



### B.3.3

#### Teaching of Foreign Languages in Secondary Schools

In the course of the school year the CSI monitored whether English teaching is provided in accordance with currently valid curricula, whether the content of education is innovated pursuant to the provisions of Sections 78, 78a, and 79 of the Education Act in relation to preparation for reform of the school-leaving examination and what the level of English is among pupils being admitted to secondary schools.

The scope of English language teaching offered by secondary schools differs according to the school-leaver profile. 64.5% of the total number of students registered in classes learnt English as the first foreign language. In other schools this share was 71.5% of students. 15.6% of SGS students selected English as their second foreign language and in other secondary schools this proportion was 14.6% of students. 16.5% of SGS students study English within extended education programmes while in other schools this proportion was only 11.1% of students. 3% of SGS students learnt English as an optional subject and the same applies to 1.9% of students of other secondary schools. Language clubs were used by 0.3% of SGS students and 0.9% of students of other secondary schools. The average number of students registered in SGS classes was 14.5 and the average number of students actually present was 12.2. As regards other secondary schools the average number of students registered was 14.9 and the average number of students actually present was 11.3 students.

For pupils who leave basic schools with the intention to start to study in a secondary school 88% of SGSs and 81% of other SSs ensure consistency of the level of knowledge, usually by enrolment tests or by means of entrance tests (SGSs – 60%, other schools – 14.3%). Moreover, in order to ensure consistency and coherence in English language teaching, schools divide pupils into groups according to how advanced their knowledge is (SGSs 76%, other schools 61.9%).

Four schools taught other subject in English (of which there were three SGSs). In the past three years time allotment for English teaching was increased in 63.6% of SGSs and in 75% of other secondary schools.

Managements of SSs devoted attention to English teaching in their self-evaluation – 63.6% of SGSs and 75% of other SSs. In the past three years 80.9% of SGSs and 73.7% of other SSs adopted different measures to provide English language teaching.

Schools used especially school trips abroad as a motivating activity with a programme aimed at getting to know new things. Specifically, this motivation tool was made use of by 12.4% of SGSs and 24.5% of other SSs. Students of 4% of SGSs and 24.5% of other SSs were able to participate in student exchanges. Students of some SGSs were also able to take certified English examinations – 1<sup>st</sup> level was attained by 0.2% of students and 2<sup>nd</sup> level was acquired by 1.2% of students.

The average teaching period of English language teachers was 16 years in SGSs and 11.5 years in other SSs. There were 9% of SGS teachers and 17.5% of other SS teachers who were beginners, i.e. those who have taught less than three years. 72.2% of SSs provide an adaptation period for beginning English teachers and managements of schools pay due attention to this issue. 51% of teachers reported active knowledge of another foreign language. The majority of English teachers obtained an ICT certificate only at the basic level of state information policy in education – 66.7% of SGS and 51.2% of other SSs teachers. Unfortunately, only 9.4% of SGS and 17.8% of other SSs teachers actively used ICT for teaching.

The data in Diagram 8 demonstrate that language teaching was delivered in the visited SGSs by 94.2% of qualified English teachers and by 2.3% of native speakers, the proportion of qualified teachers in other SSs was 64.4% and no native speaker was present in English instruction. 78.8% of SGSs and 76.2% of other SSs provided guidance to English teachers through their guidance body working within their school.

