

Study in the Czech Republic and Internship Abroad: How to make Student Mobility More Effective

The aim of this chapter is to find answers to the question of how to make student mobility more effective for students of humanities who regularly go to partner foreign universities, but also for students targeting practical internships in foreign companies and organizations. First, we describe the history of foreign language study of the students in question (the language level of school-leaving examination before entering university), then we go on to present the concept of language education at the faculty/university. We define different types of students for whom different didactic approaches are required, with a special focus on those preparing for internships both abroad and in local companies with international connections. Attention is paid to data made available by the university (number of students on internships, target countries, internship evaluation, etc.). We also focus on current trends in foreign language teaching and relate these to the language needs of various types of students defined previously. Defining the language needs of students undertaking internships is especially crucial for the design of preparatory courses which students complete before their internships. In this study, we report the findings of questionnaires related to university-business cooperation, with particular emphasis on the organization of practical internships for students. Questionnaire findings are also forwarded to companies with international connections. Finally, this chapter offers recommendations on how to optimally prepare a foreign language course for students readying for an internship (with reference to current publications in didactics of foreign languages, with special focus on French-medium sources).

Keywords: foreign language, professional language, language needs, practical internship

Introduction

With regard to the need of foreign language (both comprehensive and professional) communication one may assume that this need has always occupied, and occupies still, important space in the context of language education in the Czech Republic. The need for professional language preparation does not concern only those adults who are part of the labour market, but represents a challenging endeavour even for secondary and tertiary education which trains in advance its future graduates for the requirements of the labour market.

The goals and principles of foreign language education within the Czech school system are generally defined in accordance to the requirements of foreign language education that, for EU member countries, is formulated by the Common European Framework of Reference. Aside from the need for comprehensive language education it also puts great emphasis on teaching the language in its professional form. It further implies that the higher quality of

1 language education (either comprehensive or professional) will only be
2 achieved through the participation of such educational programmes fully
3 corresponding with the requirements and needs of European society. Based on
4 this initiative students of secondary schools and universities should be tutored
5 toward a high degree of professional flexibility, creative, cultural and
6 communicative competences and moral values. The Ministry of Education,
7 Youth and Sports, employing the Common European Framework of Reference
8 for Languages, defines the level of language education in a following way:
9 “*Education in the field Foreign Language builds on the level of language*
10 *knowledge and communication skills corresponding to the Level A2, which the*
11 *pupil achieved in previous education and which is aimed at attaining the Level*
12 *B2 according to this framework. Education in the field Second Foreign*
13 *Language builds on the level of language knowledge and communication skills*
14 *corresponding to the Level A1 as described in the Common European*
15 *Framework of Reference for Languages, which the pupil achieved in previous*
16 *education and which is aimed at attaining the Level B1 according to this*
17 *framework.*” <http://www.nuv.cz/file/161>.

20 **Foreign Language teaching as part of the Curriculum at University**

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22 Let us now explore the target group of our study, i.e. students of foreign
23 languages at universities in the Czech Republic. For the purposes of our study
24 we will focus on the students of the Faculty of Philosophy and Arts at the
25 University of West Bohemia in Pilsen. Such student use a foreign language
26 predominantly as a means of communication within the program they study, or
27 the particular field. Students of bachelor and master study programmes choose
28 a foreign language as a compulsory component of their study plans. In most
29 instances such language courses last for two semesters and cover both
30 comprehensive and professional segments of a language in 45 minute lectures
31 twice to four times a week. Students enrolling at university exhibit at least a
32 B2+ level of knowledge of English and also a level of knowledge of a
33 secondary foreign language, which is at a lower, oftentimes elementary, level.
34 The level of language competence is tested prior to the start of foreign
35 language teaching. Students are thus systematically tutored to acquire
36 communicative competences in two foreign languages. Following the English
37 language as students’ preeminent choice is German, French, Spanish and
38 Russian. Teaching the professional segment of a foreign language (be it either
39 English as a first language or another foreign language) as part of university
40 tutoring of students has its specifics. A common theme is to aim all course
41 activities toward the needs of the studied field. Language competences of
42 students are thus closely related to the studied field within the scope of which
43 such students are exposed to various communication environments that
44 stimulate the active usage of receptive and productive oral competences. The
45 chief aim in this kind of course is to acquire professional terminology and
46 specific stylistic methods, to comprehend a professional text, audio-visual

1 documentaries and oral or written communication at a higher professionally-
2 oriented level. Another major goal is to, ideally speaking, acquire a foreign
3 language in as natural-looking communication environments as possible so as
4 to employ a pragmatic perspective including functionally-structural and
5 communicative approaches when forming students' communicative
6 competences. This should apply to instances when foreign language teaching is
7 most notably motivated by the user goal of the attendee. Regarding the
8 literature of language didactics, communicative competence is defined in
9 various ways. One may be reminded of Hymes' definition which outlines
10 communicative competence as: *".../ a human ability dependent on both the*
11 *knowledge of language and abilities to adequately use this language based on*
12 *personal intentions in a social environment"*, (Pýchová 1997, 76). For the
13 purposes of our study we understand this competence as the ability to perform
14 a spontaneous oral speech; either one that is prepared in advance or one that is
15 not. Furthermore, it may be understood as the ability to immediately
16 comprehend a heard oral speech, and the ability to decode a professional text
17 written in a foreign language. Veselý (Veselý 1991/1992), in reference to
18 communicative competence, points out its division into three levels: base,
19 intermediary and maximal. The base level of competence regarding a foreign
20 language stands for the level of communicative adequacy. Veselý admits that at
21 this level the listener makes a certain amount of mistakes. The maximal level is
22 denoted as the level of social adequacy that can be found among native
23 speakers and their oral expression. The transitional level between these two is
24 the intermediary level that can generally be ascribed to the audience of our
25 courses. A necessary prerequisite to achieving communicative competence is to
26 obtain linguistic competences. Such a fact is frequently neglected and thus the
27 inadequate knowledge of vocabulary and syntax causes students several issues
28 that can be faced to mostly through as efficient as possible a usage of authentic
29 texts in classes and through practicing individual language structures
30 appropriate for the professional style. The professional style is typically
31 designated via several general features; the noteworthy ones being the tightness of
32 sentence structure, the explicitness of expressing syntactic as well as semantic
33 relations, the departure from expressive means of locution, the weakening of the
34 subjectivity of expression, the need for accuracy, unambiguity and the logic of
35 interpretation (Žváček 1995, 16). The effectiveness of teaching the professional
36 segment of a language relies on a multitude of factors: it remains imperative to
37 follow the set goals, to sufficiently analyse the language and communicative
38 needs of the audience and to adjust learning material selection and methodical
39 approaches with respect to such factors.

40

41 **Types of University Students based on the Outline of their Language** 42 **Requirements**

43

44 In general, we distinguish three groups of university students:

45 a) The first group consists of university students who are engaged in the
46 study of specialized disciplines in the mother tongue (political science,

1 archaeology, history). Their study of foreign language is enriched more or less
2 by elements of the professional language, although the students do not have
3 any specific requirements for professional communication in the studied
4 foreign language at the moment.

5 b) The second large group consists of students with the current needs of
6 professional communication in a foreign language. This group comprises
7 students who are immediately preparing for a further study abroad (e.g.
8 Erasmus, Inter/Free Movers) as well as students who need to acquire a specialized
9 language in order to study their professional discipline in a foreign language (a
10 foreign language tool for reading professional literature, exchange of experience
11 with colleagues from abroad, etc.).

12 c) The third group consists of professionals (students, teachers) who need
13 to acquire a professional language in order to practice their profession/future
14 profession (they will practise their profession in their country or abroad where
15 the foreign language will be used for international communication). Both types
16 of audience - students and experts - do not solely need some language knowledge
17 for their stay in a foreign language environment. It is also necessary for them to
18 be familiar with the general language which they will then use in communication
19 affecting common life situations.

20 For the purpose of our contribution, we will briefly summarize the different
21 didactic approaches corresponding with three groups of students.

22 Ad a) The first group of students corresponds with the professional language.
23 The term professional language denotes, in particular, various specialized
24 languages used for oral and written communication within the specific field
25 (e.g. legal French, medical German, Russian for tourism purposes, etc.). The
26 stated term then precisely captures the kind of professional field taught in a
27 foreign language and the kind of audience it is meant for. Therefore, as part of
28 studying a foreign language at university there are specialized programs of
29 professional language designed for students of various fields (law, sociology,
30 anthropology, architecture, and other). Even though such students specialize in
31 different fields, while studying at university they need to acquire a wide range
32 of competences necessary for their studies. By that we mean mastering all four
33 oral competences, the technique of taking notes, preparing essays, etc. Such
34 kinds of courses utilize pre-processed didactic materials designed for the given
35 field. As frequently as possible we also use foreign textbooks. Such textbooks
36 are meant for homogenous audience groups and represent valuable didactic
37 material for the teacher of a foreign language, who may build up on it when
38 needed. In such cases, teaching that relies on pre-made didactic material is
39 completely normal, especially when taking place in an allophone environment.

40 Ad b, c) The second and third groups of students correspond with learning
41 for specific purposes. The term ESP is most commonly used in relation to the
42 audience type. The phenomenon of teaching professional English for specific
43 purposes (ESP) has been explored by Hutchinson and Waters (see 1987). They
44 postulate that the development of ESP can be divided into three phases:
45 Originally, both theory and practice stemmed from the assumption that, first
46 and foremost, one has to identify the grammatical and lexical register typical

1 for every functional style of the English language (or a professional language
2 in the given case). As many experts concluded, such an intention failed to bring
3 the expected results and was mostly of restrictive nature (see Portine 1990).
4 That is why a search for alternative paths began. The second phase is best
5 characterized by an analysis of professional discourse in tandem with a rhetoric
6 analysis. Such effort centres on analysing the communicative aspect of
7 discourse. Following is a phase in which authors meticulously analyse a
8 particular class situation and the language needs of the audience. Another era
9 of development, i.e. the fourth phase, is associated with designating strategies
10 for acquiring all four oral competences. The last phase concentrated on the
11 process and learning-centred approach of the audience. This phase, together
12 with the previous one, emphasises the relation of linguistic and cognitive
13 operations that accompany the learning process. The ESP approach is generally
14 characterized as an approach to teaching a foreign language, which customizes
15 the content and methodology inside a class to suit the needs of the student (see
16 Hutchinson, Waters 1987). Evidently, the phases of development observed in
17 the field of teaching a professional language take into count the development of
18 profiling topics that have been, in general, gradually noted in foreign language
19 didactics. The conception of ESP incentivised the creation of similarly-oriented
20 approaches in other didactics of foreign languages (for example, the conception
21 referred to as *Fachsprache* in German didactics and the conception *le*
22 *Français sur objectifs spécifiques* in French didactics). Such is an approach
23 that attempts to fully adjust the content and methodology of professional
24 language teaching to the needs of the audience. In the context of teaching a
25 professional foreign language, the teacher plays an important role.

26 While in most cases such a teacher was expected to teach a general
27 language course, in this type of courses he/she needs to, more or less, acquaint
28 himself/herself with the given professional segment or specialized field. As
29 much as he/she attempts to acquire knowledge and competences in the given
30 field, he/she usually remains a non-professional and so his/her role in the
31 process of teaching is that of an intermediary between a foreign language and a
32 given specialized field. In this case, the role of a teacher differs from that of a
33 teacher in general language education. The former has a command of the
34 foreign language but remains a non-professional in the given field akin to the
35 latter. Regarding students, it varies considerably (with respect to different
36 levels of knowledge obtained during secondary, university and doctoral studies,
37 and further during vocational training, etc.). This situation may bring much
38 usefulness to the relation of both participants in the process of teaching. The
39 teacher enriches the audience via the knowledge of a foreign language and
40 students enrich him/her via the knowledge of a specialised field. The teacher,
41 as a non-professional in a given field, should not feel underrated. It is up to
42 him/her to take advantage of the situation as best as possible for the benefit of
43 both the students and his/her own as part of further self-education. This form of
44 teaching based on the cooperation of both actors will impact the content of the
45 class as well. It appears most suitable for the teacher to use the introductory

1 class to discuss the topics and the means of organizing the classes with the
2 audience.

3 In professional foreign language classes at university there may also occur
4 another situation, when an expert on a given field, who has no pedagogic or
5 language degree, but at the same time, even if non-professionally, commands a
6 foreign language, becomes the teacher of a professional audience. He/she then
7 tackles an opposite problem than a foreign language teacher with a degree in
8 English teaching, because he/she lacks the methodological basics of teaching a
9 foreign language. Under ideal circumstances, of course, the qualities of being a
10 person with a pedagogic degree and an expert on a given field should converge
11 in one person that should then become the teacher. Some schools address this
12 issue by inviting two teachers: one is a teacher of a foreign language and
13 another is an expert on a given field. Such a solution also appears considerably
14 beneficial for the purposes of professional foreign language teaching, yet at the
15 same time remains rather rare.

16 The didactic segment of our contribution will be concluded by providing
17 recommendations of foreign language didactics on how to conceptualise the
18 content of teaching a professional language for all types of university students
19 who categorised at the beginning of this chapter. The stages of course preparation:
20

- 21 a) external request (order) for foreign language vocational training (within
22 the given educational institution a group of students with specific
23 requirements for foreign language teaching is included);
- 24 b) needs analysis (the teacher of the given group identifies and analyses
25 the needs of the students, analyses the situations with which the
26 listeners will be confronted in the real communication, the needs will
27 become learning objectives);
- 28 c) selection/collection of didactic material (teachers will make sound
29 recordings of real communication, collect printed authentic documents);
- 30 d) The processing of didactic material (the collected material needs to be
31 further worked on).The different needs are related to the different
32 situations in which the listener will communicate, and the content of the
33 communication, the type of discourse and the socio-cultural aspects of
34 these communication situations will vary. It places considerable demand
35 on the teacher.
- 36 e) The compilation of the teaching content (teacher/author of the curriculum
37 complements the overall concept of professional foreign language
38 teaching) This is a phase that recapitulates the overall preparation of the
39 teaching program/language course with regard to the needs of the
40 learner and the aims of the lesson (general and partial) material
41 (Mangiante, Parpette 2004, 7-8).

42
43 In designing the content of teaching, it is necessary to take into account
44 especially the factors that concern all participants in the teaching process: 1.
45 Students: Who is involved in the teaching process? (identity, biography,
46 psychological, affective, social elements of personality). Number of listeners in

1 the group and their position within the group. Teacher: Who is teaching?
2 (identity, biography, psychological, affective, social elements of personality).2.
3 Teacher's Education. 3. Content of the lesson: What is the subject of foreign
4 language teaching? 4. Educational Institutions: Where does the lesson take
5 place? Organization of teaching, financial and material security. 5. Learning
6 Objectives: Why? How? Where? 6. Methods and Activities: How to Teach? 7.
7 Resources: material provision of teaching - didactic material. Final results:
8 Goals represent a certain prognosis, but the results reflect the real linguistic
9 level of listeners. Evaluation by testing.

10 This problem is also related to the chosen pedagogical and didactic
11 approach. René Richterich (see Richterich 1985) outlines five plans that need
12 to be taken into account when designing the content of the lesson. These are:
13 the linguistic level (focusing on the content of the lesson), the methodological
14 level (focusing on the teaching methods and the teacher), the psychological
15 level (focusing on the teaching process and the listener), the socio-political
16 plan (focusing on the educational institution) and the systematic level (focusing
17 on the teaching process as a system and on the interaction of its components).

18 19 **Foreign Language teaching as part of Essential Prerequisites to studying** 20 **abroad or undergoing Professional Internship/practice using the knowledge** 21 **of a Foreign Language**

22
23 In all degrees of university education students have the option to study
24 abroad or undergo an internship/practice during which they will take advantage
25 of their knowledge of a professional segment of a language acquired via the
26 completed courses. Concerning study opportunities abroad, most Czech students
27 use the Erasmus program. An overview of countries and numbers of students
28 per academic year is enclosed to this study as attachment no. 1. The most
29 popular destinations are Germany, France, Turkey, Slovenia and others.
30 Another type of mobility is the Inter program INTER, i.e. FREEMOVERS,
31 which is a mobility program mainly for outgoing students by the Ministry of
32 Education, Youth and Sports, the Czech Republic. Students can undertake a
33 student stay either at a partner institution or at an institution of their choice
34 willing to accept them for a short term stay all over the world. Students apply
35 for a scholarship at their home faculties where a selection procedure is held
36 several times a year. The most popular destinations are Iran, Russia, Egypt,
37 Morocco and others. Other types of internships are a Work placements,
38 Erasmus - credit mobility (with countries other than the EU), scholarships of
39 the Ministry of Education, Youth and Sports. [https://ff.zcu.cz/zahranicni-vzta](https://ff.zcu.cz/zahranicni-vztahy/erasmus/)
40 [hy/erasmus/](https://ff.zcu.cz/zahranicni-vztahy/erasmus/)

41 If we want our students to benefit from mobility as much as possible, we
42 also need to prepare for them courses with clear objectives. Language courses
43 for students are then designed with respect to the objectives of foreign
44 mobility. The abovementioned theoretical findings are transferrable to the
45 course preparation of a professional language for all types of students
46 introduced in the previous chapter.

1 Based on concrete examples of several course syllabuses of professional
 2 language courses we will attempt to denote how language knowledge can
 3 contribute to better learning outcomes and positively influence the entire
 4 course of the internship. We focus on students of universities and their
 5 language needs. As the first example of the selection of courses our faculty
 6 offers we will mention the course French for Commercial Purposes (part of the
 7 bachelor program Foreign Languages for Commercial Purposes). This course is
 8 primarily focused on introducing the phenomenon of business French to the
 9 students as part of preparations for a compulsory three-month practice in a
 10 particular enterprise that allows a student to communicate, apart from his/her
 11 mother tongue, in a foreign language. This course emphasizes learning
 12 activities as similar to real communication situations as possible. The content
 13 of the course relies on using authentic documents the common theme of which
 14 is the commercial sphere. Students work both with audio-visual recordings as
 15 well as professional texts. The course is supplemented by a series of exercises
 16 that focus especially on strengthening linguistic competence. At the beginning
 17 of the course students are acquainted with model “real” communication
 18 situations which may occur during the conduct of their employments in the
 19 commercial sphere. Topics that are explored include the introduction to the
 20 structure of a business/institution, its commercial activity, buying and selling
 21 goods, the economic situation of a business or other state(s) with respect to
 22 current topics and events in the Czech Republic, France and other EU
 23 countries. https://portal.zcu.cz/portal/studium/prohlizeni.html?pc_pagenavigationalstate=AAAAAQAGNTYyOTYxEwEAAAABAAhzdGF0ZUtleQAAAAEAFc05MjIzMzcyMDM2ODU0NzcxNzA3AAAAA**&pc_lang=en

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 25
 26 The second model syllabus is the course Student Internship in Business.
 27 The objective of the course Student Internship in Business is best captured in
 28 terms of learning outcomes and competences. The aim of the course is to
 29 acquaint students with the professional and corporate environment, practical
 30 verification of foreign language knowledge and skills acquired in previous
 31 studies, gaining self-confidence in the new environment, development of
 32 communication and cooperative skills in the work process. https://portal.zcu.cz/portal/studium/prohlizeni.html?pc_pagenavigationalstate=AAAAAQAGNTYyOTYxEwEAAAABAAhzdGF0ZUtleQAAAAEAFc05MjIzMzcyMDM2ODU0NzcxNjk1AAAAA**#prohlizeniDetail

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 35
 36 The third course is titled Internships and projects in political science and
 37 international relations. The aim of the course is to acquaint students with
 38 project activities and the functioning of institutions and organizations that
 39 make up the group of potential future employers. The offer is made up of
 40 internships, study stays abroad, internships in public administration, non-profit
 41 organizations or research agencies and possibly participation in projects.
 42 Students gain practical experience with project activities and operation of
 43 organizations forming a circle of their potential employers. Students are
 44 required to complete an internship in the range of 18 working days. Students
 45 chosen in consultation with the teacher may choose a specific sphere based on
 46 the current offer which is published on the course page in Courseware each

1 academic year. A student of the University of West Bohemia in Pilsen and a
2 body that is offering an internship conclude an agreement to execute such an
3 internship. Upon completing the internship, the student is required to deliver a
4 statement of activities undertaken in the internship, signed by the person
5 representing the body that carried out the internship, to the teacher.
6 Subsequently, student's work experience is presented at a colloquium as part of
7 the final report on the internship. [#prohlizeniDetail](https://portal.zcu.cz/portal/studium/prohlizeni.html?pc_pagenavigationalstate=AAAAAQAGNTYyOTYxEwEAAAABAAhzdGF0ZUtleQAAAAEAFC05MjIzMzcyMDM2ODU0NzcxNjQ5AAAAAA*)
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11 12 13 **Cooperation with External Partners** 14

15 For both our faculty and university cooperation with external partners is
16 crucial and for that reason our faculty established, in 2019, the Council of
17 Partners which consists of representatives of notable partner institutions of the
18 faculty. In particular, such institutions comprise state institutions, the non-
19 governmental sector and also language and educational organizations,
20 museums, archives, libraries, significant regional and local partners, and
21 representatives of the private sector. Cooperation between the faculty and such
22 institutions is one of the tools for improving the career opportunities of our
23 graduates as well as for continuously improving the quality of existing study
24 programs. Cooperation is done through regular meetings between the faculty
25 leadership and the partners, the aim of which is to exchange information
26 between the academic environment and practice. The partners offer e.g. the
27 reflection of quality of study programs in relation to the requirements
28 demanded by practice, and critical reflection of profiles of graduates of study
29 programs. Such partners also provide impetuses for revising existing study
30 programs. Cooperation brings feedback regarding important strategic materials
31 of the faculty and incentives beneficial for conceptualizing applied research
32 and popularizing activities. Cooperation is also done in the field of practical
33 internships and practices for faculty students, which they may do with selected
34 partners. Practices (work experience) done during the course of studying
35 enable students to better assess their chances at the labour market and deepen
36 their knowledge and competences acquired during their studies. In return, the
37 faculty provides the partners with a possibility of hiring students as interns in
38 their organizations and appeal to future potential job applicants in advance.
39 <https://ff.zcu.cz/about/structure/rada-partneru/>

40 As part of the project OP VVV (Operation Programme Research,
41 Development and Education (OP RDE) CZ.02.2.69/0.0/0.0/16_015/0002287)
42 the University of West Bohemia conducted a questionnaire survey among
43 external partners of the university in 2019. 30 partnered companies were asked
44 to participate, yet unfortunately the return rate of questionnaires was
45 considerably low, as we only received data from 10 partners. This survey and
46 data collection will continue during 2020. This questionnaire evaluates study

1 programs at three faculties of the University of West Bohemia in Pilsen
2 (Faculty of Arts and Philosophy, Faculty of Pedagogy and Faculty of
3 Mechanical Engineering). The respondents were 10 workers from fields where
4 graduates are expected to be employed. The questionnaire was divided into 5
5 areas: Study program topics; Study materials, equipment after instruction;
6 Knowledge, skills, general abilities of graduates; Cooperation with Practice
7 and Suggestions of Employers. Questions were open. In the first part, the
8 questions focus on the topics of teaching, the relevance of the knowledge and
9 skills acquired during the study. In the responses we can find requirements for
10 better language skills, more practical subjects, or inspiration with foreign
11 teaching models. In the second part which deals with study materials and
12 teaching equipment, findings from the first section are confirmed; the answers
13 repeat the demand for more practical study materials. The responses show that
14 sources being used should be available online or that directly verified online
15 sources should be used. In the third part the questionnaire focuses on the
16 knowledge, skills and general abilities of graduates. On the question of the
17 extent of professional knowledge and employability on the labour market, the
18 answers differ. There is an opinion that (specifically in technical fields) the
19 differences between students from grammar schools and secondary vocational
20 schools should be erased within the first year. At the same time, according to
21 the answers, the employer is mainly interested in soft skills and qualities that
22 are not affected by the studies very much. The fourth part focuses on
23 cooperation with practice. It follows from the answers that mainly technical
24 fields were involved in the topics of final theses. Also, the professional practice
25 and the involvement of experts in teaching are more common in technical
26 fields. According to most evaluators, the methodology of professional practice
27 exists. At the same time, most evaluators believe that cooperation in the field
28 with practice should be increased. In the final part, the employers essentially
29 summarize their answers from the previous parts. <https://www.zcu.cz/en/Research/research-topics.html>
30

31 For the purposes of the project in question the results of the questionnaire
32 survey will be used to set a group of criteria, excepted evaluative standards,
33 methods and specifics for evaluating an institution by external partners.
34 Furthermore, methods and the individual steps will be standardised and
35 specified as part of quality evaluation of study programs.
36

37

38 Conclusion

39

40 The aim of our contribution was to ponder over a question of how to
41 optimize the teaching of a foreign language in courses for university students
42 whose language needs differ based on the objectives of language preparation.
43 We work with different groups of students who often need to have the foreign
44 language course “tailored” to their specific requirements. Based on the analysis
45 of the language needs of students, which occurs usually before the start of a
46 given language course, a requirement for expanding vocabulary – be it either

1 general or professional – as part of language learning, appears quite frequently.
 2 When working with the students, we often note their “limited” ranges of
 3 vocabulary which tends to be repetitive. Lexical competence of a student is
 4 thus regularly typified by somewhat isolating the individual words, which
 5 results in a student having difficulty in engaging the given word during
 6 productive oral competences. It is therefore necessary to impart such
 7 competences and learning strategies on the listener that would lead him/her to
 8 systematically acquire vocabulary as well as other language means. Apart from
 9 the linguistic dimension one should also not omit the socio-linguistic
 10 dimension with respect to using a foreign language during a study internship
 11 abroad or during practice. To conclude, we summarize that the effectiveness of
 12 teaching a professional language depends on a multitude of factors: first it is
 13 imperative to take into account the targeted goals, to sufficiently analyse the
 14 language and communication needs of the audience and customize the
 15 selection of learning materials and methods accordingly. External partners,
 16 who have the option to give their opinions on the content of study programs as
 17 part of internship or practice evaluation, may provide valuable feedback for
 18 both students and teachers.

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