

ČEŠTINA PRO CIZINCE - PROGRAM LINGUA 2

CZECH FOR FOREIGNERS – PROGRAMME LINGUA 2

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Abstrakt:

V minulém roce se katedra jazyků ČZU zapojila do mezinárodního projektu EXPLICS v rámci programu Lingua 2, který se zabývá novými metodami využití internetu pro výuku cizích jazyků na ekonomických, technických a zemědělských univerzitách. Projektu se účastní 11 evropských univerzit a za dva roky by měly být k dispozici výsledky (případové studie a globální simulace). Příspěvek bude prezentovat plán a cíle projektu.

Klíčová slova:

čeština pro cizince, případová studie, globální simulace, internet, nové metody výuky

Abstract:

The Department of Languages CUA participates in the international project EXPLICS in the frame of the programme Lingua 2. The project started last year and deals with methods of using internet for teaching foreign languages at economic, technical and agricultural universities. There are 11 European universities participating in the project and in two years the results (case studies + global simulations) will be published. The paper presents the plan.

Key words:

Czech for foreigners, case study, global simulation, internet, new teaching methods

INTRODUCTION

The project's aim is to help students and teachers of foreign languages at technical and non-philological universities specialised in economy and agriculture. There are different universities participating in the project: BOKU in Vienna (Austria), CUA Prague (the Czech Republic) University of Oulu (Finland), University of Navarra (Spain), University College Dublin (Ireland), University of Toulouse (France), University of Padua (Italy), University of Wrocław (Poland), Polytechnic Institute of Guarda (Portugal), University of Nitra (Slovakia) and LSE in London (Great Britain). The material produced by the project (internet-based global simulations and cases studies) will be useful not only for university students but also for secondary school students at vocational training programmes and in adult education.

Nowadays, the stress in teaching is on oral and written communication. It has also been proved that a problem-based learning is an efficient method, it forces people to express their ideas and to communicate. Case studies and global simulations enable students to speak and write in the target language and at the same time to be involved in a problem solving activity, thus practising their knowledge and abilities of specialised subjects from various fields of their studies. If the case studies are internet-based, students can communicate with other learners from partner universities in other countries. The use of authentic materials and real situations (which are different from typical textbook activities) have a positive impact on students learning, they can stimulate and motivate them.

Another positive point is that both teachers and students are encouraged to use ICT (information and computer technology) in language teaching, they can work in a virtual

learning environment. The materials are accessible from any computer connected to internet and so the students can work autonomously outside of teaching hours and classroom activities.

METHODS AND AIMS

Global simulation projects consist of creation of a fictitious world by the learners. They have to stimulate authentic situations. In case study projects students are given a real life problem situation that must be solved. It can be of general interest or specific. It is advisable for a teacher of languages to cooperate with specialists from other fields while creating the global simulations and case studies so that the authenticity of a problem and real life solution is guaranteed. The cooperation will help to make better connection between the language learning and study programmes of the students.

The students will have to solve authentic problems through task-oriented and problem-based approach. They will have to read texts in a foreign language, to look for necessary information, to discuss, to interact, to take decision, to negotiate with their partners. They will have to act as if being in a real-life situation. During the activity they will not only learn new vocabulary and practise their foreign language knowledge, they will also have to use their skills and abilities learned from other specialised subjects. The students will also practise working in groups.

The aim of EXPLICS project is to develop a wide range of different global simulations and case studies in eleven European languages. They will cover topics of general interests. They could be used by any teacher all over the world who has an access to internet. Examples will be accompanied with instructions for teachers and students and a special handbook will be available where all theoretical background of global simulations and case studies will be explained and other useful material will be added.

All case studies and global simulations will be divided according to language levels of Common European Framework for Languages (CEFR). General case studies and global simulation projects for level A (beginners) will be prepared in Czech, Finnish, Polish and Slovak. For Portuguese and Swedish it will be in levels A and B. Subject-specific case studies and global simulations at level B (intermediate) and C (advanced) will be made for English, French, German, Italian and Spanish. The division into levels was decided according to the real situation in Europe. The less common foreign languages (small languages) are only on level A or B, the widely spoken foreign languages reach the level C. All together there will be 32 products: 16 global simulations and 16 case studies.

Besides of creation of global simulations and case studies all of them will be piloted at the institution where they will be produced and also at other institutions (probably from the partners) where the target language is also taught so that each product will be tested at least twice. The work of students will be analysed and all participating students and teachers will be asked to fill in a questionnaire in order to help to improve the products.

The most important output of the project for the teachers will be a handbook. In the handbook there will be (besides all newly prepared global simulations and case studies) a detailed explanation of how to develop, use and exploit global simulations and case studies in foreign language learning. The handbook will be available on internet in PDF and also in a printed form and on a CDROM. It will be translated into these languages: English, French, German, Italian and Spanish.

CONCLUSIONS

The project EXPLICS (Exploiting Internet Case Study and Simulation Templates for Language Teaching) is planned for three years. It started in autumn 2005 and will be finished in the year 2008. The coordinator of the project is Dr.Johann Fischer from Wurzburg

University in Germany. As it has been mentioned at the beginning, among eleven participating institutions there is one representative from the Czech Republic: the Czech University of Agriculture, Department of Languages. The task of the CUA will be to produce one global simulation for A level and one case study for A level for Czech as a foreign language and to pilot them both at one-semester courses of Czech for Erasmus students or during the intensive summer courses of Czech which are also organized for Erasmus students. Global simulations and case studies for other languages might be piloted at the CUA as well. During the piloting both oral and written products of students will be evaluated and analysed.

Literature:

<http://www.explics.uni-tuebingen.de/>

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