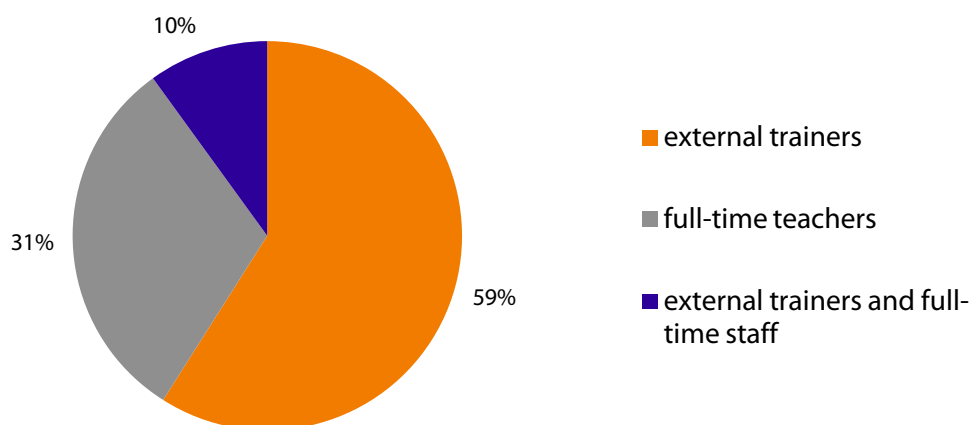


**Diagram 6: Composition of foreign language teachers in kindergartens**



### **Utilisation of Projects in Regions**

Kindergartens in **Prague** were involved in the project entitled *English in Kindergartens or How to Start Up* in 2007/2008. The Ministry of Education, Youth and Sports is a beneficiary of funds and the Pedagogical Research Institute in Prague was implementing the project. The outcome of the project was a document which should help pre-school teachers instruct the English language by using effective and appropriate forms. All information provided in the text was supported by authentic experience and the findings were gathered within five kindergartens, accommodating in total 68 children from 5 to 7 years old during the school year 2007/2008. The English language was included in education programmes in the last year of pre-school education, i.e. before compulsory school attendance has commenced. Teaching was organised in groups of a maximum of 12 children. Each lesson lasted for 45 minutes and was held once a week or according to the possibilities of a particular school.

The **South Bohemian Region** implemented the project *Cross-the-Border Language Teaching in Kindergartens* organised by the Ruze Association. This was a joint project of three kindergartens located in Nove Hrad, Zar, and Stropnice. The partners of the project, which is being held during this school year in Austria, are kindergartens and elementary schools in Harbach and Großschönau. It was planned that 140 Czech and Austrian children and three teachers would participate in the project. The aim of the project is to provide German language instruction in kindergartens, including an exchange programme.

Kindergartens in the **South Moravian Region** were engaged in the project *Teaching English in Selected Schools in Brno*. In the framework of this two-year project the education provision was extended in three Brno kindergartens by activities beyond what is normally offered and classes were equipped with teaching resources financed from the subsidies provided. This project has encouraged the kindergartens in question to provide optimal conditions to familiarise kindergarten children with a foreign language in an effective manner.

### **C.1.2 Basic Education**

In the years 2005-2008 the Czech School Inspectorate monitored foreign language teaching, teaching methods and the qualifications of teachers with the aim of checking the course and the impacts the curricular reform has had on improving and modernising foreign language teaching in basic schools. In the school year 2005/2006 observations were carried out in a selected sample of 74 basic schools, namely at the lower secondary level of those