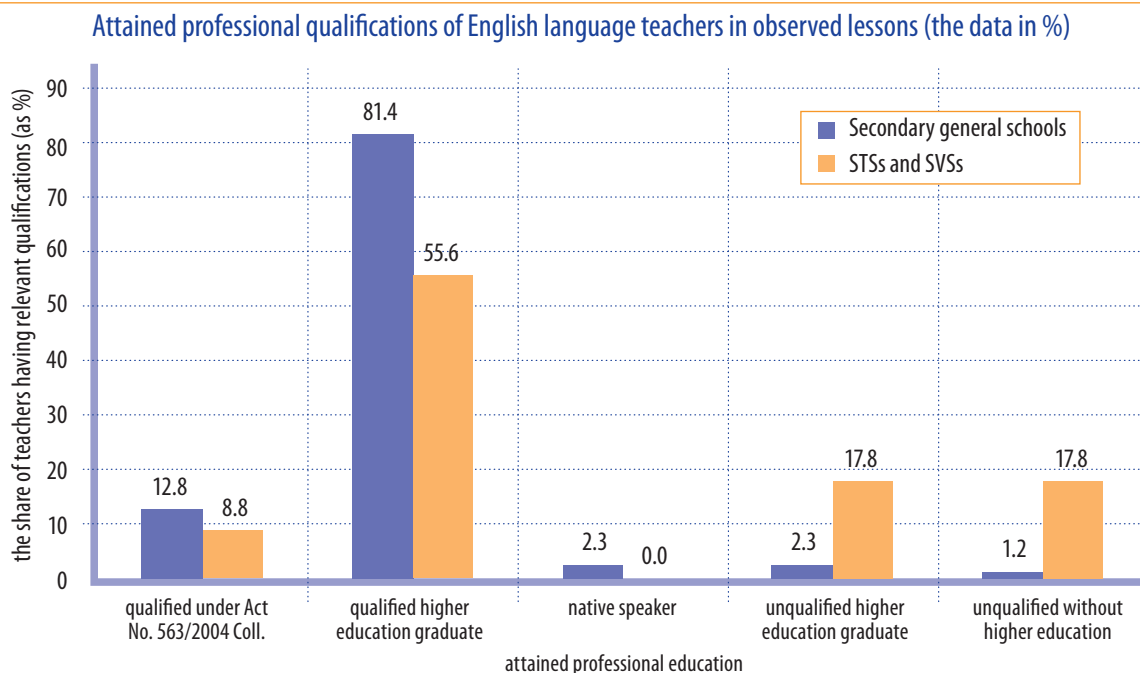




Diagram 8



Actual non-investment expenditure relating to foreign language teaching between 2006 and 2008 was monitored in the schools visited. Expenditure per student increased slightly during the monitored years and in 2008 it amounted to CZK 319 per student. When monitored items are considered (such as textbooks, teaching aids, software and so forth) expenditure on textbooks and teaching texts displayed the highest rise. English teachers from 8.7% of SSs stated that the social and economic conditions of the region affected English language teaching.

Consistency of textbooks for foreign language teaching and their level corresponding to the age of students was recorded in 99.3% of schools. 96.4% of the interviewed teachers said that they had enough teaching documents and aids for foreign language instruction. (For more detailed data on English language teaching in BSs and SSs see Part C, Tables C 12 and C 13.)

B.3.4

Teaching of Foreign Languages in Language Schools

Language schools authorised to organise state language examinations provide their students with language education aimed at enhancing their language knowledge and communication skills acquired in the course of previous formal, non-formal and/or informal education so that students are able to pass a state language examination.

The data on language education were collected in 21 language schools. A conceptual document was drawn up by 85.7% of schools. Education is updated in compliance with national strategic priorities but only 75% of schools introduced innovations in their content of education according to the principles of the Common European Framework of Reference. During the school year 2008/2009 the FEP for language teaching was issued and schools began to work on their SEPs. The new FEP is based on aims which are set out for the area of foreign language teaching in the FEPs for basic and secondary schools. A new point is that language schools specify the content as well as the scope of individual types of courses whilst taking into account the difference in the age factor between children and adults. 61.9% of language schools decided to be involved in development programmes.

Schools issue reports certifying successful completion of a course but only 45% of schools issued certificates containing evaluation of individual qualitative aspects of