



class school) 80.9% of schools use entrance tests to find consistency of knowledge; as far as lower secondary grades of SGSs are concerned pupils sit enrolment tests. In order to ensure consistency and coherence in English language teaching schools divide pupils into groups according to how advanced their knowledge is. Only one BS visited had introduced instruction of another subject in English.

73% of the visited BSs developed their own concept of foreign language teaching. Managements of 92.9% of schools paid attention to evaluation of the provision of English in their self-evaluation. In the past three years 91.5% of BSs had adopted different measures to provide and improve English language teaching; however, at least one quarter of them were not implemented on account of economic or staffing reasons. When evaluating the level of foreign English teaching 18% of schools used the Common European Framework of Reference. Schools' own comparative tests were used by 39% of schools. The remaining schools monitor the level of teaching only at the school level.

The most frequent motivating activity was a school trip abroad (30% of BSs). Pupils of 4.6% of BSs participated in student exchanges. In some schools pupils could take certified examinations in the English language, namely the 1<sup>st</sup> level was acquired by 0.3% of pupils and the 2<sup>nd</sup> level by 0.01% of pupils.

English was taught, in the schools visited, by 80.2% of qualified teachers; however, there were 25% of university graduates with a degree in English among them. The proportion of native speaker teachers was low (2.2%; for more detailed information see Diagram 7). 83.8% of BSs provided guidance to English teachers through their guidance body working within their school.

In the school year reviewed 11.4% of unqualified teachers were studying the language in a higher education institution. 11.2% teachers completed MEJA courses aimed at both methodology and language knowledge or a course provided through the Gate to Languages project, almost 25% of teachers participated in courses focusing on teaching children with SEN, 20% attended seminars held to provide information on the European Language Portfolio and the Common European Framework of Reference. Approximately 70% of foreign language teachers participated in courses of further education of teachers aimed at the teaching of foreign languages. 23.5% of BSs reported negative impacts of the social and economic situation in the region, affecting further possibilities of wider language education. 21.1% of the teachers of visited schools gained their experience by means of EU projects, 20% of teachers completed foreign internships and short-term attachments. 8% of the schools observed were involved in cross-border cooperation.

Diagram 7

## Attained professional qualifications of English language teachers in observed lessons (the data in %)

