



a language. Schools offer the majority of courses with an output level of A1 (91.5%) whereas the number of courses with an increased level of language knowledge up to level B2 fell slightly to 61.5%. Preparatory courses for a state examination of B2 level and up to the highest possible level, i.e. C2, dropped from 67.3% to 19.5%.

In addition to preparation for a state language examination 90% of schools provide preparation for other types of certified examinations, preparation aimed at recognition of a language level within the EU and 90% of schools organise courses in the Czech language for foreigners.

Language schools enjoyed good material conditions; however, 42.9% of schools complained about a lack of payroll funds.

### B.3.5

## Areas of English Language Teaching Selected for Improvement

### Professional Qualifications

Professional qualifications of foreign language teachers attained through higher education (university education) directly focused on the preparation of teachers of foreign languages (i.e. language teaching qualification) is a fundamental prerequisite for providing quality foreign language teaching and effective education in foreign languages in all types of schools. Currently, foreign languages are taught not only by teachers without an appropriate language teaching qualification but also unqualified teachers who have not studied at any higher education institution (for example in BSs there are 20% of unqualified English teachers who did not graduate from a higher education institution). Measures to bring about a change have not been adopted.

### Native Speakers

When the current situation is compared with the 1990s native speakers have almost disappeared from schools. Their share in teaching is almost negligible. The presence of native speakers represented an important motivating factor both for pupils/students and for teachers (not only for those who taught foreign languages) to learn a foreign language and improve knowledge already attained. Their presence also contributed considerably to the promotion of multicultural education.

### Lifelong Learning, Further Education of Teachers, Career Growth of Foreign Language Teachers

No binding system of lifelong learning linked with remuneration of foreign language teachers has been set up. Completing the JAME, MEJA, and Gate to Languages development programmes is not connected with career growth. Surveys made by the CSI show that it is predominantly teachers directly qualified for teaching a relevant foreign language who are mostly involved in the further education of teachers and who create opportunities for pupils/students to further develop already attained language competences. The other side of the coin is that it is unqualified teachers without higher education diplomas teaching in secondary vocational and secondary technical schools who are least involved in the further education of teachers.

### Short-Term Attachments of Teachers Abroad

In the context of support for foreign language education issues concerning financial resources for short-term attachments of teachers abroad have not yet been resolved (besides development programmes, lifelong learning programmes, and so forth).

### Language Teaching in Pre-School Education Is Not Solved Systematically

Only 25% of kindergartens included foreign language teaching in their SEP. With regard to the fact that teachers of kindergartens do not have the necessary language knowledge exter-

