

foreign languages at higher education institutions was only 29% as far as English is concerned and 45% as regards German. English was taught by 20% of trainers who were not university graduates. The proportion of native speakers in foreign language teaching was negligible in basic schools. In the school year 2005/2006 basic school teachers participated in further education usually with the aim of improving their language knowledge, to become familiar with new textbooks and motivating forms of work (68%). They also wanted to be prepared for drafting school education programmes (9%). This trend was seen also in 2006/2007, when more than a half of BSs focused the further education of their teachers on methodological approaches towards teaching foreign languages (57%) and on enhancing language competences (51%). In the context of the curricular reform teachers attended training courses concerning SEPs (28%). In 2006/2007 ICT ranked among the priority areas but not always focused on teaching foreign languages (37%). Teachers from only a very low number of schools (15%) participated in seminars aimed at teaching foreign languages to pupils with SEN and a minimal number of schools made use of activities aimed at work with the European Language Portfolio and the Common European Reference Framework (2%) in 2006/2007.

In order to improve the level of their language knowledge in 2006/2007 teachers made use of the development programme *MEJA* (18% of teachers) and the lifelong learning project *The Gate to Languages* (15% of teachers). Only few teachers (9%) studied in higher education institutions in 2006/2007 to satisfy their professional qualification requirements. 18 teachers who did not already have the relevant language qualifications obtained internationally recognised certificates in 2006/2007 certifying a certain level of their language knowledge. The outflow of qualified foreign language teachers from basic schools seen in previous years and caused by “migration” of qualified teachers from basic schools to secondary schools and by increased demands on the numbers of teachers as a consequence of the introduction of foreign language teaching as early as from the 3rd grade of the primary level of basic schools slowed down in the school year 2006/2007.

In the school year 2007/2008 conditions relating to staffing were evaluated in 73% of the monitored basic schools as average, in 13% of BSs as excellent, and unfortunately in 12% of BSs as unsatisfactory. A high proportion of unqualified teachers teaching English was identified. The proportion of teachers who had completed studies of English in a higher education institution was only 23% in basic schools. However, there is a positive trend as quite large numbers of university educated teachers of foreign languages are involved in further education and almost three fifths of them participated in further education aimed at teaching pupils with SEN. As regards ideally qualified teachers 37% of them attended further education courses in 2007/2008 aimed at the teaching of English. As regards university educated teachers who do not have specific education for teaching English almost half of them participated in further education courses in English while only 19% of them attended courses focusing on pupils who have SEN.

In 2007/2008 about 35% of teachers teaching in basic schools were not university graduates. Out of these there were 45% of English teachers who, however, had completed special courses of further education for English teachers and more than a half of them had completed *JAME* courses. In total 18% of unqualified English teachers passed international examinations in English and a further 18% of unqualified English teachers studied English at relevant faculties. In 2007/2008 nine unqualified English teachers attended *MEJA* courses and seven of them completed a further education programme focused on the teaching of pupils with SEN. No native speaker was available for teaching English in the monitored basic schools. One fifth of teachers gained experience in foreign countries. The majority of them completed training courses abroad. Fifteen English teachers were involved in EU projects and 16 participated in visiting fellowships abroad.