Teacher" project involving teacher education and in-service training. The aim of the project is to encourage educational staff and create a base for further education. Implementation of the proposed procedures will have an impact on the salaries of teachers in relation to their qualifications.

There is no consistency in continuing education for teachers. A number of diverse institutions (state or private) offer some courses for teachers. Every school director has a specific fund for his school. He can decide what purpose the sum will be used for, but it can be for objectives other than continuing education for teachers. The directors save this money and it can be hard for teachers to obtain.

Some activities are organized from Pedagogical Centres (in range of District Administrative Bodies and School Councils). Universities can also organize courses and re-training for teachers. They work together with foreign partner institutions (British Council, Goethe-Institut, Austrian Ministry for Education and Culture, etc.) focusing on the methodology of foreign languages, school management and the preparation of so called "moderators" responsible for the further education of teachers at regional level.

Some faculties organize Summer Schools of Slavonic Studies or Czech language for foreigners (for example, Czech universities teaching native speakers) .

3.1.3.4 Alternative programmes at postgraduate level

See 3.1.3.3

3.1.3.5 Language teacher training

The Faculties of Education train the future teachers of Basic and Secondary schools. (The Faculties of Arts (Philosophical Fakulties) train the future teachers of Secondary schools only.)

The Faculties of Education offer a range of subjects in different types of teacher-training programmes (TT for Primary Schools/focus on teaching language, TT for

lower Secondary Schools, some faculties also offer TT for Secondary Schools). The students usually take two major subjects at a time. While the main priority of the Faculties of Education is teacher training, they also offer some non-teacher training programmes as well as a variety of courses, including re-training and in-service courses, offered within a framework of further education.

Study is integrated with a teaching qualification (teacher training) and contains the following subjects:

- a) Linguistics: Introduction to Language, Phonetics and Phonology, Morphology, Lexicology, Syntax, Practical Language Studies
- b) Literature and Culture: Introduction to Literature, Literature of the relevant countries (for example Literature of English speaking countries), Specific Aspects of the Cultures of the Country
- c) ELT Methodology: Language didactics, Teaching practice, Reflective seminar

Graduates can teach at primary, secondary and post-secondary levels. They can also be involved in translating and interpreting and be successful in a wide range of other jobs, from management, diplomacy and advertising to journalism and the tourist industry, etc. Many graduates work in the private sector in companies, international foundations, research and development units, etc. The wages in these institutions are comparably better than in schools and institutions of education.

3.1.3.6 Language courses integrated into programmes in other disciplines and language options offered in combination with non-language programmes

The Universities cultivate the foreign language skills of their students. There are independent departments to achieve these aims, commonly called the Department of Applied Languages, the Department of Foreign Languages or the Institute of Languages and Humanities. These departments provide language training (English, German, French, Russian) for non-specialist language students in all University faculties. Some Universities also hold Czech courses for foreign students.

There are many courses for students with diverse levels of foreign language knowledge. Students can study these courses, but they must pass an examination in the foreign language at the end of a defined semester (usually the sixth semester). Every University defines how many foreign languages the students have to learn. Foreign language lessons in higher education are usually professionally oriented to a given study focus.

3.1.3.7 Translator training programmes

The Czech language is not a world language. It is necessary to translate and interpret a lot of official and commercial documentation and actions in foreign languages. Every product bought in the Czech Republic must have its constitution

and instructions in Czech. Every film on TV must be translated and recorded in Czech. Our republic needs a lot of good interpreters and translators.

Up to now, the preparation of qualified specialists who will be active professional conference interpreters and who will also have the necessary educational knowledge and experience to teach interpreting is successfully accomplished by the only university centre in the Czech Republic. This is the Institute of Translatology which is attached to the Faculty of Philosophy at the Charles University in Prague. The Institute provides a complete university masters study programme in teacher-interpreter specialisation.

Many graduates are involved in some way with translating and interpreting, they are active professional conference interpreters and some of them can also teach interpreting. But they can be successful in a wide range of other jobs, from management, diplomacy and advertising to journalism and the tourist industry, etc. Many graduates work in the private sector in companies, international foundations, research and development units, etc. Graduates find jobs relatively easily and are not generally unemployed.

There are university courses for special translators and interpreters at some faculties – for example, special language courses for judicial translators and interpreters at the Faculty of Law at the Charles University in Prague. These courses began after 1990 and last for 2 semesters, or 1 academic year. Apart from the special language lessons there are also lessons of basic juristic knowledge and juristic documents.

It is also possible to study translation or interpretation at postgraduate level – in the form of postgraduate study (Masters degree) or in the form of diverse courses (Certificates).

It is possible to pass an examination in translation or interpretation set by the Unit of Interpreters and Translators – the professional organization in the Czech Republic.

3.1.3.8 Language studies in non-university institutions of higher education

There are no alternative language degrees integrated with other non-language studies in the Czech Republic.

3.2. Horizontal axis: including other language providers (adult education institutions, language schools, cultural institutes, publishing, broadcasting etc.)

The formal education system can have a relatively high transparency on most levels. In contrast to this the horizontal axis that up to now is almost exclusively left to the rules and laws of competition and belongs mostly into the economic private sector has been neglected in surveys and policymaking. There are two exceptions however: In-Service or Permanent Training and the set of Publicly Recognised Language Programmes.

3.2.1. In-Service Training

A lot of institutions guarantees a large and colourful spectrum of different courses, moduls etc. They are mostly private organisations and firms. Some languages teachers have their own concession for teaching and they teach independently with their trade licence. They are angaged in a trade at home or in different firms. Some schools offer language courses for public, business scholls first of all. These courses are paid service.

Inset-training is offered also by cultural institutes of foreign countries (Institut francais, Goethe-Institut, British Council etc.) or by universities outside the country. Organisers of inset-training can offer courses with guests from abroad.

The structure is more or less homogeneous: the courses last 2 to 4 hours (one or two days in a week). The themes offered are very different, usually they are more practice-oriented, in form of workshops. The emphasis is on new methods, new learning environments, current topics, alternative mediation-forms etc.

3.2.2. Publicly Recognised Language Programmes

Recognised Language Programmes are all forms of learning and studying organised with authorization of Ministry of Education, Youth or by cultural institutes of foreign countries. The participants get certificate after finals.

3.2.3. Other Language Provision Institutions

Foreign language courses or other private language learning provisions (private lessons or private coaching) have quite a long tradition. Lessons are organised by Language schools on Economic Academies in the form of afternoon or evening learning. These Language schools are state and the study finish with state examination. After 1991 a number of private schools, specializing in teaching foreign languages, sprung up, reacting to the needs of the economy and offering a wide range of languages. As the courses, levels, age groups and especially the certification got rather intransparent and chaotic. The study on these private scholls finish with certificate.

3.2.4. Language provision in the industry

Czech firms have their own education centres, where they also offer language courses for their employees. Teachers here are usually either own employees of the firm or private language teachers with concession.

3.2.5. Cultural institutes with language provision programmes and facilities:

In the Czech Republic there are following foreign cultural institutes offering or planning to offer language provision, i.e. language courses and certification possibilities:

- The French Centre culturel
- British Council
- Istituto culturale italiano
- The Goethe Institute
- The Austrian Institute

Some language lessons are offered also by embassy of different countries, v. e. by the Spanish Embassy.

3.2.6. Third Age University

The Third Age Universities usually don't offer language courses. Interested persons take parts in the lessons initiated see 3.2.3., 3.2.4 and 3.2.5.

3.2.7. Certification of Foreign Language Proficiency at the University

The Universities issue after examination of the candidates different certificates for foreign languages. At the moment these are in the process of harmonization and will probably apply for state validation. Besides professional problems and discussions of level, the use of the Common European Framework there are also some legal obstacles to overcome.

Learning and teaching

- programmes/curricula
- entry-exit qualifications
- validation/recognition
- in-service training

Organisation

- co-operation via staff
- co-operation in policy development
- relations with external stakeholders (business, public services etc)
- co-operation/consultation bodies
- research co-operation
-

Materials and resources

- teaching and assessment methods
- teaching materials, learning resources
- language portfolio
- europass
- e-learning

Part three: Needs, obstacles, opportunities, measures, facilitating instruments:

1 Identification of needs, obstacles and opportunities and measures to be taken to improve communication and co-operation

1.1 Integration of language study into primary education

Language study needs to be integrated into primary education, taking into account the need for a smooth and viable transition from primary to second level. In particular the issue of pupils who have studied a language at primary school being taught alongside beginners at second level needs to be addressed. This need presupposes obligatory language study for primary teachers.

1.2 Compulsory study of two foreign languages at second level

The study of two foreign languages at second level should be compulsory. This would provide a guarantee that all school leavers would have some competence in two foreign language, as well as providing universities with a sound basis for language provision across all faculties.

1.3 Language education policy to underpin developments at second level

There is a need for a language education policy to underpin developments at second level. This would provide a sound basis for the various initiatives which take place at second level and which greatly influence the starting point for the provision of languages in higher education.

1.4 Institutional language policies in higher education

Also in higher education, institutional language policies would ensure long term planning of language provision across the various faculties.

1.5 Motivation for language learning

The most important is to awaken interests for language learning and show importance of learning different languages. There are more languages than English only. Very important are v. e. also languages of neighbouring countries.

2. Identification of facilitating and reporting instruments for lifelong learning in the field of modern languages

2.1 Common European Framework

In both the lifelong-learning context and the context of full-time education, there is a need for the Common European Framework to be implemented as the basis for the description of assessment levels, and for the grades used in the CEF to be used also in higher and further education.

2.2 European Language Portfolio

Greater use of the European Language Portfolio is needed in the context of lifelong learning in languages.

3 Identification of needs for future projects, studies and research

3.1 There is an urgent need for a central body to co-ordinate research projects

There is an urgent need for a central body to be set up to co-ordinate research projects in language learning.

3.2 Studies are needed a number of areas

Studies are needed in the following areas:

Language policy in second level education: development and implementation

Language policy in higher education: development and implementation

Developing Erasmus exchanges in higher education outside language programmes

Integrating language studies in programmes for students of other disciplines.

Part four: Recommendations:

1 Develop an integrated action plan for foreign language study in primary, secondary and higher education.

2 Make the study of two foreign language throughout second level education compulsory. The Czech language isn't a world language and only one foreign language isn't sufficient for our people. Moreover the Czech people were educated bilingual in the past (the Czech language close to the Slovak language) and language learning has a long tradition in our country.

3 Set up a system for the development and implementation of institutional language policies at second level and in higher education.

4 As part of these policies, ensure that HEIs put in place a system for all students to be able to develop and expand the language learning which they have undertaken at second level.

5 Encourage greater use of the European Language Portfolio in the context of lifelong learning in languages.

6 Set up and fund a central body to co-ordinate research projects in language learning.

7 Set up obligatory attestations for language teachers with respect to remuneration of teachers. It isn't possible to finish the university studies and to live with their knowledge to the end of the life.

8 Implose all opportunities to study foreign languages abroad and look individual for these possibilities.

9 Emphasize the individual responsibility of every body for learning of foreign languages.

10 The most importable is to set up the system of aduld education in the area of foreign language teaching. In the Czech Republic is a lot of adulds about 40 and more without foreign language knowledge. The didactics and metodics of language teaching and learning is created for children.