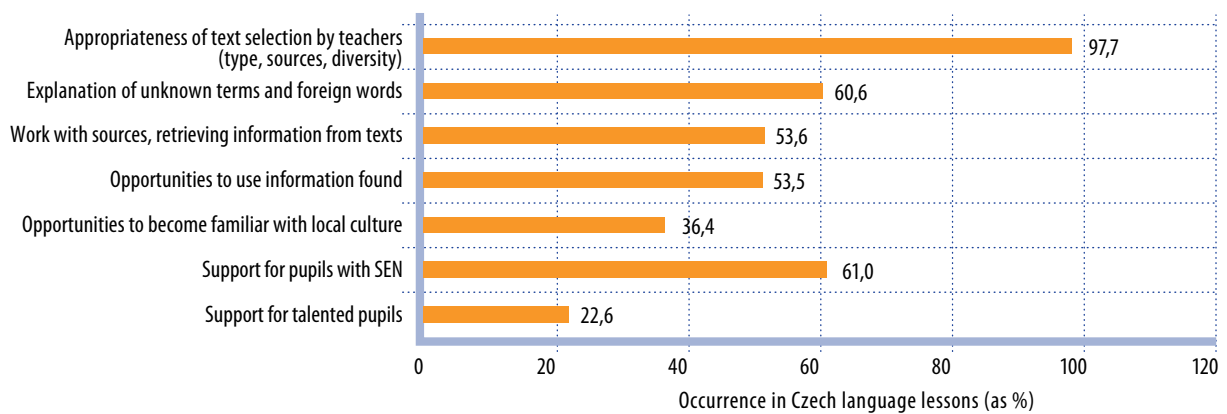


level of basic education, 89.2 % were fully qualified and they had been teaching for 21.2 years, with the average age of teachers being 45.9 years. Qualifications of teachers teaching the Czech language at the lower secondary level of six- and eight-year secondary general schools reached 100 %, the length of pedagogical experience was 21.7 years and the average age of teachers was 45.8 years.

The lessons of the Czech language at the elementary level were attended by 16.1 pupils and average absence was 13 %. At the second level of basics schools there were 18.1 pupils attending lessons of the Czech language and their average absence was 14.9 %. With respect to the lower secondary level of six- and eight-year secondary general schools 25.7 pupils were recorded in the lessons of the Czech language and their average absence was 17.1 %. The following overview summarises findings relating to the development of reading literacy and was gathered from observations of Czech language lessons.

Chart 4 Assessment of the establishment of reading skills in lessons of the Czech language in basic schools



Teachers primarily focused on the content correctness of the topics taught, but other monitored indicators continue to be evaluated negatively. The above-mentioned findings confirm the negative signals of PISA and Centre for Information on Education surveys and they indicated which areas teachers of the Czech language should pay more attention to in the context of the development of pupils' reading skills.

### Development of Foreign Languages in Basic Education

According to the statistical data 625,518 pupils learnt a foreign language in the Czech Republic. Of these the largest number of pupils learnt English, namely 96.3 %, while the second most frequent language was German, with 17.3 % of pupils who learnt it. With regard to other languages taught in basic schools, French, Spanish and Italian were taught to a lower extent.

In the framework of the 2007 Long-term Policy Objectives the preferential provision of the English language was introduced in all schools. However, a problem with the qualifications of teachers still persists. At the elementary level there were 80.2 % of qualified teachers whereas at the second level there were only 71.3 % of qualified teachers; professional qualifications of English teachers at the lower secondary level of six- and eight-year secondary general schools was 100 %.