

Table 41: Deficiencies in implementing the requirements for foreign language teaching in schools divided according to the numbers of pupils attending the primary level

Numbers of pupils at the primary level	Number of schools		Deficiency (as%)		
	frequency	%	Qualified teachers	Appropriate aids	Payroll funds
Up to 25	138	12,3	47,8	9,4	44,2
26 – 50	149	13,3	62,4	14,1	40,9
51 – 100	258	22,9	62,8	14,7	51,6
101 – 150	148	13,2	65,5	14,9	53,4
151 – 200	139	12,4	62,6	12,9	59,0
201 – 300	208	18,5	60,1	21,6	61,1
301 – 400	69	6,1	68,1	8,7	63,8
401 and over	15	1,3	33,3	20,0	60,0

27% of schools took the opportunity to comment on what other obstacles to the priority of teaching of English from the 3rd grade of basic schools are. Almost 6% of them saw an obstacle in putting together more grades to establish one learning group made up of pupils of more grades. These were primarily one or two class schools, where pupils of different grades are merged into one group. Therefore a teacher has to work differentially in one lesson with several groups that have a different level of English. More than 3% of schools can see problems in the further education of pedagogical staff and in the unwillingness of pedagogical faculties to offer additional studies in only one language. Out of 303 schools which took the opportunity to express their opinions concerning this issue 35% of BSs stressed that they had not had any difficulties with ensuring the instruction of the English language from the 3rd grade of basic school.

In general, the findings of CSI show that the greatest obstacle to meeting the given requirement in basic school is the lack of qualified teachers. This deficiency often relates to the insufficient payroll funds.

In the school years 2005/2006 and 2006/2007 almost all the monitored basic school implemented measures to promote language education. However, such measures were not based on systematic assessment of the instruction of foreign languages. Schools mainly extended the provision of foreign language teaching and related activities organised for pupils. In the following school year, i.e. 2006/2007, almost one third of BSs extended foreign language teaching within compulsory education content or offered foreign languages as optional subjects or within language clubs. In 2005/2006 and 2006/2007 basic schools concentrated their measures supporting foreign language teaching on improving staffing, which led to slightly better involvement of unqualified teachers in further education focusing on language and methodological preparation. When adopting measures supporting foreign language teaching in the school year 2007/2008 the monitored basic schools relied, to a larger extent, on the results of self-evaluation concerning the quality of foreign language teaching. As a consequence of analyses of their own needs, schools, when compared to previous years, invested mainly in improving the material conditions of teaching (94%) and in increasing and extending the qualifications of their teachers (87%). In comparison with previous years, basic schools worked intensively on modifying teaching documents (54%) and developing international cooperation (40%) in 2007/2008. In the school year 2007/2008 schools, when compared to the previous year, implemented a lower number of motivating activities.

In the school year 2005/2006 basic schools displayed a rather unfavourable qualification potential of foreign language teachers. The share of teachers who had studied