



of native speakers. Those who are not qualified to teach foreign languages are divided into a group in possession of a higher education diploma (hereinafter referred to an “unqualified higher education graduate”) and teachers who have not studied at a higher education institution (hereinafter referred to “unqualified without higher education”).

Transfer of instruction of the first foreign language to the 3rd grade of BS and inclusion of the second foreign language in the lower secondary level of BS created substantially better conditions for better language competences of the young generation and simultaneously instruction in two foreign languages is maintained in the vast majority of secondary schools. English dominates the foreign languages taught in schools more and more. Interest in the German language has shown a downward trend; however, it is most often selected as the second foreign language.

In the school year 2008/2009 the CSI concentrated in particular on the teaching of English, on the methods and procedures used in teaching, on learning foreign languages at an early age, on the ways in which learning of the English language is supported and its use in personal life, as well as on the extension of student or teacher mobility and exchanges.

B.3.1

Teaching of Foreign Languages in Kindergartens

Teaching of foreign languages in kindergartens is considered the most appropriate tool for supporting multicultural education in pre-school education. In the school year 2008/2009 52.3% of the kindergartens visited provided teaching of foreign languages. However, these were mainly large kindergartens which better managed the instruction itself (67.5% of those which provided foreign language teaching). Management of 80% of kindergartens tried to collect information concerning the interest of parents in foreign language instruction and only 10% of the parents interviewed answered that they did not consider foreign language instruction appropriate due to the young age of the children. In 60.3% of kindergartens teaching is provided as a paid service. The majority of parents think that the specified charges are reasonable, only one tenth of the parents expressed the concern that such fees are too high for them.

Only 29.3% of kindergartens included teaching of foreign languages in their SEP, but as far as small kindergartens are concerned, 47.1% incorporated such teaching in their SEPs. Instruction in the form of children’s clubs was organised in 75.9% of kindergartens and several schools used both options. The requirement of education in the form of language propaedeutics (i.e. in the form of introductory courses) was defined in 67.2% of SEPs or in other similar documents of the school concerned.

In the sample of schools which were observed, of the total number of 5,257 children 21.8% participated in **English language** lessons. Small kindergartens displayed a considerably better approach, as the proportion of children learning the English language accounted for 46.4% of children. The average teaching time was 1.3 hours a week, in small kindergartens up to 1.6 hours a week. The language was, as a rule, taught once a week (63% of kindergartens). Daily lessons were provided by 8.8% of kindergartens and almost 17.6% of small kindergartens included foreign language teaching among their daily activities.

In order to teach foreign languages kindergartens use a guidance document issued by the Research Institute of Education in Prague in 2006, “Guidelines for Teaching English in Kindergartens I”. Efforts of teachers to respect language correctness were seen in the vast majority of schools. However, only 58.3% of kindergarten managements regularly evaluated the level and results of foreign language teaching in the self-evaluation of schools.

External teachers were those who most frequently taught the English language (58.2%), thus English was taught only by 41.8% of full-time teachers. 58.3% of teachers were

