

British Council Survey of Policy and Practice in Primary English Language Teaching Worldwide

Shelagh Rixon



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Foreword

Gail Ellis MBE

This survey is a valuable addition to the accumulating body of research about primary English language teaching, the biggest policy development in education and fastest growing area in ELT over the last 30 years. The survey builds on the original survey designed by Shelagh Rixon 12 years ago and will be of great interest to researchers, decision makers and practitioners alike.

The title reflects the move towards the use of more precise descriptors when referring to young learners of different ages in order to emphasise that each age range within this umbrella term has its own specific requirements with regard to teaching approach, course structure, materials, environment, assessment and appropriately qualified teachers. The survey therefore reveals what is happening on a day-to-day basis in primary schools around the world.

With the international trend to extend early childhood education provision for under six-year-olds, the survey expands into early years, reflecting the continuing lowering of age of instruction in English. This brings new challenges to policy makers and providers of teacher education courses to develop courses that equip teachers with the language competence, skills and attitudes to teach ever younger children in English, and for schools to manage a new transition period between pre-school and primary school.

In addition to the main policy changes of lowering the age of starting English and making it compulsory at primary level, the introduction of more overt standards and new assessment tools, and the effects of general educational reform, there has been an increase in private sector provision of primary English, often as a result of parental demand. This raises issues of inequity which often means that mainstream teachers require greater skills in managing mixed level classes and in communicating with parents. Parents need to be viewed as key partners, whether in state or private institutions, as there is a need to meet and manage their expectations, as well as help them become involved in their child's English language learning so they can support their child's learning experience and maximise the out-of-school environment.

The survey represents 64 countries and regions compared to 42 in 1999–2000 and shows there is still a great deal of variation in government policy from one country to another, and even within the same country. Consequently, children are receiving language learning experiences of varying types, quality and quantity.

The survey reveals that the resources needed to ensure the favourable conditions necessary for a successful early start in English language learning are inadequate in many contexts.

Of fundamental importance is the pre-service training and continuing professional development of the teachers of English, in both English language and teaching methodology, so they develop the confidence and ability to create the natural, language-rich environment conducive to the early years and primary English language classrooms and meet the evolving needs of their 21st century learners. Policy must be backed by investment to ensure children enjoy the best possible early English language learning experiences and achievements in order to prepare them for life as future global citizens. Perhaps the next British Council Survey of Policy and Practice in Primary English Language Teaching Worldwide will provide evidence that this is happening more consistently.

Gail Ellis MBE

Adviser, Young Learners and Quality, British Council

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Introduction

In 1999–2000 the British Council facilitated a worldwide survey of policy and practice in the teaching of English as a foreign or second language to young learners (defined as children of primary school age, roughly between the ages of five and 12). The present survey is a repeat of the investigation of 1999–2000 but addresses some additional areas of interest, such as assessment, which have become prominent in the past 12 years.

The purpose of the present survey is to gain as complete as possible a view of the organisational frameworks that support young learners' teaching worldwide and of the policies and other administrative decisions that lie behind them. Because of the existence of data from the previous survey, there is the additional possibility of making comparisons and tracking some of the changes in emphasis that can be identified in the field over the past 12 years.

Making use of this report

This report is available online in PDF format. In order to make the data it contains as flexibly usable as possible, it is suggested that readers search the document using the 'Find' facility with keywords. To make this as productive as possible, consistency of phrasing has been maintained for all the responses to questions reported in Appendix 1. Where respondents have added comments in their own words, these have been clearly signalled with the heading 'Comments'.

The scope of the present survey

Since the early 1980s, the teaching of English to children has been rapidly growing worldwide (Graddol, 2006), a process which has continued without saturation point yet being approached, or, as this survey reveals, a satisfactory state of affairs being arrived at in all contexts regarding quality of provision or levels of attainment. There is still much to investigate and to compare across contexts, as well as across time within contexts.

In 1999–2000 we were able to collect data from 42 different countries or regions, but the present survey extends more widely, taking in 64 countries or regions. This enlargement of scope has been much assisted by the greater convenience and ease of making returns through electronic communication not available to us 12 years ago.

Since this is a worldwide survey it should be acknowledged that there are significant differences among the conditions in which English is taught to Young Learners and that it does not therefore always make sense to look for trends across the board. One very important variable is the roles that English already plays in a particular society since these may affect whether the language is to be found widely in use outside the school or not, and the views that teachers and children may hold of the language.

Kachru's (1990) division into Inner Circle, Outer Circle and Expanding Circle countries is a useful initial way of reflecting this variable. Figure 1 below, adapted from Papp and Rixon (forthcoming), shows all the countries and regions from which this present survey was able to obtain data. In this scheme, Inner Circle countries are those such as the USA, UK, Canada and Australia in which English is spoken as a first language by a large proportion of the population. These are not part of our survey. In countries described as Outer Circle there is often a history of colonisation or administration by an Inner Circle country which results in the presence today of the English language alongside others as an important language for public matters, business and education. Examples from this survey are Bangladesh, India, Pakistan and Zambia. In Expanding Circle countries, on the other hand, there has not been a long previous history of English use within society; the familiar label of English as a foreign language (EFL) is therefore often used to describe its status. Examples are China, France, Sweden and Taiwan. Within the populations of both Outer and Expanding Circle countries there may in fact be a huge variation

The data were scrutinised on receipt and immediate queries resolved by personal contact. A data report sheet for each context was then fed back to the relevant British Council Country Directorate to check that it was the most accurate account of the situation at the time.

In cases where more than one local expert has been involved we have cross-checked the data to resolve any inconsistencies, and where it seemed useful included verbatim comments from both or all experts. Website addresses supplied were all checked in April 2013 and any found not to be currently valid were corrected or deleted. Updated versions of the report sheets may be found in Appendix 1.

The report

The report follows the general sequence of themes within the questionnaire, starting with policy and facts and figures concerning institutions and personnel, and moving to more specifically professional and pedagogical topics such as the curriculum and teaching materials, targets for attainment in English and the ways in which transition from primary to secondary school is managed. The report does not follow the exact sequence of the questionnaire question by question so, for ease of reference, the number(s) and wording of questions which generated particular discussions are included in the report. The main text of the report provides a set of global summaries of states and trends, illustrated in diagrammatic and chart form. There is also some discussion of individual cases of particular interest, with summaries or verbatim quotations of experts' open responses.

Details of local conditions such as numbers of schools and teachers, which are of interest but not directly relevant to worldwide comparisons, are shown on the individual summary forms for each context to be found in Appendix 1. There is also other information such as website addresses and links to documentation.

The themes of the main body of the report are as follows:

- Recent policy changes.
- Facts and figures concerning ages of starting English.
- Teacher supply, categories of teachers and teacher qualifications.
- Curriculum and syllabus issues.
- Official support for English language teaching at primary school level.
- Target levels of English and assessment at the end of primary school.
- Transition from primary to secondary school.
- Public and private sector relationships – private schools and private language institutes.

Primary English – the global situation

1. Recent policy changes

It was expected that perspectives on changes over recent years in the situation of English teaching to children in each context would emerge from responses to many questions, especially in the free response comments, but it was also thought appropriate to ask a direct free response question on the subject of deliberate policy changes:

To your knowledge, have there been any major policy changes in the last ten years, for example with regard to the status of English in primary schools, the required level of English language proficiency to be reached, assessment, or with regard to the age of starting English? If so, please give details in the box below. If you have no comments, please go directly to the next question. (Question 7 in the questionnaire.)

The period focused upon was the ten or so years between the last British Council survey in 1999–2000 and the collection of data for the present one. The responses were categorised as shown below in Table 1. A selection of key direct quotations from the responses is shown in the discussion below the table, but all such responses can be seen by consulting the individual context summary sheets in Appendix 1.

Table 1: Main policy changes and issues reported

Policy change	Number of responses	Notes
Lowering the age of starting English in all or part of the context	20	In addition, there were two reports of planned but postponed change.
English teaching affected by general educational reform	16	In two Outer Circle cases amongst this 16, a move away from English and towards mother tongue medium at primary was marked as a change.
Making English compulsory at primary level	11	In addition, there were two reports of unimplemented intentions to make English compulsory.
Introduction of more overt standard setting/assessment	11	In addition, there was one comment that standard setting was needed but not yet implemented.
English to be made the vehicle for other curricular subjects	2	The introduction of content and language integrated learning (CLIL) in Cyprus and the use of English as a medium for curriculum areas in Qatar.

Lowering the age of starting English in all or part of the context

It can clearly be seen from these data that, in spite of the increases in resource demand and logistic pressures that a lowering of the age of starting a foreign language brings about, in just over one third (22) of the contexts a recent policy decision had been made to lower the age for beginning English in primary school. In two of these cases, the expert reported that for practical reasons it had not yet been possible to implement the policy change. This continued lowering of the starting age is striking in view of the resource pressures mentioned above, but also in view of the fact that much of the research literature points out that in school-learning instructional situations the claim that ‘younger is better’ is not tenable without other favourable conditions for learning also being in place. See, for example, papers in Enever et al. (2009). What matters for language learning success is the quality of the experience that can be offered to the children, and this, as we shall see below, is very much dependent upon the professional preparation and support given to the teachers who are to carry out the English teaching.

Making English compulsory at primary level

Some of the decisions to lower the age of starting English discussed above are accompanied by a reinforcement of the position of English at primary level through making it a compulsory part of the curriculum. The match is not perfect here, mainly because in a number of contexts English was already compulsory before the year 2000. In all, 11 respondents reported that there had been a decision to make primary school English compulsory in their contexts with two more signalling an intended but not yet implemented policy change. The case of Algeria is interesting in that English was not yet established at primary level but there had been an attempt to introduce it as an option, which failed for logistical reasons:

There was an attempt to bring in English instead of French in Year 3 but this has been abandoned (I think partly because of lack of teachers and partly because it was optional so participants lost any advantage they may have gained when they joined middle school and had to start again as beginners). (Algeria)

English affected by general educational reform

It can sometimes be the case that there is a change in the role of English instruction in schools because of a general educational or curriculum reform rather than of a policy decision concerning only English. In 16 out of our 64 contexts (25 per cent) educational reform was seen as in some way affecting the role of English. The effect of reform was not always to increase its presence in the curriculum since in the cases of two Outer Circle contexts (South Africa and Zambia) the role of the mother tongue as a medium for first steps in education was reported as being reinforced. This is in contrast to the existing policy in other Outer Circle contexts such as Cameroon, where, rather than a local language, English (or French in the Francophone sector of the country) remains the medium for all school as well as higher education. A very important development was reported from Qatar (at present an Expanding Circle context) where the Supreme Education Council had taken the step to move from Arabic to English medium instruction in all grades.

Introduction of more overt approaches to standards-setting and assessment

A very significant area in policy making concerns the setting of target standards, which may also be accompanied by the introduction of means of assessment to ascertain those standards. It is widely accepted that a matching assessment system is necessary to 'cement' a curriculum innovation. As Orafi and Borg (2009: 252), for example, point out:

... policy changes in pedagogy not supported by changes in assessment may have little practical impact in the classroom.

For this reason, major attention will be paid to assessment and standard-setting in later sections of this report. For now, it is perhaps enough to emphasise that a greater interest in assessing children's attainment is considered by many as a sign of 'coming of age' of English teaching at primary level. In many contexts in the early days of the introduction of English at primary school level, assessment was neglected or deliberately avoided since the projects went under the banner of pilots or experiments and assessment was felt to be premature or, more negatively, an inhibiting factor. The remarks by Kubanek-German (in Nikolov and Curtain, 2000: 65) on the attitudes to the assessment of foreign language learning in primary schools in Germany in the 1990s provide a good example of this type of rationale:

When the new primary programmes started in the early 90s, there was a marked unwillingness among teachers and curriculum planners to administer tests or describe progress in a systematic fashion. The principle of child-orientation (holistic approach, integrative approach, use of stories, avoidance of anxiety, fostering motivation and intercultural openness) seemed to exclude formal testing.

Once English becomes established as part of the primary curriculum, however, it often needs to be seen to fit in with the normal requirements for assessment of other subjects on the curriculum, and decisions are then required about the most appropriate means for assessing young learners' English.

In 11 cases, attention to assessment was reported as a policy change in the past decade, with the CEFR – Common European Framework of Reference – (Council of Europe, 2001) often cited in this connection. In Cyprus, the official introduction of the European Languages Portfolio (Little, 2009) as an assessment device was reported. Bahrain, on the other hand, had undertaken overall reform of the examination systems with the co-operation of some outside agencies and this included formal assessment in English:

National Examinations have been introduced by the Quality Assurance Authority for Education and Training (QAAET) as part of the Bahrain Education Reform Project. The aim of the project is to help Ministry of Education, teachers, teacher trainers, and everyone else engaged with learning in schools to raise standards of education in the Kingdom of Bahrain. Primary Students at Grade 6 (end of primary cycle) are tested to provide a comprehensive measurement of the development of their linguistic skills in English as a basic subject: These exams have been produced by Cambridge International Examinations (CIE), in close collaboration with Subject Specialists from the Bahrain National Examinations Unit (NEU).
(Bahrain)

English to be made the vehicle for other curricular subjects

One other significant policy change was mentioned in two contexts: the introduction of CLIL to primary schools in Cyprus and a movement in Qatar to the use of English as the medium of education. This is particularly notable since Qatar is currently classified as an Expanding Circle context in which English is a foreign language.

2. Facts and figures concerning ages of starting English

Status of English Language Teaching at Early Years (pre-primary) stages

It was decided for the present survey to ask also about provision for English in the years before the official start of primary school, variously known as pre-school, kindergarten or nursery education. This was in order to investigate whether the continued lowering of the age at which English was started in primary school in many contexts might have carried through into formal or informal introduction of English at still younger ages. Respondents were given the facility to choose one or more options that best represented the situation in their context concerning the place of English in both state and private pre-school education.

It should not be forgotten that the sample for the survey contained Outer Circle contexts in which an ex-colonial language, for the most part English, was the medium of education at primary and pre-school, even though for many children that language would not be a home language.

In Cameroon, all education is either in the medium of French or in the medium of English and this applies to all levels from nursery to university. (Cameroon)

On the other hand, as we have seen above from the examples of South Africa and Zambia in the Recent Policy Changes section, English is not the approved medium for early education in all Outer Circle contexts.

Not all contexts offered state-supported pre-school education but in those in which it was present there were 14 cases in which it was stated that English was a compulsory part of the curriculum:

English is a compulsory part of the state Early Years curriculum

Armenia, Cameroon, China: Hong Kong, Georgia, India: Tamil Nadu, Jordan, Kazakhstan, Namibia, North Cyprus, Pakistan, Qatar, Sierra Leone, Sweden, Uzbekistan

In other contexts where there was pre-school education provided by the state but English was not compulsory, opportunities to teach English seemed often to be taken up. Over half the respondents chose the option **English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage** which, together with the responses that English was a compulsory part of the Early Years curriculum, suggests that in a substantial number of contexts English teaching is widespread in state Early Years education.

With regard to private pre-school provision, there were 22 positive responses to the item **Private Early Years education provides English Language Teaching**, representing 34 per cent of contexts. This response was often, but not always, chosen in contexts in which English was not provided in state sector Early Years education.

Private Early Years education provides English language teaching

Brazil, Colombia, Egypt, Greece, India: Goa, Indonesia, Kosovo, Palestine, Peru, Romania, Senegal, Serbia, South Korea, Spain, Taiwan, Turkey, United Arab Emirates, Venezuela, Zambia

Children who go to government schools start learning in the familiar local language before English is introduced in the second Grade. Children who go to private schools start learning in English right away. (Zambia)

The majority of kindergartens teach the alphabet and counting to ten in English. Private primary and secondary schools often have a pre-school level where there is more focus on the English language. (Palestine)

It's been a topic of controversy as to whether or not English should be taught at Early Years. (Taiwan)

Some respondents who did not choose the above option made comments that suggested that English might nevertheless be available at the Early Years stage in private education in a limited way or in particular circumstances:

There are some private English-speaking kindergartens (Early Years stage) but they are attended by a small minority of children. (Finland)

English language teaching at Early Years stages is provided in some private schools but there is no national curriculum. (Yemen)

In a number of contexts, parents were seen as being prepared to take extra measures or to pay extra in order to provide English for their pre-school children, whether by taking up optional lessons in state institutions or by sending children to private institutions:

English lessons are provided at this level usually at the request of parents. (Poland)

English is taught in some kindergartens. Many families are interested in having their child of age 3–6 taught English, that's why there are lots of commercial Early Childhood centres/clubs which are very popular with parents. (Russia)

In Romania, the practice of parents paying extra for English lessons seems widespread in both state and private kindergartens:

Most of the children in (state) kindergarten learn English because parents pay a private teacher. The classes are optional, but all parents are willing to make sure the kids are exposed to English at an early stage in kindergarten. In private kindergartens, English classes are provided as part of the compulsory curriculum. There are some private schools where children speak only English during all programmes, classes, activities. (Romania)

The teaching of English in Early Years education may cause problems of coherence in the teaching of English at a later stage, as this comment from the Romanian expert's response to Question 7 underlines:

Studying English has become essential in primary school in Romania in the last ten years. However, there is a total lack of coherence as far as children's linguistic level is concerned because when they register at Grade 1, students come from different kindergartens (some with good knowledge of English, some with no experience in learning English). (Romania)

From the above data it would seem that the hypothesis that enthusiasm for English learning is frequently cascading into Early Years teaching has ample evidence to support it. Views on its benefits are not unanimous, however. In Taiwan and France, the question of whether English should be offered to children at such a young age was signalled by respondents as a controversial topic. We have also perhaps seen the beginnings of a problem with transition from Early Years to primary level English language learning which raises issues of coherence of a similar type to those discussed later in this report in Section 7 (Transition from primary to secondary school).

Status of English language teaching in the state primary/elementary school system (Question 5 in the questionnaire)

The intention of this question was to try to identify contexts in which English was a compulsory part of the primary curriculum. Although in the vast majority of cases it was stated that English was compulsory, it became clear from comments made by respondents that there was often considerable overlap in terms of actual provision for foreign language study at primary school. In some places, although learning a foreign language is compulsory from a certain age, that language need not be English. In such cases an additional response to the three possibilities offered by the questionnaire has been entered on the summary sheet in Appendix 1 to make the optional nature of English clear.

Comments make it clear in most of these cases, however, that English is the language of first choice. The statement from Montenegro is one example.

English is not compulsory at the age of 5–8 (I–III Grade), but is frequent (about 90 per cent of pupils learn it as an optional subject). From the Fourth Grade (age 8–11) foreign language is a compulsory subject, which is in most cases English (about 97 per cent). From the Seventh Grade two languages are compulsory. (Montenegro)

Similar patterns are found in other contexts and where more than one foreign language is offered at primary school it seems that English is highly likely to be the subsequent, if not the first choice, for most children.

Foreign Languages are an officially required compulsory part of the curriculum starting in Year 1 and parents can choose between English, German, Italian and French, with English being the most popular language. A second foreign language is introduced in Year 4 as an optional subject. (Croatia)

A foreign language starting typically in Grade 3 but sometimes earlier is compulsory but it is not stated which foreign (or non-mother-tongue-language) it has to be. In 2009, 90.2 per cent of those who started a foreign language during Grades 1–3 chose English as their foreign language. (Finland)

A foreign language is a compulsory part of the curriculum, but mostly English is the first foreign language taught. (Latvia)

Though French, German and English are offered traditionally as the first foreign language in the curriculum, English is the choice by nearly 98 per cent of learners (or rather their parents). (Lithuania)

In Poland, a foreign language is an officially-required compulsory part of the curriculum. In most schools, English happens to be the most frequently selected language. (Poland)

The stages at which English language teaching at primary school begins

Table 2 summarises the data supplied for the point at which English is started in the state school in different contexts. Because children begin attending primary school at different ages in different contexts, the clearest approach in the questionnaire seemed to be first to establish the compulsory age for starting primary school. Then, a question was asked concerning the year or school grade at which English could be started. The starting age for primary schooling can then be used as a baseline for calculating the exact meaning in relation to children's ages of terms such as 'Grade/Year 1'. This seems to yield more useful information than asking only about the ages or only about the school grades at which children begin English. It is important to consider not only at what age, but after how many years of experience at school the study of the language begins. Table 2 groups the information according to stated year of starting English and then by alphabetical order of country or region.

Table 2: Stages at which English is started at primary school

Context	Official age of starting primary school				Year of officially starting English
	5–6	6–7	7–8	8+	
Azerbaijan					Year 1
Bahrain					Year 1
Bangladesh					Year 1
Cameroon					Year 1
China					Year 1
China: Hong Kong					Year 1
Croatia					Year 1
Cyprus					Year 1
Egypt					Year 1
Georgia					Year 1
Greece					Year 1
India: Goa					Year 1
India: South India					Year 1
India: Tamil Nadu					Year 1
Italy					Year 1
Jordan					Year 1
Montenegro					Year 1
Namibia					Year 1
North Cyprus					Year 1
Pakistan					Year 1
Palestine					Year 1
Poland					Year 1
Portugal					Year 1
Qatar					Year 1
Serbia					Year 1
Sierra Leone					Year 1
South Africa					Year 1
Spain					Year 1
United Arab Emirates					Year 1
Zimbabwe					Year 1
France					Year 2
Kazakhstan					Year 2
Lithuania					Year 2

Context	Official age of starting primary school				Year of officially starting English
	5–6	6–7	7–8	8+	
Russia					Year 2
Uzbekistan					Year 2
Zambia					Year 2
Armenia					Year 3
Czech Republic					Year 3
Finland					Year 3
Kosovo					Year 3
Latvia					Year 3
Romania					Year 3
South Korea					Year 3
Sri Lanka					Year 3
Taiwan					Year 3
Turkey					Year 3
Uganda					Year 3
Argentina					Year 4
Denmark					Year 4
Israel					Year 4
Brazil					Year 5
Japan					Year 5
Algeria					After Year 5
Colombia					After Year 5
Indonesia					After Year 5
Morocco					After Year 5
Saudi Arabia					After Year 5
Senegal					After Year 5
Yemen					After Year 5
Germany (indicative answers only; regions differ)					Other
Mexico					Other
Peru					Other
Sweden					Other
Venezuela					Other
Total	22	35	4	3	

An invitation to comment on responses to this question was included in order to allow respondents to distinguish the official start stage from commonly practised start stages for English. In more prosperous parts of some countries, often in urban areas, there can be a considerable difference between the two, with children starting English up to three years earlier than the school grade in which it is compulsory to start. This disparity makes for increased school transition problems if children from primary schools with different internal policies then go to the same secondary school. This is illustrated among the comments on Taiwan:

In different cities, English is taught from different Grades and this is up to city governments to decide. Most cities start from 5th Grade (11 years old). The big cities start from 3rd Grade (9 years old). It is expected that within the next few years the starting age will be lowered to 1st Grade (7 years old). (Taiwan)

Differences between policy and what is practically feasible also occur, as this comment from Venezuela suggests:

Since 2007 English is supposed to be taught in the last three years of primary school (Grades 4–6) – but it isn't! (Venezuela)

3. Teacher supply, categories of teachers and teacher qualifications

In this section of the report we have not given detailed comparisons of the facts and figures concerning pupil, teacher, and school numbers supplied for each context by our respondents (Questions 8 to 15 on the questionnaire). These figures can be found, context by context, on the data sheets in Appendix 1. They are of interest in themselves but there seems little point (apart from in the case of attempts to calculate teacher/learner ratios) in comparing the pupil, school and teacher figures for one context with those for another that is very dissimilar in terms of prosperity, population size or geographical extent. The central issues for a worldwide survey are the decisions made about which categories of teachers may be employed in the important work of laying the foundations of most children’s English and whether human resources are sufficient to carry forward the high ambitions that we have already seen in this report. Teacher supply and quality are thus the main themes explored here in detail.

Are there sufficient English teachers to cover the needs of primary schools? (Question 16 on the questionnaire)

Three main choices of response were offered and Table 3 summarises the numbers of respondents answering in each way. There was also provision for open response answers and comments, which are discussed below.

Table 3: Responses concerning teacher supply

	Number of responses	Percentages (rounded)
There are sufficient teachers of English to cover the needs of all primary schools	17	27%
There are sufficient English teachers in some parts of the country but not in others	23	36%
There are problems with supply of English teachers in all areas of the country	18	28%
Other	3	5%
I have no information on this topic	3	5%

Although, as discussed above, we must take into account the fact that the contexts surveyed represent a very diverse range of circumstances regarding national resources, it is striking that well under a third of the respondents reported that there were sufficient teachers of English to cover the needs of all primary schools in their context. If we put together the number of places of which it was reported that there was a problem either over the whole territory or in parts of it concerning primary English teacher supply, we arrive at 41, which makes 64 per cent, just over two-thirds of the total, experiencing problems to some degree. The three respondents selecting ‘Other’ commented on the difficulty of calculating exactly who were to be considered primary school teachers of English in systems in which teachers covered all subjects or more than one grade. Many comments suggested that, even where there was adequate coverage of teaching posts in the field of English, there were issues about the levels of teachers’ knowledge of English and/or language teaching methodology. It may fairly be said, then, that there are a

high number of contexts in which provision of suitable teachers is problematic. It is in the light of this pressure upon resources that we might question the rationales for deciding to lower the age at which English is taught when the consolidation of existing provision is yet to be achieved. The selection of comments below on teacher supply gives a vivid picture of conditions in some places.

The Romanian respondent expresses a difficulty, mentioned above, that also seems to be relevant in a number of other contexts: the problem of defining exactly who is an 'English teacher' in circumstances where many different categories of teacher play a part and where movement in and out of the role may be rapid.

It is impossible to calculate number of teachers! The teachers of English quit the job in a school after 1–2 years, some are not actually teachers of English but they teach English if the full-time teacher in the school is on maternity/medical/study leave; some teachers are employed in one school, but they collaborate with other schools too and if someone wants to count, they will appear twice, three times in statistics; However, the average is 1–2 teachers of English in a general school, i.e. 4,700–9,400 teachers; but it is just a very vague calculation. In the provinces the teachers of English for primary schools are actually teachers of general education for Grades 1–4 with some knowledge of/education in English language. (Romania)

The respondent above mentions differences in provision in different regions of her country. The urban/rural divide is also an important theme:

Not surprisingly, the shortage of English language teachers is more pronounced in rural areas – the larger the cities, the better the provision of teachers. (Argentina)

Rural areas are obviously a problem, not only in terms of availability of teachers but also quality of teachers, in-service provision, etc. (Namibia)

There is also the issue of competition from the private sector for the services of competent speakers of English.

There are approximately 46,000 primary English teachers for 8,000 private schools, but only 7,000 primary English teachers for more than 100,000 state schools! This highlights many problems – shortage in the state sector, unwillingness for trained teachers to work in the state sector, etc. (Indonesia)

Even where training and orientation of new teachers is actively pursued there may still be problems connected with the sheer numbers required:

Training teachers takes a long time. The training that is done in Taiwan simply cannot catch up with the demand. Too many teachers of English are originally teachers of other subjects. (Taiwan)

Israel struggles to recruit and keep English teachers. It is constantly advertising fast-track retraining programmes. Proficiency of the English teachers is often an issue, as it is not uncommon for a teacher to be moved from their specialisation into English. (Israel)

Issues of a different sort concerning teacher qualifications become prominent in contexts such as Palestine where acceptability as a teacher has been based traditionally on a university degree in English which may not have required any linguistic, pedagogic or teaching practice element:

The English and teaching abilities of teachers are insufficient, as most English teachers come from an English literature university background, and receive no pre-service, and little in-service training. (Palestine)

In Colombia (a context in which there is currently a teacher supply problem throughout the country) the atmosphere is more optimistic, with future planning in place to tackle the situation:

The Ministry of Education is currently making efforts to train more teachers of English by improving the TEFL programmes in 43 Universities around the country. The aim is to have 100 per cent of teachers of English with a B1–B2 level CEFR by 2019 in State secondary schools. (Colombia)

In some richer countries it is the practice to recruit teachers from abroad to fill the needs, but not always with satisfactory results:

Yes, but they source from other countries. A more pertinent question is whether they have a sufficient level of English to be English teachers. (Qatar)

Categories of teacher engaged in teaching English to young learners

This question (Question 17) has clear links with issues of teacher supply discussed above and particularly with the question below on acceptable teacher qualifications. The results should therefore be seen in conjunction. Pressure on resources may account for the frequency with which we find reports of bypassing of criteria for eligibility or relaxation of the standards that have been set for qualifications for teachers of English to primary school pupils.

A number of different types of teacher were seen as suitable for teaching English to primary school children in different contexts. In Table 4 the responses have been grouped in blocks in an attempt to highlight similar patterns of choice. It is clear that in many contexts multiple solutions to teacher supply are being sought. In particular, there is evidence of issues concerning the much-debated choice between specialist English teachers versus generalist class/homeroom teachers (see for example, Driscoll, 1999; Moon, 2009). Reports of the use of specialist teachers greatly outnumber those that point to generalist class teachers. In 19 contexts it is reported that both specialist and homeroom teachers are teaching English to primary school children. We find reports of the homeroom teacher as the sole or main teacher of English in six contexts only (Cameroon, Colombia, Japan, South Africa, Sweden, Uganda). This is a strikingly low figure given the general enthusiasm shown in the literature for the class teacher in this role.

In Japan, where English teaching at primary level is a new venture at national level, the expectation is for the generalist homeroom teacher to take on English teaching:

The Ministry of Education expects that homeroom teachers teach 'Foreign Language Activity' (English) to their pupils. A homeroom teacher is a teacher who teaches most curricular subjects to his/her homeroom pupils. So, there are officially no English teachers in primary school in Japan. However, there are some schools where special English teachers such as volunteer parents are teaching English. (Japan)

In places where the normal generalist class teacher is expected to be the teacher of English, problems can arise as is shown in this set of comments regarding Cameroon, which has both Anglophone and Francophone areas with English or French respectively as the medium of all education.

- 1. There is a serious shortage of teachers in most parts of the country.*
- 2. There are no subject-specific teachers at this level as teachers teach all subjects in their individual classes.*
- 3. In French medium schools, it is the Francophone teacher who is expected to teach English, so there are serious proficiency problems. (Cameroon)*

The expectation for the class teacher to teach English does not, however, always lead to problems:

When we talk about English teachers we mean regular teachers who teach the subject of English, so the needs are covered since every teacher might be assigned the subject of English during a school year. English is taught by generalist teachers who usually have some additional training in foreign language teaching. (Cyprus)

Because of a possible ambiguity between alternatives in Question 17, it is not clear whether the alternative ‘a qualified teacher who has no formal qualifications in English but who knows English’ when chosen by respondents for Outer Circle contexts such as Bangladesh, India, Pakistan and Zimbabwe in fact also represents the homeroom/class teacher for these respondents. There are also some seeming anomalies in that some respondents from contexts where English was stated not to be a required primary curriculum subject nonetheless answered the question about who taught children English. The probable reason is that in many places where English is not officially required it is not prohibited either, and schools will teach it when resources and personnel allow. These examples point again to the fluidity and difficulty of interpretation of data concerning Young Learners’ teaching.

Table 4: Categories of EYL teacher found in primary schools in different contexts

Context	The children’s normal class (‘homeroom’) teacher	A specialist teacher of English who works in only one school	A specialist teacher of English who visits different schools to give lessons	A qualified teacher who has no formal qualifications in English but who knows English	Someone who is not qualified as a teacher but who knows English	Other/no information
Cameroon						
Colombia						
Japan						
South Africa						
Sweden						
Uganda						
Italy						
Qatar						
Sierra Leone						
South Korea						
Finland						
Lithuania						
Romania						
India: Goa						
Namibia						
North Cyprus						

Context	The children's normal class ('homeroom') teacher	A specialist teacher of English who works in only one school	A specialist teacher of English who visits different schools to give lessons	A qualified teacher who has no formal qualifications in English but who knows English	Someone who is not qualified as a teacher but who knows English	Other/no information
France						
Pakistan						
Cyprus						
Indonesia						
Serbia						
Czech Republic						
Mexico						
Russia						
Palestine						
Azerbaijan						
Bahrain						
China: Hong Kong						
Egypt						
Jordan						
Kazakhstan						
Kosovo						
Saudi Arabia						
Senegal						
Sri Lanka						
Zambia						
Greece						
Poland						
Spain						
Uzbekistan						
Denmark						
Germany						
India: South India						
Israel						
United Arab Emirates						
Croatia						

Context	The children's normal class ('homeroom') teacher	A specialist teacher of English who works in only one school	A specialist teacher of English who visits different schools to give lessons	A qualified teacher who has no formal qualifications in English but who knows English	Someone who is not qualified as a teacher but who knows English	Other/no information
Latvia						
Montenegro						
Armenia						
Turkey						
Yemen						
China						
Taiwan						
Argentina						
Portugal						
Bangladesh						
Zimbabwe						
Peru						
Algeria						
Brazil						
Georgia						
India: Tamil Nadu						
Morocco						
Venezuela						
Total	25	44	21	24	13	10

Acceptable teaching qualifications

A wide range of possible qualifications was found, from no formal qualifications but a proven competence in English up to first degrees, official pre- and in-service teaching qualifications and higher degrees.

Table 5 shows the qualifications that were reported as officially acceptable in each context. The information is organised on the table according to the number of different acceptable qualifications reported for each context

Table 5: Accepted qualifications for teachers of English in state primary schools

Context	A native or other very competent speaker of English with no formal teaching qualifications	A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university	A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English	A qualified secondary school teacher of English who is willing to work in primary schools	A university graduate in English language and/or literature who did not take courses in education or methodology while at university	An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children	A qualified generalist primary teacher who has passed an international test or examination of proficiency in English	Number of solutions	Other/no information
Palestine								7	
Portugal								7	
Russia								7	
Romania								6	
Germany								5	
Mexico								5	
Qatar								5	
United Arab Emirates								5	
Bahrain								4	
Sierra Leone								4	
South Korea								4	
Azerbaijan								3	
China								3	
Finland								3	
France								3	
Latvia								3	
Lithuania								3	
Montenegro								3	

Context	A native or other very competent speaker of English with no formal teaching qualifications	A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university	A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English	A qualified secondary school teacher of English who is willing to work in primary schools	A university graduate in English language and/or literature who did not take courses in education or methodology while at university	An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children	A qualified generalist primary teacher who has passed an international test or examination of proficiency in English	Number of solutions	Other/no information
North Cyprus								3	
Peru								3	
Poland								3	
Serbia								3	
Spain								3	
Taiwan								3	
Turkey								3	
China: Hong Kong								2	
Colombia								2	
Croatia								2	
Czech Republic								2	
India: South India								2	
Israel								2	
Italy								2	
Japan								2	
Namibia								2	
Pakistan								2	
Uzbekistan								2	
Yemen								2	
Algeria								1	
Argentina								1	
Armenia								1	
Brazil								1	
Cyprus								1	
Egypt								1	

Context	A native or other very competent speaker of English with no formal teaching qualifications	A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university	A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English	A qualified secondary school teacher of English who is willing to work in primary schools	A university graduate in English language and/or literature who did not take courses in education or methodology while at university	An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children	A qualified generalist primary teacher who has passed an international test or examination of proficiency in English	Number of solutions	Other/no information
Greece								1	
India: Goa								1	
Indonesia								1	
Jordan								1	
Kosovo								1	
Saudi Arabia								1	
Senegal								1	
South Africa								1	
Sri Lanka								1	
Uganda								1	
Zambia								1	
Zimbabwe								1	
Bangladesh									
Cameroon									
Denmark									
Georgia									
India: Tamil Nadu									
Morocco									
Sweden									
Venezuela									
Total	7	26	23	24	21	27	15		10

An important aspect to note is the lack of any strong consistent pattern of acceptable qualifications. This is also supported by the frequent clarifying or modifying comments made in association with these answers. In the types of qualifications reported as acceptable we again see the broad picture of balance or tensions between attempts to make English teaching the domain of the regular primary school class teacher and the practice (by choice or necessity) of making use of teaching personnel drawn from other sectors of education or even from outside the teaching profession. It is also worth noting that in some contexts there is an additional layer of qualification required for those wishing to teach English in the state primary school sector. That is, some form of national or regional examination, sometimes a competitive examination, may act as a filter. In the cases of France and Taiwan, quoted below, this is also an example of an attempt to harmonise the situation with regard to teachers newly entering the teaching of English at primary school and those who have been established for some years.

From 2006 all teacher training graduates are qualified to teach a foreign language. In-service training is provided for other teachers and they have been required to pass the 'habilitation' (a national requirement). There are two parts: i) 'provisoire' which tests language competence and methodology and ii) 'definitive' an inspector will visit the class and observe the teacher followed by post-observation discussion and feedback. (France)

New teachers will need to meet one of the below criteria to be an English teacher in state schools:

- 1. An English major in university (not education major).*
- 2. Has passed either a local or an international exam of English at B1 level.
But teachers who are already teaching English are not required to achieve the above, though they are still encouraged to. (Taiwan)*

Some other comments on qualifications are categorised and quoted below. They deserve special notice in that they suggest particular reasons for which the picture may, in reality, often be more complex than a bare list of accepted qualifications might imply.

1. In cases of urgent need for teaching personnel, official requirements may be relaxed.

A lot of teachers in primary schools are teaching without a qualification as a language teacher, there are training programmes in some federal states, but not in all of them. (Germany)

Israel struggles to recruit and keep English teachers. It is constantly advertising fast-track retraining programmes. Proficiency of the English teachers is often an issue, as it is not uncommon for a teacher to be moved from their specialisation into English... Although teachers are expected to be trained classroom English teachers, due to the shortage of qualified teachers often native speakers with a university degree are employed to teach, preferably within a retraining programme but sometimes without. (Israel)

Although the required qualifications to that effect are stated by the Ministry of Education, the shortage of qualified teachers has led it to taking applicants on the basis of their 'relevant curricula' which have been judged continuously. Such practice has proved that some applicants lack both academic and pedagogical qualifications and have been taken as teachers at this level. (Portugal)

2. Variations in requirements may be found according to local conditions and an urban/rural divide in provision may be found.

A large number of primary teachers of English in rural areas are qualified primary teachers of another subject (usually Chinese or Maths) with NO training or qualification in teaching English. (China)

Some of the English teachers in primary schools are graduates from teachers' institutes who completed a two year course in English. In the rural areas there are some teachers who have just completed their secondary schools and worse is that some teach English just because they know some English. This happens because some of the schools in these rural areas can't get qualified teachers. (Yemen)

3. Certification of their levels of English competency may not be a required part of some teachers' original qualifications.

Where generalist primary teachers are teachers of English, this may result in a wide range of experience and sophistication in language teaching methodology or different levels of command of the language itself. This is particularly the case in Outer Circle contexts where English is officially considered part of national life and there may be no special requirement for success in English as part of an initial teaching qualification.

The primary school English teacher is a qualified generalist primary teacher who has a generalist certificate that is based on a general mark that may or may not include a pass in English. In fact proficiency in English is not a criterion for obtaining the certificate, so long as the general score is above or equal to 50 per cent. (Cameroon)

English is taught by generalist primary teachers and no particular qualifications are required. However, a number of teachers who teach English have Masters Degrees in EFL or have attended training courses on the subject. (Cyprus)

The majority of the 1,866 English teachers are barely qualified to teach English with around 800 i.e. one third having no Grade 12 certificate (secondary school leaving qualification). 120 of them have completed a Grade 12. 153 teachers have a post-secondary teacher qualification (page 72, Official Statistics, 2008). (Namibia)

4. Curriculum and syllabus issues

In this section we discuss factors concerning the organisation of teaching programmes and materials supply, factors which, along with the crucial ones of teacher supply and quality discussed above, profoundly affect the nature of the learning experience offered to children. The number of hours in a school year devoted to learning English is a very basic factor which will affect priorities about what is to be taught and what items and skills therefore find themselves on curriculum and syllabus documents and in schemes of work. The amount of pressure on teachers in terms of preparation and delivery of their English lessons will also depend on target hours.

Total hours per year officially allocated to English in primary schools and their distribution

Calculating hours spent on English learning per year is a complex and inevitably somewhat inexact matter, because of possible departures from official policy in some cases and deliberate flexibility of regulations in others. Respondents were therefore invited to express the information in their own words, which would allow them to take into account relevant factors such as the number of teaching weeks in a year and the length of lessons. For 15 of the contexts, English was either not officially required or no clear information about hours was available. Other reports varied between a rigorous stipulation of teaching hours and how they were to be distributed and less clear-cut decisions which reflected the constraints on teaching English when resources are low. In a number of contexts the hours dedicated to English increased as pupils reached higher year or grade levels in primary school. The lengths of teaching years differ considerably from context to context, with from 27 to 30 weeks (Portugal) and 32 weeks (Lithuania) among the shortest reported school years and up to 40 weeks (Czech Republic and Denmark) as the longest. For contexts in which English is the official medium of education it is difficult to calculate the actual quantity of exposure to instruction in English, and no data was given by some respondents although precise figures for English as a curricular subject were made available for Cameroon. The exposure to English in contexts such as Cyprus or Qatar, in which some curricular areas are now taught through English is difficult to calculate although bound to be very substantial. The verbatim comments on this by respondents for each context may be found on the summary report sheets in Appendix 1.

Beyond these cases, there was considerable variation in the total hours per year reported to be devoted to English, with many contexts stipulating rather modest amounts of time. In about 16 per cent of contexts totals of only 30–50 hours per year were given as the target amount, and a further 18 (28 per cent) gave amounts in the 50–80 hours range. This is a striking finding considering the high ambitions that are expressed for an early start in English in many contexts, and in light of the fact that adequate exposure to the language is one of the essential conditions for successful language learning. The quantity of exposure to English in school is especially crucial in contexts where the opportunities for encountering English outside school are restricted. In other contexts the totals were higher with about 30 per cent of reports giving targets of over 100 hours English per year for some or all grades in primary school. Although it might be expected that these higher totals would be concentrated among Outer Circle countries, there were also substantial numbers of Expanding Circle countries in this category. Examples are the Czech Republic, Israel, Jordan, Palestine, Qatar, Spain, United Arab Emirates and Yemen.

Overall time spent on learning English at primary level

A further figure that could be considered is the total number of hours that a child might be expected to spend overall in learning English while at primary school. Some respondents have provided direct data on this or data that will allow this to be worked out. However, it should be remembered that actual hours may vary considerably around a norm.

As discussed above, it is difficult to calculate actual exposure to English in primary schools in Outer Circle countries, particularly when a variety of types of school provision is present and rural/urban divides affecting school resources may be influential. Cameroon was the only Outer Circle context in which the respondent provided precise overall official target figures, which were 1,404 hours for anglophone schools and 972 for francophone schools. These were the highest overall figures for hours of learning English supplied from all the contexts.

As also mentioned above, in other contexts, the introduction of CLIL (Cyprus) or the move towards English medium education via a period of CLIL use (Qatar) make it likely that very substantial amounts of English exposure are given in the primary school, although confident estimates were not available at the time of the survey.

Totals will also depend on the school year or grade in which English officially or actually starts. For contexts such as Japan, where English is currently officially started only in the later years of primary school and the yearly hours of English are modest, it can be seen that the overall exposure to English in the state primary school can be very low.

Furthermore, it should be borne in mind that in different contexts what is referred to as elementary or primary education lasts for different numbers of years. Cases such as Croatia, where, in common with many other Eastern European education systems, elementary school has eight grades with a transition to the next level of school at the age of about 14, are to be specially noted. The total figure given of 367 hours overall for Croatia thus averages out at lower than 50 hours per year. A similar structure seems to pertain in Sweden where it was reported that 480 hours overall, in a system involving Grades 1–9, was the minimum required, but with schools free to provide more if this was feasible.

In Expanding Circle countries with a five- or six-year period spent at primary school, between 400 and 500 hours seemed a common range. China, for example, listed 432 hours, and Italy 468 hours, spread over five years of primary schooling.

Official documents for teachers on content

An important factor in implementing the teaching of English is the amount of guidance and support that teachers receive through syllabus and other documentation. In some contexts this is explicit and easily available, in others less so. In order to provide readers of this report with access to detailed information on syllabus and course content, the URLs and other links to sources for each context supplied by our respondents have been given on the individual context report sheets in Appendix 1.

The explicitness and volume of documentation available to teachers concerning syllabus and recommended teaching approaches varied considerably from context to context. However, as Table 6 shows, the majority of the reports were of 'very detailed', 'detailed' or 'fairly detailed' outlines for course content.

Table 6: Documentation available to guide primary school teachers of English

A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners	20
A very detailed specification of content with lists of language items and skills coverage	5
A fairly detailed outline of suitable content, giving for example topic areas, functions or language items to focus on	16
A general overall description of aims for primary school English	12
No published guidelines or syllabus	6
Other/no information	5
Total	64

The guidelines provided may be put into practice to varying degrees. They may be followed closely, re-interpreted locally or even disregarded. The comments which followed this question were thus very informative. A number of comments (representing about 15 per cent of contexts) suggested that the guidelines underwent some type of discussion and interpretation further down the system. For example:

Although there are quite detailed guidelines they are still open to interpretation, so many stakeholders will interpret them differently (e.g. teachers, trainers, publishers). (China)

The two examples below suggest that in these contexts further work on guidelines may be systematically planned and carried out. Teachers may have an opportunity to be oriented to the guidelines and may be supported in elaborating them into schemes of work:

Apart from the national syllabuses for both English Medium Schools and French Medium Schools, some local authorities work with teachers to establish yearly schemes of work. (Cameroon)

Teachers of English have been receiving training in the use of the document Estándares básicos de competencias en lenguas extranjeras: inglés (Basic standards for TEFL), and it is currently being used in all public schools when developing their own Institutional Educational Programmes (PEIs) These training sessions, however, have not covered the total teachers' population. (Colombia)

In other cases, it seems that the guidelines are elaborated locally but not necessarily with the involvement of teachers.

The general guidelines are agreed by the national Ministry of Education and more specific ones are developed by each province. (Argentina)

The group of experts are working on the teachers' guide specifically for primary school teachers. (Georgia)

Individual schools may be given the responsibility for working out their own programmes based on the guidelines:

Based on official Framework education programme, schools are obliged to develop their own specific School education programme. (Czech Republic)

In other contexts, it seems that a major responsibility is placed on course material writers to interpret guidelines for teachers:

(The) general curriculum defines goals for teaching/learning and list of skills and topic areas, functions and language items. The content is defined in a more detailed way in textbooks which should be approved by the Ministry of Education for the use in schools. (Russia)

Responsibility often seems to be placed on course material writers to interpret guidelines to such an extent that in some contexts for all practical purposes the course book itself becomes the syllabus:

... the really detailed 'curriculum' in Finland are the textbooks, including exercise books and teachers' guidelines (including tests by the textbook writers). They are very influential in the lower secondary level, according to studies. We lack research on primary schools but a fair guess is that textbooks are influential there, too, although probably somewhat less so than at later stages. (Finland)

This is derived from the syllabus of the prescribed textbook. (Greece)

Books course outline is followed. (North Cyprus)

The content is defined in a more detailed way in textbooks which should be approved by the Ministry of Education for the use in schools. (Russia)

The comment below highlights the difficulties in some contexts of ensuring that guidelines have any impact on what goes on in the classroom.

While the documentation exists, policies and guidelines are rarely adhered to. (Namibia)

Availability of curriculum and syllabus documents

Comments from respondents in a number of contexts suggested that when documents existed they were not always widely available, especially to teachers in more remote parts of their region or country. Further, as we saw above, even when available they were not always consulted. However, for the benefit of the readership of this report, where documentation is available online or elsewhere, relevant details and addresses are given on the data sheets for individual contexts, to be found in Appendix 1.

Materials used in class

The course materials that teachers are provided with or are allowed to bring to class are highly influential, not only because of their direct use by the children but because, if they are well conceived and clearly structured, they can provide guidance for teachers on both methodology and the sequencing and selection of language items and skills to be taught.

There is a very wide range of solutions to the provision of class materials and this reflects the resources and often the political conditions in each context. The focuses of control are expenditure or content, or both. In some contexts, there is a sole course approved for use in state primary schools, normally one designed and produced under the guidance of experts from the educational authority. In others there are more choices, although only materials on approved lists may be used, with official committees setting and applying criteria for admission to the list. In yet others, there is more freedom of choice, although budgetary limits will still apply. The figures given in Table 7 below from the 64 contexts do not add up to 64 since it was possible for respondents to choose more than one alternative. Where there is a free choice regarding what materials to use, it is sometimes the case that course materials may be sourced either from local or from international publishers. Teachers creating their own materials is a phenomenon found both in highly resourced situations where teachers are professionally well motivated and also in less well-resourced conditions as a matter of necessity. The selected comments on materials supply and use to be found below Table 7 illustrate some of the key issues including that of whether materials are supplied free to state school pupils or whether parents are required to pay for them. More details for each context may be found on the data sheets in Appendix 1.

Table 7: Official position regarding course materials in state primary schools

Official position regarding course materials in state primary schools	Number of responses
Teachers may use any published materials (local or international) if they are within the school budget	13
Teachers make their own materials in addition to any published materials that they use	14
There is no school budget for books or other materials – teachers must make their own	1
Teachers may only use material that has received official approval and appears on a list of permitted works	16
There is only one approved set of course materials and this is written and published specially for schools in this country or region	14
There is only one approved set of course materials but this was not written and published specially for schools in this country or region	3
Other/no information	5

The national and provincial Ministries of Education purchase a limited number of books. In 2011, the national Ministry included English language books for the first time. Still, generally, the choice of textbook is a decision taken by each school/teacher and the parents' responsibility to purchase them. Parents in the public system prioritise the purchase of the English language textbook above others, even if it is a very big effort. (Argentina)

Teachers have to use one of the approved textbooks but at the same time they are free in choosing any additional materials. The basic materials that are used in our country for teaching English in public primary schools are approved by the National Curriculum and Assessment Centre. They are sets of textbooks of local and foreign publishers (Macmillan, Cambridge University Press, Oxford University Press). (Georgia)

We have at the moment the flagship programme called Sarva Shiksha Abhiyan (SSA) under which free course materials are distributed. (India: Goa)

It often happens that English language course books are bought by parents as schools do not have enough funds for that. There exists a list of officially approved books. If the school buys English language books using the funding given by the state, the school should choose books from this list. (Latvia)

Teachers expect to use the course books, and some supervisors insist on it. Teachers have limited resources otherwise, and sometimes don't have the posters, flashcards, etc. that come with the book. They lack training in how to use the course books effectively, and translation is often used. (Palestine)

5. Official support for English language teaching at primary school level

The question here (Question 21) aimed to assess the degree of practical and resource support that governments and administrations were actually dedicating to the teaching of English in primary schools. The responses depended on the experiences and perceptions of the expert respondent so although they are indicative there may be local disagreement with them and they are not reported in detail here.

In the majority of contexts a high level of official support and guidance in policy terms was reported, but at the detailed level of practical assistance the picture was more variable. Interestingly, reports of high policy and high local advisory support did not always coincide. In fewer cases, support from local inspectors and advisers was reported as high. High budgetary and financial support was reported by fewer respondents, a picture which fits with the problems that seem to be encountered in many contexts with the resourcing of essential processes such as the recruitment and training of new teachers. Special focus on training future teachers at the pre-service level was reported in 11 cases (China, Croatia, Czech Republic, India: Goa, Israel, Kazakhstan, Montenegro, Namibia, Spain, Sweden, United Arab Emirates). This is an interesting cross-section of contexts, in some of which primary English is already well-established in the system, in others of which it is a relatively new venture. Overall, the responses concerning training are low considering the widespread needs for adequately prepared new teachers that have been reported in earlier sections of this report.

6. Target levels of English and assessment at the end of primary school

The manner in which classroom-based assessment of Young Learners English is carried out is seen as a crucial factor for children's success in learning. It is a field in which there has not been a great deal of research. A survey by Cambridge ESOL (Papp, Chambers, Galaczi and Howden, 2011a) has covered the area of classroom assessment in great detail and readers might like to refer to that. The present survey did not, however, ask questions about this level of day-to-day or in-class assessment since it was felt important to focus on policies concerning the more public and possibly high-stakes assessment at the end of primary schooling and its possible consequences for children's educational futures.

Expected or required levels of English by the end of primary school

As we saw above in the section on policy changes, the setting of precise target levels for English attainment at the end of primary schooling was mentioned as a notable recent development by 11 respondents. It was expected that there would also be additional contexts in which targets had been set, but before 2000, in which case they would not figure in the recent policy changes section. Table 8 summarises the responses to Question 29: **In your context, is there a level of English that children are officially expected or required to reach by the time they leave primary school?**

In considering this data it should be remembered that English is taught for very different amounts of time in different primary school systems and in particular that the duration of what is referred to as primary, elementary or basic schooling in different contexts ranges between five and nine years. The levels A1 to B2, offered as alternative responses in the multiple-choice frame for Question 29, refer to levels described in the Common European Framework of Reference (CEFR) (Council of Europe, 2001) but there was also the opportunity for respondents to mention local or international tests.

Table 8: Required levels of English by the end of primary schooling

	Number of responses	Percentage (rounded)
I have no information on this topic/other	9	14%
There is no stated level for children to reach by the end of primary school	21	33%
The required level is A1	8	13%
The required level is A2	12	19%
The required level is B1	1	2%
The required level is B2	0	0%
There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework	13	20%
Total	64	

It is notable that in just over half of the contexts there seems to be a stated level of expected attainment. The ways of expressing the level are, however, diverse. Those contexts using the CEFR should be basing their assessment judgements on a description of functions and operations which can be carried out in English by the learners, the so-called ‘CAN DO’ statements. On the other hand, it is likely that those using a locally set examination or test will be using other measurement criteria such as scores on formal grammar or comprehension tests.

With regard to the expected levels based on the CEFR, it is an interesting finding that the vast majority fall within the ‘A’ band. This raises an important issue. The ‘A’ band is acknowledged not only to represent a very modest level of attainment in a language but one so modest that it is difficult to subdivide either of its two levels. Teachers and administrators wishing to set interim goals for the years before the end of primary schooling will thus face difficulties. Work has been carried out in Japan (Negishi, Takada and Tono, 2012) which does divide the learning goals into three levels within each ‘A’ band (e.g. A1.1, A1.2, A1.3) but so far this has been restricted to use for the assessment of adult learners. There is thus an important piece of work yet to be done with regard to precision in tracking the progress and attainments of Young Learners via the CEFR. There is a second issue in that the CEFR was created with the needs and interests of adults, not children and young people, in mind. It is widely agreed by primary school level English language testing and curriculum specialists (e.g. Hasselgren, 2005; McKay, 2006; Enever, 2011) that work is needed to create a children’s version, certainly in the area of topics and communicative situations that fit better with their lives and experiences. Children, teachers and assessment experts in countries using the CEFR may be expected to benefit from such work at some time in the future. In the meantime, the current CFER serves as a rough measure for setting targets.

Requirement for formal assessment

It is one thing to set a required or expected level of attainment and quite another to put into place or devise a formal means of ascertaining whether it has been reached. This issue was addressed with regard to the final year of primary school by Question 27 (**Is it an official requirement that children’s English is formally assessed at the end of state primary school?**). Table 9 summarises the responses.

Table 9: Requirement for assessment in English at the end of primary school

	Number of responses	Percentage (rounded)
No, there is no requirement for formal assessment	28	44%
Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school	21	33%
Yes, assessment is required and it is by a test or exam provided by an international examination body	1	2%
Yes, assessment is required and it is by a means devised within the school	12	19%
No information/other	2	4%
Total	64	

It will be seen that there is a varied picture here. This might be expected, given the very different circumstances in which English is learned worldwide. Some of the experts who responded that national or local authority tests were required came from Outer Circle contexts in which examinations and tests are high stakes for children at the end of primary schooling, as we shall see in the next section. It is striking, however, that, in spite of the increased interest in setting levels discussed above under recent policy changes, in many contexts assessment in English at the end of primary school is not in place to ascertain if those levels are reached. A particularly interesting mismatch may be found with regard to the use of the CEFR to set target levels but with no assessment at the end of primary schooling. The levels in these situations may perhaps be fairly interpreted as aspirations or guidelines rather than national standards to be ascertained in the manner in which, say, levels in national curriculum literacy or numeracy are assessed at the end of UK primary schooling.

Consequences of assessment

In some contexts, learning a foreign language may be seen at primary school as a pleasant, gentle introduction to what will be addressed more seriously at secondary school, a position which has been criticised as wasteful by Giovanazzi (1998: 84) in view of the upheaval and expense that its introduction has often brought about:

...they often fall back on saying that languages in the primary are not for learning – just for preparing to learn ... the real stuff will happen in the secondary. Ah yes ... language awareness. So that's what we'll spend all the money for?

In situations where the view is held that learning English at primary level is only an awareness-raising activity it may be expected that assessment at the end of primary school, if it takes place at all, will be undertaken more for purposes of informing parents and sending useful data to the next school the child attends than for grading and differentiating the learners or ascertaining overall achievements. In other situations, English has a central place in primary school education and may be seen as a core curricular subject. This is usually demonstrated in these situations by its part in very high-stakes tests or exams at the end of primary school. In such cases, children's prospects of attending a good secondary school, or any secondary school at all, may partly depend on the outcome of assessment in English. Question 28 was therefore intended for those who had earlier responded that formal assessment at the end of primary school was a requirement. (Question 28: **If you answered 'YES' to the question above about assessment, could you please click on the boxes opposite that reflect the situation in your context**). The alternatives shown below in Table 10 attempted to capture the most common possibilities. More than one alternative could be chosen if the respondent thought it appropriate.

Table 10: Consequences of assessment at the end of primary school

	Number of responses	Percentage (rounded)
Not applicable, no response, no information, other	26	40%
Assessment in English at the end of primary school is used to decide who may go to secondary school	6	9%
Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to	9	14%
Assessment in English at the end of primary school has no consequences for secondary school entry	10	16%
Assessment in English at the end of primary school provides a certificate which is useful for employment purposes	0	0
Assessment in English at the end of primary school is used to evaluate the quality of the primary school	6	9%

As can be seen from Table 10, in only a small number of cases (nine per cent) was assessment of English at the end of primary school stated to play a part in deciding who could go to secondary school but of course in those contexts the outcome is of extreme importance to the stakeholders. In others (14 per cent) an assessment in English was part of the process of deciding to which category of secondary school a child might go. In ten cases (16 per cent) the respondent stated that assessment in English had no consequences for secondary school entry. This may seem a relatively small number but should be taken along with the numerous cases in which this question was not answered, often because the informant had already stated that there was no requirement for assessment at the end of primary school. The use of assessment results to evaluate the quality of individual primary schools regarding English teaching seems restricted (nine percent) and was not mentioned by respondents from Russia and Bahrain in spite of the introduction in these contexts of examinations to monitor and assure overall standards.

7. Transition from primary to secondary school

The importance for young language learners of the way in which the transition from primary to secondary school is handled has been apparent for many years, at least since it became a prominent factor in the debate about the official cancellation of the ‘French from Eight’ project in England and Wales during the 1970s. See Jones and McLachan (2009: 6–12) for a discussion of the evaluation of this project. Discussion of transition has been a constant component of most literature on school-based language learning since that time. However, the same problems seem to be very current even today. These include a lack of sharing of information on children’s attainments between primary and secondary schools and the tendency of first-year secondary school teachers to disregard previous language learning. See Bolster, Balandier-Brown, and Rea-Dickins (2004) for a discussion of how these problems persist in UK modern foreign language learning. The Pri-Sec-Co (Primary and Secondary Continuity) project (www.pri-sec-co.eu/) shows that these problems have been of concern and addressed in a number of European countries. It was thought important to explore this topic in the present survey. It should be stressed that this is another area in which we relied on the experience and expertise of our respondents rather than on their access to published facts and figures. The alternative responses for Question 31 were framed by the general question: **What arrangements are made to help children make a successful transition between English learning at primary school and the secondary level of schooling (e.g. junior high or middle school)?** This was followed by a series of statements with response options on a scale from NEVER to ALWAYS and the chance to opt out with no information given. The results are shown below in Table 11 with the most frequent responses highlighted for convenience of reference.

Table 11: Arrangements for transition from primary to secondary school for young learners of English

	Always	Often	Quite often	Sometimes	Rarely	Never	I don't know/ no information
Teachers from the two levels of schooling meet to discuss the transition	2	1	2	8	14	24	13
Children are given special 'bridging' courses to help them to make the transition	0	2	1	2	10	36	13
Teachers in the new school are well informed about the type of work that has been done at primary/elementary school	10	6	7	7	14	10	10
Publishers make sure that their course materials for the next level of school contain revision material that covers what children should have learned at primary/elementary school	5	9	5	8	11	9	17
Information on children's levels from externally provided formal testing at the end of primary school is passed to the new school	7	0	3	4	8	25	17
Information on children's levels from school-based assessment is passed to the new school	14	4	3	4	5	21	13
When children start their new school they are treated as absolute beginners in English	4	8	5	10	2	13	16

Some contexts, such as Italy, South Korea and Sweden, stand out for the relatively good transition experiences reported by respondents but it can readily be seen from the table that generally across the world contacts between primary and secondary school teachers of English are weak and that there seems therefore to be a continued danger that the achievements at primary school will be undervalued and underexploited at secondary school. This has serious consequences for ultimate attainment, but may also be a factor in slowing down the introduction of English at primary level in countries in which it is not already well established. We have already seen that in the case of Algeria an attempt to bring in English as an optional subject in Year 3 of primary school was unsuccessful partly because of transition problems.

...this has been abandoned (I think partly because of lack of teachers and partly because it was optional so participants lost any advantage they may have gained when they joined middle school and had to start again as beginners). (Algeria)

8. Public and private sector relationships – private schools and private language institutes

In a number of contexts, the effect of state school provision of English at ever earlier levels is perceived to be very much to the benefit of the private sector as parents and other carers strive to give their children an advantageous position regarding English or to make up for perceived shortcomings in the state-supported system. See, for example Lee (2009: 98) on the ‘over heating’ of responses of parents and private provision in South Korea and the government strategies adopted to attempt to maintain equity with regard to access to English learning.

There are two main types of private institution in which young children may learn English. Firstly, some children may attend fee-paying primary schools which may, according to the context, be closely or more distantly aligned with the curriculum, standards and other requirements prevailing for state schools; increased hours or superior quality of English provision may be among their attractions for parents. Secondly, children may attend-out-of-school English classes in specialised language institutes.

Private sector provision of primary level English teaching is not always documented in such detail as is the case for the public sector and we often relied for our data on our experts’ experiences and best estimates. It should be noted, however, that in these cases (as in others concerning statistics in this report) we also asked for the degree of confidence that the experts felt in their responses. Details for individual contexts will be found in Appendix 1. The summary of the overall responses is given here in Tables 12 to 14, with further discussion to be found after each table.

Private mainstream primary schools

Table 12: Presence of private mainstream primary schools in different contexts

Presence of private primary schools	Contexts	Notes
No information given = 5	Palestine, Portugal, Qatar, Uganda, Uzbekistan	
Few (less than 10%) = 25	Algeria, Armenia, Azerbaijan, China, Croatia, Czech Republic, Finland, Germany, Greece, Indonesia, Israel, Japan, Latvia, Lithuania, Montenegro, Namibia, North Cyprus, Peru, Romania, Russia, Serbia, South Korea, Sri Lanka, Sweden, Taiwan	Montenegro reports ‘none’
Some (10–30%) = 24	Argentina, Brazil, China: Hong Kong, Colombia, Cyprus, Denmark, France, Georgia, India: Goa, India: South India, India: Tamil Nadu, Italy, Kazakhstan, Kosovo, Mexico, Morocco, Pakistan, Poland, Saudi Arabia, South Africa, Spain, Turkey, Venezuela, Zambia	
Considerable number (more than 30%) = 10	Bahrain, Bangladesh, Cameroon, Egypt, Jordan, Senegal, Sierra Leone, United Arab Emirates, Yemen, Zimbabwe	

In some contexts, the notion of a private primary school does not carry the connotations of wealth and privilege that it might in, for example, the UK. In contexts such as Cameroon and India fees can be quite modest and the schools closely follow the national syllabuses for public primary schools. The ratio of private to state mainstream schools in different societies will be influenced by both history and national resources.

In 25 (39 per cent approximately) of the contexts it was stated that there were 'few' private primary schools (= fewer than ten per cent of primary schools), which includes 'none', as was stated for Montenegro. Unsurprisingly, in these contexts respondents tended to perceive private schools as beyond the financial means of most families. In the other contexts private primary schools were said in 24 cases (36 per cent overall) to make up between ten per cent and 30 per cent of primary schools, with ten cases (16 per cent) in which they were said to be present in 'considerable' numbers (= more than 30 per cent of primary schools).

Perceived differences between private and state primary school regarding English teaching

The perceived differences as far as English teaching is concerned between private and state primary schools are often to be found in the greater number of hours of English offered and smaller class sizes. It might also be expected that teachers and teaching materials would be seen as superior. This is often so but is not always the case. It is interesting to note from the open response comments below that whereas in many contexts private school English provision is perceived as better, this is by no means always true. It was mentioned by experts from a number of contexts that quality among private schools is variable and that teachers in private schools may be of less high quality than state school teachers.

The range of difference in private schools is very wide. There are some very elite private primary schools reserved for children of wealthy parents. These schools have lots of materials and facilities. In French medium schools, they may employ one or two (generalist Anglophone) English teachers. But most private schools are at the ordinary end, with the same conditions like state schools. The common thing with private schools is that because of fees, class sizes are generally smaller than in state schools. (Cameroon)

Some are very good which helps to motivate children to learn but some are not. (China)

There is a great deal of variety in the range of provision in private primary schools. Some may have more flexibility when recruiting teachers and may be able to recruit 'native speakers' but this does not mean they are 'good' teachers. Some of these teachers will also have the 'habilitation'. (France)

Comment on 'In private primary schools the teachers are generally considered not to be so good as those in public primary schools': particularly true in bilingual schools. Many parents who can afford to send their children to private/semi private schools (concertados) choose to send them to state bilingual schools where they consider the standard of English education is considerably higher. Other comment: Amongst private schools the status of English varies a lot, from high quality teaching to quite a low level. (Spain)

The quantity and quality of English teaching in private schools is extremely variable. (Venezuela)

In private schools, children start learning English at an early age and the materials used are high quality as they import them from known publishers like Oxford. However, the teachers in the private schools are not as qualified as those who are in the state schools because the owners look for those who ask for a small amount of money as salary. (Yemen)

Some positive comments were made about standards in state education, contrasting it directly or by implication with private education:

Public primary teachers get a thorough knowledge of methodology in teaching. (Sri Lanka)

Teachers in public schools are seen to be producing better results because of management effectiveness. (Zambia)

Smaller teaching groups in private schools were emphasised by respondents from Germany and Latvia, although the variability of quality of private schools is again mentioned.

Normally there are fewer students in the learning groups in private schools, so children get more attention and possibly better tuition. (Germany)

Private schools are very different in size and quality – it is very difficult to generalise. Usually the teachers are better paid there and that allows private schools to select teachers, the classes are smaller in size and teachers have more possibilities for an individual approach to each child, creating better learning conditions. (Latvia)

The possibility of native speaking teachers being employed in private primary schools was mentioned only in the cases of France and Japan, although, as we have seen above, this was not considered necessarily positive in the case of France.

Attendance at English lessons at private language institutes

Not all countries offer conditions in which private language institutes may thrive. This may be for reasons such as lack of economic development but in some of the more prosperous countries a public confidence in the quality of state-provided English education may account for a low incidence of use of private language institutes.

There is no market for private language institutions in Sweden. (Sweden)

Table 13 shows contexts in which reported attendance at private language institutes was less than 20 per cent.

Table 13: Contexts in which no or low attendance at private language institutes was reported

None or almost none = 8 contexts	Algeria, Azerbaijan, Denmark, India: South India, Namibia, Saudi Arabia, Sweden, Zambia
Some, but less than 20% = 19 contexts	Argentina, Armenia, Brazil, France, Georgia, Germany, Israel, Lithuania, Montenegro, Morocco, Palestine, Romania, Russia, Turkey, United Arab Emirates, Venezuela, Yemen, Zimbabwe

On the other hand, in many other contexts a vigorous system of private language institutes operates in parallel with schools and high proportions of children attend out-of-school classes. This could be seen as likely to have a significant destabilising impact on the conduct of classes in the state system if some children are at a higher level or have developed different skills from those focused on the state school class.

...In general, private tuition makes teaching in public schools difficult as children are divided in their level of English to begin with. (China)

Table 14 shows the contexts (14 = 22 per cent) in which reported attendance at private language institutes is 40 per cent or over. Evidence from other sources makes it unsurprising that the estimated percentage for contexts such as Greece, Spain and Taiwan should be high. However, in some other cases it may be questioned whether the respondents in these cases were taking into consideration the whole population, including children in less privileged or rural areas.

Table 14: Contexts where very high attendance at private language institutes was reported

Between 40% and 59% attendance = 8 contexts	China, Croatia, Egypt, Japan, Sierra Leone, Spain, South Africa, Taiwan
More than 60% attendance = 5 contexts	Bahrain, Cyprus, Greece, Serbia, Sri Lanka

In a number of contexts, the provision for English language teaching by private language institutes is popularly believed to be superior to that offered in state schools. We have already seen that, according to Lee (2009), this was felt to be a source of social inequity in South Korea. Measures such as the provision of free after-school English clubs in state primary schools were adopted to combat this danger. Greece is another strong example of a context in which parents are prepared to make financial sacrifices in order to ensure that their children have access to English lessons in private institutes. It was estimated by Ehlich (2009: 35) that 2.4 per cent of private household spending in Greece was at that time absorbed by the cost of sending children to private language institutes. This view of the importance of private institutes in Greece is reinforced by the comment by a Greek respondent:

English is considered to be an unimportant subject at school as it is seriously offered at private language institutions. (Greece)

On the other hand, in some contexts, even when large numbers of children attend this type of school there is doubt about the overall quality of private language institutes. In Spain, for example, even though there was a report of between 40 per cent and 59 per cent of primary school children attending private language institutes, the comment was:

Most of them are not of good quality and simply prepare children for mainstream Cambridge/Trinity EFL exams. Most teaching in academies is delivered by non-qualified teachers and in many cases by adult EFL teachers who are neither aware of, nor interested in, how to approach the teaching of a language to children. (Spain)

Other support for learning English

In very many contexts it is also the practice for teachers (sometimes the children's own school teachers) to offer private tutoring in English for individuals or small groups in their own homes or the homes of pupils. Some schools offer after-school clubs. Parents may also purchase multimedia or other supplementary English learning materials for their children to use at home. More rarely, children may be sent abroad for courses or extended residence in English-speaking countries.

Question 30 in the questionnaire asked: **What other support do children in your country have for learning English? Please tick the options which apply.**

Tables 15 to 20 show the sources of support listed in the question, together with the frequency with which they were claimed as present in each context. The contrasts among contexts concerning the most and least favoured means of support are interesting, although it should be remembered that these figures are based upon our respondents' 'best guess' estimates from their own experience and not on any actual survey of the population. As with the figures

for attendance at private schools and language institutes above, it may be that for some contexts some less privileged sections of the population have not been included by respondents, resulting in over-estimates of take-up of additional means of support for children's English learning.

Table 15: Parents buy learning materials for children to use at home

Contexts in which it was claimed that 30 per cent or more of Young Learners of English had learning materials bought for them to use at home		
Quite often 30–49%	7	Egypt, France, Japan, Kazakhstan, Latvia, Qatar, Senegal, Saudi Arabia
Frequently 50–69%	6	China, North Cyprus, Serbia, Sierra Leone, Uzbekistan, Zambia
Very often 70–89%	3	Greece, Hong Kong, Kazakhstan
In almost all cases 90% +	4	Montenegro, India: South India, South Korea, Sri Lanka

Table 16: Parents employ private tutors (one-to-one)

Contexts in which it was claimed that 30 per cent or more of Young Learners of English had one-to-one tuition		
Quite often 30–49%	9	Azerbaijan, Bahrain, Bangladesh, Croatia, Hong Kong, Qatar, Senegal, Serbia, Spain
Frequently 50–69%	6	Egypt, North Cyprus, Sierra Leone, Sri Lanka, Uzbekistan
Very often 70–89%	1	Jordan
In almost all cases 90% +	1	Greece

Table 17: Parents employ private tutors (small groups)

Contexts in which it was claimed that 30 per cent or more of Young Learners of English had private tutors in small groups		
Quite often 30–49%	5	Cyprus, Senegal, Serbia, Spain
Frequently 50–69%	4	Bangladesh, Jordan, North Cyprus, Uzbekistan
Very often 70–89%	3	Bahrain, China: Hong Kong, Sri Lanka
In almost all cases 90% +	0	

Table 18: Parents send children to English learning clubs

Contexts in which it was claimed that 30 per cent or more of Young Learners of English are sent to learning English clubs		
Quite often 30–49%	6	China, Croatia, Japan, Poland, Sri Lanka, Uzbekistan
Frequently 50–69%	2	Jordan, South Korea
Very often 70–89%	1	Kosovo
In almost all cases 90% +	1	China: Hong Kong

Table 19: Parents send children to residential courses/camps in-country

Contexts in which it was claimed that 30 per cent or more of Young Learners of English are sent to residential courses/camps in-country		
Quite often 30–49%	3	Armenia, Spain
Frequently 50–69%	4	China: Hong Kong, Jordan, South Korea, Uzbekistan
Very often 70–89%	0	
In almost all cases 90% +	0	

Table 20: Parents send children abroad

Contexts in which it was claimed that 30 per cent or more of Young Learners of English are sent abroad to improve their English		
Quite often 30–49%	3	China: Hong Kong, Spain
Frequently 50–69%	0	
Very often 70–89%	0	
In almost all cases 90% +	0	

Conclusions

The major trends and issues in the teaching of English to primary school aged children in the 21st century seem to be the following:

A continuing enthusiasm for reducing the age at which the teaching of English begins

Research does not support the view that the age of the learner is the paramount condition affecting successful language learning. It is not the case that in the absence of proper conditions for learning, such as adequate exposure to and engaging interaction in the language, younger is better. In spite of this, in many contexts a trend towards reducing the age at which English is introduced can be traced through this survey and it is particularly notable that English teaching is now widespread at pre-school Early Years levels. The introduction of English at ever-younger ages is not in itself problematic but it can become so when it is not matched by the material and teacher education resources needed to ensure that the appropriate conditions for learning are in place. As this survey has shown, the reality is that resources in many contexts are either lacking or not forthcoming to the extent needed.

Continued pressure on teacher supply and teacher quality

Compromises still seem to be being made over actual as opposed to ideal or statutory qualifications for teachers of English at primary school as expansion of English teaching creates more demand for personnel at this level. The large number of responses to the questionnaire claiming considerable 'high level' policy support for EYL teaching as opposed to rather fewer claiming 'on the ground' financial, resource and training support points to a frequently found weakness in educational systems worldwide. There were numerous comments about difficulties in preparing and supplying an adequate number of suitable teachers for the task of teaching primary school English and these difficulties could be seen at least partly as a consequence of a failure to back policy with resources.

Increased awareness of, and attention to, assessment issues, including the setting of target levels

This is certainly a development since the 1999–2000 survey and the greater clarity regarding ambitions for primary-school English is to be welcomed. The use of the Common European Frame of Reference (CEFR) has contributed to this clarity. However, it needs to be recognised that there are still issues remaining;

1. In a number of contexts target levels have been set but without means in place to determine how far they have been met.
2. At present the most popular instrument for setting targets – the CEFR – is not well-adapted to describe targets that children might be expected to meet.

Transition between different levels of schooling remains an unaddressed or unsolved problem for English learners in many contexts

This is particularly problematic when children leave primary school having learned a substantial amount of English which is not then adequately built upon at secondary school. Loss of motivation in individual children may be one result, but the lessening of overall achievement at the end of school learning of English could be a serious consequence for all. The problems that secondary schools face with dealing with entry classes of children who may have different levels of attainment in the language need nonetheless to be fully acknowledged and means found for addressing them.

It was also noted in the main body of the report that in some contexts the transition between pre-school and primary school English language learning has started to require attention.

Relations between private and public sectors can be problematic

This may be the case particularly when attendance by substantial numbers of children at private language institutes results in very different levels of English attainment within state school classrooms. In some contexts there is a view that access to extra English learning for the children of more affluent families confers an unfair advantage. The reactions to this have occasionally included attempts at an official level to find means of increasing opportunities for the children of less well-off families to receive free or affordable out-of-school English lessons, for example through school clubs. In other societies this inequity is not directly addressed.

Summary

This survey reveals a situation in which some aspects of English teaching to children have developed in a generally positive direction in many contexts since the last British Council survey in 1999–2000, although a number of serious problems remain to be solved. On the positive side, there is increased interest at a policy level in defining and setting goals for primary English and the CEFR seems to have been helpful in setting this in motion. However, we have seen that the CEFR is not itself an instrument designed to describe the language performance of children and that modifications will be needed if it is to be fully useful. An additional point is that the assessment of children's language attainments is still a developing field, although work such as that done within the ELLiE project (Enever, 2011) has added much to our understanding. Often it seems that appropriate means of verifying if primary school children actually reach the goals stated in policy documents are yet to be put in place. A related problematic area is that coherence between primary and secondary school English language programmes remains a problem in many parts of the world. The biggest issues, however, continue to revolve around the resources, both human and material, that need to be deployed in the classroom and the appropriate means of orienting and training teachers for their tasks. An important difference from the time of the first survey is that in 1999–2000 the issues in many contexts revolved around appropriate approaches with children from eight years upwards but with the trend for an ever earlier start the focus is likely to be in future years not only on the first years of primary education but on what can be achieved at pre-school level and how to ensure continuity and coherence thereafter. It seems that a very considerable amount is being demanded of teachers who have been caught up with the continuing enthusiasm for language learning with ever younger beginners.

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Pri-Sec-Co (Primary and Secondary Continuity) project. Available online at: www.pri-sec-co.eu/

Appendix 1: Context-by-context information sheets

Appendix 1: Context-by-context information sheets

Algeria November 2011	
Status of English language teaching at Early Years (pre-primary) stages:	No English is taught at the Early Years stage in my country.
Official entry age to Year 1 of primary school:	5–6.
Is English an officially required compulsory part of the primary curriculum?	English is not an officially required compulsory part of the curriculum.
Comments:	<i>Children study two languages in primary – Classical Arabic (which is different from the locally used dialect) from Grade 1 and French from Grade 3.</i>
Year of state primary school when children officially begin English lessons:	Officially later than Year 5.
Major policy changes in the last ten years:	There was an attempt to bring in English instead of French in Year 3 but this has been abandoned (I think partly because of lack of teachers and partly because it was optional so participants lost any advantage they may have gained when they joined middle school and had to start again as beginners).
Total hours per year officially allocated to English in primary schools:	0.
Distribution of English hours:	N/A.
Number of state primary schools:	No information.
Number of state primary school pupils:	Nine million children in primary and secondary education (answer is derived from official statistics).
Number of state primary school English teachers:	No information.

<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p> <p>Comments:</p> <p><i>Class sizes are large (average of 31 in primary classes).</i></p>
<p>Types of teacher used:</p> <p>Other.</p>
<p>Acceptable teaching qualifications:</p> <p>A university graduate in English language and/or literature who did not take courses in education or methodology while at university.</p> <p>Comments:</p> <p><i>All teachers need a degree but nothing more.</i></p>
<p>Official documents for teachers on content:</p> <p>No information.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>There is only one approved set of course materials and this is written and published specially for schools in this country or region.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>
<p>Difference in English in private schools:</p> <p>No information.</p>
<p>Attendance at English lessons at private language institutes:</p> <p>No or almost no primary school children attend this type of class.</p>
<p>Is formal assessment of English officially required at the end of state primary school?</p> <p>No, there is no requirement for formal assessment.</p>
<p>Expected level of achievement at end of primary:</p> <p>There is no stated level for children to reach by the end of primary school.</p>

Support for learning English:	
Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	No.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.
Comments:	
<i>They are already dealing with two languages so English is not considered important until Grade 6 (approximately age 11).</i>	
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Never.
Publishers include primary revision material in secondary books:	Never.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Never.
Comments:	
<i>English begins in middle school (Grade 6) and runs alongside Arabic and French so there is no transition.</i>	
Argentina	
November 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
There is no state-provided Early Years education.	
Private Early Years education provides English language teaching.	
Comments:	
<i>In general, it only happens at private bilingual schools – about 300 across Argentina.</i>	
Official entry age to Year 1 of primary school:	
5–6.	
Is English an officially required compulsory part of the primary curriculum?	
English is an officially required compulsory part of the curriculum.	
Comments:	
<i>In Argentina the teaching of a foreign language starts at age nine. Each district selects the language to be taught but all districts who have implemented so far (reaching about 50 per cent of school children in Argentina) have chosen English. In the city of Buenos Aires, English is compulsory from age six.</i>	

<p>Year of state primary school when children officially begin English lessons:</p> <p>Year 4.</p>
<p>Major policy changes in the last ten years:</p> <p>The only major policy change has been the teaching of English in the city of Buenos Aires at age six.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>72 to 126 hours.</p>
<p>Distribution of English hours:</p> <p>Public: 2–3.5 hours a week. Private: 5–15 hours a week, usually in the afternoon.</p>
<p>Number of state primary schools:</p> <p>16,751 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>3,579,528 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>20,000–25,000 (there are no official statistics on this).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p> <p>Comments:</p> <p><i>Shortage of English teachers is more pronounced in rural areas – the larger the cities, the better the provision of teachers.</i></p>
<p>Types of teacher used:</p> <p>Specialist teacher of English who visits different schools to give lessons.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p> <p>Comments:</p> <p><i>Teaching qualifications are classified in three groups:</i></p> <ol style="list-style-type: none"> <i>1. Títulos docentes (teaching qualifications): a four-year programme taken at university or teacher training college specialising in the teaching of English. Though most trainees receive training to teach at secondary schools, the courses are gradually incorporating methodology for teaching at primary schools. Some teacher training colleges are developing qualifications exclusively for the teaching of English below secondary level.</i> <p><i>If no teacher with título docente is available, those with other qualifications may apply:</i></p> <ol style="list-style-type: none"> <i>2. Títulos habilitantes: non-teaching qualifications that allow you to teach qualifications, e.g. translator.</i> <i>3. Títulos supletorios: other qualifications, e.g. English language programme taken at any institution, FCE, etc.</i>

<p>Official documents for teachers on content:</p> <p>A general overall description of aims for primary school English.</p> <p>Comments:</p> <p><i>The general guidelines are issued by the national Ministry of Education and more specific ones are developed by each province, adapting them to the local context. So the more detailed guidelines vary from one province to the other, though very often based on the city of Buenos Aires model (see link below).</i></p>
<p>Availability of documents:</p> <p>Políticas Lingüísticas de la Ciudad de Buenos Aires: http://buenosaires.edu.ar/areas/educacion/niveles/idiomas/publicaciones.php?menu_id=23075</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p>
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that they use.</p> <p>Comments:</p> <p><i>The national and provincial Ministries of Education purchase a limited number of books. In 2011, the national Ministry included English books for the first time. Generally, however, the choice of textbook is a decision taken by each school or teacher and the parents' responsibility to purchase them. Parents in the public system prioritise the purchase of the English language textbook above others, even if it is a significant expense.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>Some private primary schools (ten–30 per cent of total).</p>
<p>Affordability of private schools:</p> <p>Parents with low incomes can afford private primary school.</p>
<p>Difference in English in private schools:</p> <p>Children start English at an earlier age than they do in public primary schools.</p> <p>Children get more hours of English teaching.</p> <p>Children learn with a better quality of materials.</p> <p>Teachers are generally considered to be better than those in public primary schools.</p> <p>Comments:</p> <p><i>Private schools have traditionally paid higher salaries than public schools and have tended to attract more qualified teachers. This difference in salaries is less noticeable now and coupled with the stability and better pensions in the public sector, the public sector has started attracting more qualified teachers. In fact, private schools (even the best) have expressed their concern over this issue.</i></p>

Attendance at English lessons at private language institutes:

Some, but fewer than 20 per cent of primary school children attend this type of class.

Comments:

Those in private education usually have access at the school to English language teaching so only go to private language institutes if they want to reach a higher level than the one taught at their school. Pupils at public schools attend private language schools after school hours only if they can afford it, which means that only a few do so.

Is formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Expected level of achievement at end of primary:

There is no stated level for children to reach by the end of primary school.

Support for learning English:

Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Rarely.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Never.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Quite often.

Comments:

Children usually change schools after primary. One problem faced is the variety of levels in English language proficiency at the start of public secondary school.

Armenia

November 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is a compulsory part of the state Early Years curriculum.

Official entry age to Year 1 of primary school:

6–7.

<p>Is English an officially required compulsory part of the primary curriculum?</p> <p>English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.</p> <p>Comments:</p> <p><i>There are generally two foreign languages taught at primary schools, one is Russian the other is either English or another European language (choice of the Ministry).</i></p>
<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 3.</p>
<p>Major policy changes in the last ten years:</p> <p>Providing quality assurance in schools, increasing the productivity of education, establishing what international priorities in education are and integrating them with the national priorities.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>Around 144 academic hours per year. The duration of one academic hour is 45 minutes.</p>
<p>Distribution of English hours:</p> <p>There are 36 teaching weeks in a school year, and English lessons are twice a week in 45-minute sessions.</p>
<p>Number of state primary schools:</p> <p>427 (answer is derived from official statistics).</p> <p>Comments:</p> <p><i>Considering the fact that most towns and villages in Armenia do not have separate primary schools, we have also included the so-called basic schools that offer all tertiary (primary, secondary and high) levels of schooling into our data.</i></p>
<p>Number of state primary school pupils:</p> <p>No information (no official statistics).</p> <p>Comments:</p> <p><i>The average number of pupils per class in state primary schools should not exceed 30. If it does, the pupils are arranged in two separate groups for their English language classes.</i></p>
<p>Number of state primary school English teachers:</p> <p>No information (no official statistics).</p> <p>Comments:</p> <p><i>Number of teachers per school depends on the school. In state primary schools in the capital the number of English teachers varies from three to six, whereas in regional schools, there is often one English teacher.</i></p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p> <p>Comments:</p> <p><i>There are problems finding sufficient English teachers in rural parts, but not in major cities.</i></p>

<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Someone who is not qualified as a teacher but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>Comments:</p> <p><i>Only qualified and certified teachers can teach at state primary schools. Every five years, teachers have to be certified. Six months before the certification, they have to attend courses for increasing their qualifications.</i></p>
<p>Official documents for teachers on content:</p> <p>A general overall description of aims for primary school English.</p>
<p>Availability of documents:</p> <p>Teachers can access official documents at www.edu.am</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support in budgetary and financial terms.</p> <p>A high level of official support from local inspectors and advisers.</p> <p>Materials used in class:</p> <p>There is only one approved set of course materials and this is written and published specially for schools in this country or region.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total.</p> <p>Comments:</p> <p><i>There are six private primary schools.</i></p>
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at an earlier age than they do in public primary schools.</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p>
<p>Attendance at English lessons at private language institutes:</p> <p>Between 20 per cent and 39 per cent of primary school children attend this type of class.</p>

Is formal assessment of English officially required at the end of state primary school?	
There is no formal assessment of English officially required at the end of state primary school.	
Expected level of achievement at end of primary:	
A1 level.	
Support for learning English:	
Parents buy materials for children to use at home:	Quite often.
Parents employ private tutors (one-to-one):	Quite often.
Parents employ private tutors (small groups):	Quite often.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Not very often.
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Always.
Publishers include primary revision material in secondary books:	Always.
Formal test results passed to the new school:	Always.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Never.
Comments:	
<i>The transition from primary school to the secondary one is made on the basis of the performance assessment. The pupils with satisfactory results make the transition.</i>	
Azerbaijan	
December 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
There is no state-provided Early Years education in my country or region.	
Comments:	
<i>English is not compulsory but a few private and state kindergartens provide English language teaching.</i>	
Official entry age to Year 1 of primary school:	
6–7.	
Is English an officially required compulsory part of the primary curriculum?	
English is an officially required compulsory part of the curriculum.	
Year of state primary school when children officially begin English lessons:	
They start officially in Year 1.	

<p>Major policy changes in the last ten years:</p> <p>The age of starting English used to be from Year 5 and it was changed to Year 1 by the government in 2009.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>The total number of hours per year officially allocated to English is 272 hours. This covers Years 1–5. It is split: one hour for Grades 1–4; four hours for Grade 5.</p>
<p>Distribution of English hours:</p> <p>There are 34 teaching weeks in a school year and English lessons are taught one hour a week in Grades 1–4 and four hours a week in Grade 5 in 45-minute lessons.</p>
<p>Number of state primary schools:</p> <p>366 primary schools (answer is derived from official statistics).</p> <p>Comments:</p> <p><i>Schools are not divided into primary, middle and high schools in Azerbaijan. There is general secondary school that includes all three schools. But there are 366 primary schools in remote areas, small villages with little population. There are about 478,855 students (including 6,802 students in 366 primary schools) in general secondary schools.</i></p>
<p>Number of state primary school pupils:</p> <p>6,802 students (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>No information.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p> <p>Comments:</p> <p><i>Teacher of English Diploma.</i></p>
<p>Official documents for teachers on content:</p> <p>No published guidelines or syllabus.</p>

<p>Availability of documents:</p> <p>There aren't any available documents concerning the teaching of English in primary schools. However, you can check the State National Curriculum website http://ebookbrowse.com/milli-kurikulum-eng-pdf-d105184354 for 'General Education Concept (National Curriculum) in Azerbaijan Republic'– a document that includes a general description of foreign languages rationale and general outcomes.</p>												
<p>Support for primary English from authorities:</p> <p>No information.</p>												
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that they use.</p>												
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>												
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>												
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with better quality of materials.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p>												
<p>Attendance at English lessons at private language institutes:</p> <p>No or almost no primary school children attend this type of class.</p> <p>Comments:</p> <p><i>About 1,469 children.</i></p>												
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>No, there is no requirement for formal assessment.</p>												
<p>Expected level of achievement at end of primary:</p> <p>There is no stated level for children to reach by the end of primary school.</p>												
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Quite often.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Not very often.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Not very often.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Rarely.</td> </tr> </table>	Parents buy materials for children to use at home:	Rarely.	Parents employ private tutors (one-to-one):	Quite often.	Parents employ private tutors (small groups):	Not very often.	Parents send children to learning English clubs:	Not very often.	Parents send children to residential courses/camps in-country:	Rarely.	Parents send children abroad:	Rarely.
Parents buy materials for children to use at home:	Rarely.											
Parents employ private tutors (one-to-one):	Quite often.											
Parents employ private tutors (small groups):	Not very often.											
Parents send children to learning English clubs:	Not very often.											
Parents send children to residential courses/camps in-country:	Rarely.											
Parents send children abroad:	Rarely.											

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Rarely.
Teachers in new school are well informed about work done at primary:	Sometimes.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Sometimes.

Bahrain

January 2012

Status of English language teaching at Early Years (pre-primary) stages:

There is no state-provided Early Years education in my country.

Comments:

Pre-primary schools are private. There are three types of private schools: National Private Schools, Foreign Private Schools and Foreign Communities Schools. The first type is the only one that is managed by Bahrainis or jointly with non-Bahrainis and is under the supervision of Ministry of Education. The other two types are run by non-Bahrainis.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

English used to be taught in government-run schools from Grade 4. However, starting from the academic year 2004–05 a new project was launched by the Ministry of Education which aims at teaching English from Grade 1.

National examinations have been introduced by the Quality Assurance Authority for Education and Training (QAAET) as part of the Bahrain Education Reform Project. The aim of the project is to help Ministry of Education, teachers, teacher trainers, and everyone else engaged with learning in schools to raise standards of education in the Kingdom of Bahrain. Primary students at Grade 6 (end of primary cycle) are tested to provide a comprehensive measurement of the development of their linguistic skills in English as a basic subject: these exams have been produced by Cambridge International Examinations (CIE), in close collaboration with subject specialists from the Bahrain National Examinations Unit (NEU).

<p>Total hours per year officially allocated to English in primary schools:</p> <p>Students in basic education: primary (Grades 1–6) and intermediate (Grades 7–9) take five periods of English per week; each period lasts 45 minutes. Students in secondary education (Grades 10–12) take four periods of English per course (normally they study one course in their first, and two courses in their second and third years). Each period lasts for 50 minutes.</p>
<p>Distribution of English hours:</p> <p>Students take five English classes per week for around 16–18 weeks per semester for two semesters.</p>
<p>Number of state primary schools:</p> <p>135 schools; 95 primary only schools and 40 primary intermediate schools (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>62,666 pupils (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>653 teachers (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A university graduate in English language and/or literature who did not take courses in education or methodology while at university.</p> <p>Comments:</p> <p><i>A degree in English and education.</i></p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content, giving, for example, topic areas, functions or language items to focus on.</p>
<p>Availability of documents:</p> <p>Documents are available to all teachers.</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support in budgetary and financial terms.</p>

Materials used in class:

There is only one approved set of course materials and this is written and published specially for schools in this country or region.

Comments:

Schools usually have a budget which can be used to buy supplementary materials like books, stories and dictionaries for the school library.

Proportion of private mainstream primary schools:

There are a considerable number of private primary schools (more than 30 per cent of total primary schools).

Affordability of private schools:

Only wealthy parents can afford to send their children to private primary schools.

Difference in English in private schools:

In private primary schools children start English at an earlier age than they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children learn with materials that are about the same quality as those in public primary schools.

In private primary schools the teachers are generally considered to be better than those in public primary schools.

Comments:

Most private schools have a pre-primary level (kindergarten) so students start English at an early age (3–5).

Attendance at English lessons at private language institutes:

More than 60 per cent of primary school children attend this type of class.

Comments:

Students depend heavily on the private language institutes to improve their level in English. There is big demand for such a service and the competition is high in Bahrain. It is a very profitable business.

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a means devised within the school.

Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.

Expected level of achievement at end of primary:

There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.

Support for learning English:	
Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Quite often.
Parents employ private tutors (small groups):	Very Frequently.
Parents send children to learning English clubs:	Frequently.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.
Comments:	
<i>The British Council and the Regional English Language Office at the American Embassy provide support to learners of English at state schools in the form of scholarships, grants and educational programmes.</i>	
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Sometimes.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Never.
Publishers include primary revision material in secondary books:	Sometimes.
Formal test results passed to the new school:	Always.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Sometimes.
Comments:	
<i>A diagnostic test is a routine practice with new students at secondary level. The results are supposed to be discussed with their ex-teachers who taught them in their pre-secondary level (basic education).</i>	
<i>In addition to that, results of the National Exams are used to prepare the school reform plan in the next cycle.</i>	
Bangladesh	
February 2012	
Status of English language teaching at Early Years (pre-primary) stages:	
There is no state-provided Early Years education in my country or region.	
Comments:	
<i>Very recently our government has formulated a policy for introducing early year stage pre-primary. Curriculum is under preparation.</i>	
Official entry age to Year 1 of primary school:	
5–6.	
Is English an officially required compulsory part of the primary curriculum?	
English is an officially required compulsory part of the primary curriculum.	

<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 1.</p>
<p>Major policy changes in the last ten years:</p> <p>English has been a compulsory subject from Grade 1 since 1992.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>It's difficult to say. However, roughly between 120–150 hours of lessons are taught.</p>
<p>Distribution of English hours:</p> <p>Six classes a week of 35 minutes and 30 weeks a year.</p>
<p>Number of state primary schools:</p> <p>37,672 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>16.96 million approximately (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>No information.</p> <p>Comments:</p> <p>There are official statistics about the numbers of primary school teachers of English in Bangladesh but I do not have the statistics right now.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p>
<p>Types of teacher used:</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Comments:</p> <p><i>Primary school teachers have to teach all subjects. They are not recruited based on the subject they will be teaching. However, through training they are more or less able to teach those subjects along with English.</i></p>
<p>Acceptable teaching qualifications:</p> <p>Other.</p> <p>Comments:</p> <p><i>There are some variations in primary teachers' qualifications. For females, it's a bit relaxed. Generally, they are high school graduates who have either pre-service qualification or higher degree with no formal teaching qualification. However, all teachers trained or untrained earlier do receive in service training.</i></p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement .</p> <p>Comments:</p> <p><i>This is available in the Teacher's Guide.</i></p>

<p>Availability of documents:</p> <p>Directorate of Primary Education (DPE) is responsible for that. Lots of documents are available there.</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support from local inspectors and advisers.</p>
<p>Materials used in class:</p> <p>There is only one approved set of course materials and this is written and published specially for schools in this country or region.</p> <p>Comments:</p> <p><i>The National Textbook and Curriculum Board (NCTB) develop and publish textbooks, and materials are used in the primary schools. Few additional books are also prescribed by schools. However, the English medium schools and NGO-run schools use additional books and materials.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p> <p>Comments:</p> <p><i>Around 90 per cent of the total primary schools are fully or partly supported by the government.</i></p>
<p>Affordability of private schools:</p> <p>Even parents with low incomes can afford to send their children to private primary school.</p> <p>Comments:</p> <p><i>There are some English medium private schools that are highly costly and even the middle-income parents cannot afford the cost of those.</i></p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at an earlier age than they do in public primary schools.</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p> <p>Comments:</p> <p><i>English in government supported schools is not that satisfactory. Private schools following the national curriculum are better as they have better qualified teachers, strong monitoring, better discipline, and a more accountable learning and teaching environment.</i></p>
<p>Attendance at English lessons at private language institutes:</p> <p>No information.</p>

Formal assessment of English officially required at the end of state primary school?

Yes. Assessment is required and it is by a test or exam provided by a national or local authority outside the school.

Comments:

Yes. Government executed national test is taken at the end of the state primary education and all the students need to take part in this test.

Assessment in English at the end of primary school is used to decide who may go to secondary school.

Expected level of achievement at end of primary:

The students need to pass the test administered centrally.

Support for learning English:

Parents buy materials for children to use at home:	Not very often.
Parents employ private tutors (one-to-one):	Quite often.
Parents employ private tutors (small groups):	Frequently.
Parents send children to learning English clubs:	Never.
Parents send children to residential courses/camps in-country:	Never.
Parents send children abroad:	Very rarely.

Comments:

Home environment, for example, television cartoon shows may contribute to improving English levels.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Sometimes.
Publishers include primary revision material in secondary books:	Often.
Formal test results passed to the new school:	Sometimes.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Quite often.

Comments:

There are certain competencies to be achieved by primary pupils. There are a few studies on learning achievement, for example, yearly reports on Education Watch published between 1998 and 2008, which surveyed students' competency levels, which are always very low.

Brazil

December 2011

Status of English language teaching at Early Years (pre-primary and primary) stages:

Private Early Years education provides English language teaching.

Comments:

Private Sector: Early Years education, known as Ensino Infantil (two to five).

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum.

Comments:

Not compulsory but becoming highly desirable.

From the fifth year of Ensino Fundamental at least one foreign language must be offered. The school determines which language this will be (it is usually English). The Rio de Janeiro Secretariat for Education decided in 2010 to have compulsory English classes in the initial years of 'Fundamental Education', to prepare the children for the Olympic Games and World Cup. Many other Secretariats are following Rio's footsteps.

Year of state primary school when children officially begin English lessons:

They start officially in Year 5.

Comments:

Private and state sector: Since 2006 – nine compulsory years of education, from ages of six to 14 (Fundamental 1 [six to 10] and 2 [11 to 14]).

Fundamental is followed by three years of secondary education known as Ensino Médio.

Major policy changes in the last ten years:

In 2006, the period of 'Fundamental Education' changed from eight years to nine years, starting at age six.

Total hours per year officially allocated to English in primary schools:

67 hours – equivalent to 80 classes of 50 minutes each.

Distribution of English hours:

Two hours a week – generally consecutive, but depends on the decision of the school.

Number of state primary schools:

130,000 state schools (not only primary) and a grand total of 42,191,928 state school students in general.

Number of state primary school pupils:

14,258,634 = state education.

2,244,840 = private education (answer is derived from official statistics).

<p>Number of state primary school English teachers:</p> <p>No information.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p> <p>Comments:</p> <p><i>There are insufficient teachers of English to cover the needs nationwide. Also teachers' level of English can be rather limited and in some places inexistent.</i></p>
<p>Types of teacher used:</p> <p>No information.</p>
<p>Acceptable teaching qualifications:</p> <p>A university graduate in English language and/or literature who did not take courses in education or methodology while at university.</p> <p>Comments:</p> <p><i>However, these graduates will have taken courses in education or methodology. In addition, teachers must pass a public exam to teach in schools.</i></p>
<p>Official documents for teachers on content:</p> <p>A general overall description of aims for primary school English.</p> <p>Comments:</p> <p><i>I'm afraid I don't know, but I think there is not a detailed syllabus.</i></p>
<p>Availability of documents:</p> <p>PCNS – Parâmetros Curriculares Nacionais (National Curricular Parameters) for 'Fundamental Education' http://portal.mec.gov.br/seb/arquivos/pdf/pcn_estrangeira.pdf</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that the schools adopt.</p> <p>Comments:</p> <p><i>Teachers use officially approved materials but are encouraged to bring extra materials of their own.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p> <p>Comments:</p> <p><i>See answer above = 2,244,840 pupils in private education.</i></p>

Affordability of private schools:

Only wealthy parents can afford to send their children to private primary schools.

Comments:

The new middle class, however, has started changing this picture. Less sophisticated private schools have appeared and state school teaching is improving considerably.

Difference in English in private schools:

In private primary schools children start English at an earlier age than they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children learn with a better quality of materials.

In private primary schools the teachers are generally considered to be better than those in public primary schools.

Comments:

There is a general belief in Brazil that students do not learn English at school but have to go to private language schools to learn the language effectively. That belief applies to private and state students.

In the last three years, many so-called bilingual schools have opened in Brazil. They offer an intensive number of contact hours in English.

Attendance at English lessons at private language institutes:

Some, but fewer than 20 per cent of primary school children attend this type of class.

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Expected level of achievement at end of primary:

There is no stated level for children to reach by the end of primary school.

Support for learning English:

Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Sometimes.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	Always.

Cameroon

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is a compulsory part of the state Early Years curriculum.

Comments:

In Cameroon, all education is either in the medium of French or in the medium of English and this applies to all levels from nursery to university.

Official entry age to Year 1 of primary school:

5–6.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Comments:

English is a compulsory subject as well as the only language of education in English medium schools. In French medium schools it is a compulsory subject.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

No, the situation has been the same for English medium schools since independence. In French medium schools, English became obligatory in 1998.

Total hours per year officially allocated to English in primary schools:

English in English medium schools: 234 hours per school year.

English in French medium schools: 162 hours per year.

This is the same for all classes.

<p>Distribution of English hours:</p> <p>English medium schools (EMS): English is taught for six hours 30 minutes a week. Lessons are generally 45 minutes twice a day for four days with 30 minutes for the teacher to use for revision or as she wishes. There are 36 teaching weeks a year.</p> <p>French medium schools (FMS): Four hours 30 minutes per week. Two sessions of 30-minute lessons a day with only one session on Wednesday for revision. 36 teaching weeks a year.</p>
<p>Number of state primary schools:</p> <p>English medium schools: 1,960; French medium schools: 7,972 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>English medium schools: 493,717; French medium schools: 2,225,577 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>English medium schools: 10,276. French medium schools: 42,695 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p> <p>Comments:</p> <ol style="list-style-type: none"> 1. There is a serious shortage of teachers in most parts of the country. 2. There are no subject specific teachers at this level as teachers teach all subjects in their individual classes. 3. In French medium schools, it is the francophone teacher who is expected to teach English, so there are serious proficiency problems.
<p>Types of teacher used:</p> <p>The children's normal class (homeroom) teacher.</p>
<p>Acceptable teaching qualifications:</p> <p>Other.</p> <p>Comments:</p> <p><i>The primary school English teacher is a qualified generalist primary teacher who has a generalist certificate that is based on a general mark that may or may not include a pass in English. In fact, proficiency in English is not a criterion for obtaining the certificate, so long as the general score is 50 per cent or above.</i></p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content, giving for example topic areas, functions or language items to focus on.</p> <p>Apart from the national syllabuses for both EMS and FMS, some local authorities work with teachers to establish yearly schemes of work from the syllabus.</p>

Availability of documents:

1. The national syllabus for anglophone schools.
2. *Programmes officiels de l'enseignement primaire francophone.*
3. Head teachers' guide/*Guide du directeur.*

Note: all in printed form.

Support for primary English from authorities:

A high level of official support and guidance in policy terms.

A high level of official support from local inspectors and advisers.

A high level of official support in budgetary and financial terms.

Materials used in class:

Teachers may only use material that has received official approval and which appears on a list of permitted works.

Comments:

There are a series of approved textbooks and each school selects a series from the official list. But teachers are encouraged to complement these with their own materials.

Proportion of private mainstream primary schools:

There is a considerable number of private primary schools (more than 30 per cent of total primary schools).

Affordability of private schools:

Even parents with average incomes can afford to send their children to private primary school.

Difference in English in private schools:

In private primary schools children start English at the same age as they do in public primary schools.

In private primary schools children get about the same number of hours of English teaching.

In private primary schools children learn with a better quality of materials.

In private primary schools children learn with materials that are about the same quality as those in public primary schools.

In private primary schools the teachers are generally considered to be about the same quality as those in public primary schools.

Comments:

The range of difference in private schools is very wide. There are some very elite private primary schools reserved for children of wealthy parents. These schools have lots of materials and facilities. In FMS, they may employ one or two (generalist anglophone) English teachers. But most private schools are at the ordinary end, with the same conditions as state schools. The common thing with private schools is that because of fees, class sizes are generally smaller than in state schools.

<p>Attendance at English lessons at private language institutes:</p> <p>No, or a very small number of primary school children attend this type of class.</p> <p>Comments:</p> <p><i>The number will be very insignificant and this will be for the very rich as private language schools are very expensive. Besides, private language schools do not follow the mainstream school programme, so they may be a waste of time for preparing children for exams plus they may be used only during holidays as the school week is very busy for children. Parents generally prefer a home generalist teacher.</i></p>															
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.</p> <p>Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.</p> <p>Assessment in English at the end of primary school is used to evaluate the quality of the primary school.</p>															
<p>Expected level of achievement at end of primary:</p> <p>There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.</p>															
<p>Support for learning English:</p> <table border="0"> <tr> <td>Parents buy materials for children to use at home:</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Rarely.</td> </tr> </table>		Parents buy materials for children to use at home:	Rarely.	Parents employ private tutors (one-to-one):	Rarely.	Parents employ private tutors (small groups):	Rarely.	Parents send children to learning English clubs:	Rarely.	Parents send children to residential courses/camps in-country:	Rarely.	Parents send children abroad:	Rarely.		
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Children treated as absolute beginners in secondary school:	Sometimes.														

China

February 2012

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Comments:

Although it is compulsory to start teaching English from Grade 3, in quite a number of large cities such as Beijing, Shanghai, Guangzhou, Shenzhen, etc. schools start offering English from Grade 1. However, in some under-developed areas (largely countryside and mountainous or remote areas, it doesn't actually happen until secondary school due to lack of English teachers. (Primary schools have six Grades: 1 to 6).

Year of state primary school when children officially begin English lessons:

They start officially in Year 3.

Comments:

This is according to the National English Curriculum. However, local educational authorities may decide on the beginning level in primary schools. In many large cities or more developed areas, English may start officially in Year 1.

Major policy changes in the last ten years:

In 2001 there was a major reform in the National Curriculum for English. English was made compulsory in primary schools, starting from Grade 3. Eight levels of attainment were made for students from primary through to university level. (The National English Curriculum specifies nine levels of attainment and the attainment level for entering university is Level 8.)

Total hours per year officially allocated to English in primary schools:

National policy specifies 72 hours (each hour = 40 minutes). There are 40 weeks in a school year of which 36 are teaching weeks. There is no difference of hours for different grades.

Distribution of English hours:

Two 'hours' (40-minute sessions) a week.

Number of state primary schools:

260,000 (2010).

See www.moe.edu.cn/publicfiles/business/htmlfiles/moe/s6208/index.html

<p>Number of state primary school pupils:</p> <p>95–99 million (2010).</p> <p>www.moe.edu.cn/publicfiles/business/htmlfiles/moe/s6208/index.html</p>
<p>Number of state primary school English teachers:</p> <p>No information.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Someone who is not qualified as a teacher but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>Comments:</p> <p><i>A large number of primary teachers of English in rural areas are qualified primary teachers of another subject (usually Chinese or Maths) with NO training or qualification in teaching English.</i></p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p> <p>Comments:</p> <p><i>Although there are quite detailed guidelines they are still open to interpretation, so many stakeholders will interpret them differently (for example, teachers, trainers, publishers).</i></p>
<p>Availability of documents:</p> <p>The National English Curriculum Standards for Nine-Year Compulsory Education (revised version 2011), formally, the National English Curriculum Standards for Nine-Year Compulsory Education and for Senior High Schools (the piloting version) – effective from 2001 to 2011.</p>

Support for primary English from authorities:

A high level of official support and guidance in policy terms.

A high level of official support in budgetary and financial terms.

A high level of official support from local inspectors and advisers.

Pre-service training at college or university is strongly focused on primary school English.

Materials used in class:

Teachers may only use material that has received official approval and which appears on a list of permitted works.

Proportion of private mainstream primary schools:

There are few private primary schools (less than ten per cent) of the total of primary schools.

Affordability of private schools:

Only wealthy parents can afford to send their children to private primary schools.

Difference in English in private schools:

In private primary schools children start English at the same age as they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children learn with a better quality of materials.

In private primary schools the teachers are generally considered to be better than those in public primary schools.

Comments:

Often with more hours of provision a week, at approximately five teaching hours a week and using textbooks of their own choice.

Attendance at English lessons at private language institutes:

Between 40 per cent and 59 per cent of primary school children attend this type of class.

Comments:

Some are very good which helps to motivate children to learn but some are not. In general, private tuition makes teaching in public schools difficult as children are divided in their level of English to begin with.

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a test or exam provided by a local authority outside the school.

Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.

Expected level of achievement at end of primary:

Officially at Level 2 in the National English Curriculum but there is a locally set examination or test with its own standards. Those standards cannot be referred to the Common European Framework.

Support for learning English:	
Parents buy materials for children to use at home:	Frequently.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Not very often.
Parents send children to learning English clubs:	Quite often.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.
Comments:	
<i>In reality the figures stated will be lower for children/families in rural areas, whereas they may be slightly higher for families in more developed urban areas.</i>	
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Sometimes.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Often.
Formal test results passed to the new school:	Sometimes.
Information from school-based assessment passed to the new school:	Often.
Children treated as absolute beginners in secondary school:	No information.
Comments:	
<i>For the last question (about being treated as absolute beginners), depending where the school is, in less-developed (rural) regions the answer is yes, in urban schools the answer is rarely.</i>	
<i>There is a big problem with those children who have learned some English (in kindergarten or private tuition) and those who have not learned any, all attending the same primary school. But this problem is exacerbated at the secondary school level. The rural-urban divide is a big reason (and problem) for this.</i>	
China: Hong Kong	
May 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
English is a compulsory part of the state Early Years curriculum.	
Official entry age to Year 1 of primary school:	
6–7.	
Is English an officially required compulsory part of the primary curriculum?	
English is an officially required compulsory part of the curriculum.	
Year of state primary school when children officially begin English lessons:	
They start officially in Year 1.	

<p>Major policy changes in the last ten years:</p> <p>None.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>Around 200 hours.</p>
<p>Distribution of English hours:</p> <p>There are about 35 teaching weeks in a school year, and approximately nine English lessons a week (35 minutes/lesson). The distribution varies because the decision is made by individual school management.</p> <p>Number of state primary schools:</p> <p>572 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>More than 300,000.</p>
<p>Number of state primary school English teachers:</p> <p>No information.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.</p>
<p>Official documents for teachers on content:</p> <p>A general overall description of aims for primary school English.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p>
<p>Materials used in class:</p> <p>Teachers may use any published materials (local or international) provided that they are within the school budget.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>

Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
No information.	
Attendance at English lessons at private language institutes:	
No information.	
Formal assessment of English officially required at the end of state primary school?	
Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.	
Assessment in English at the end of primary school has no consequences for secondary school entry.	
Assessment in English at the end of primary school is used to evaluate the quality of the primary school.	
Expected level of achievement at end of primary:	
There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.	
Support for learning English:	
Parents buy materials for children to use at home:	Very Frequently.
Parents employ private tutors (one-to-one):	Quite often.
Parents employ private tutors (small groups):	Very Frequently.
Parents send children to learning English clubs:	In almost all cases.
Parents send children to residential courses/camps in-country:	Frequently.
Parents send children abroad:	Quite often.
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Rarely.
Teachers in new school are well informed about work done at primary:	Never.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Never.

Colombia

May 2011

Status of English Language Teaching at Early Years (pre-primary) stages:

There is no state-provided Early Years education in my country or region.

Private Early Years education provides English language teaching.

Comments:

Colombia does not have a unified curriculum. Every school is autonomous in adopting a curriculum. Commonly, every local education authority regulates the curriculum for the schools under its regulation.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum.

Comments:

In Colombia English is not part of the curriculum, and there are not enough English teachers to cover the needs of public education (one teacher is in charge of teaching all subjects in a primary class, and most of them don't know any English). The Ministry of Education's General Education Bill and basic standards for TEFL establish the country's commitment towards EFL, but conditions are not favourable in most cases.

Year of state primary school when children officially begin English lessons:

They start officially later than Year 5.

Major policy changes in the last ten years:

1. The Ministry of Education established the General Education Bill in 1994, and it has been regulating the ELT curriculum for secondary school students.
2. The Ministry of Education developed Estándares básicos de competencias en lenguas extranjeras: inglés based on the CEFR and the British Council and other national ELT authorities and experts' advice. It was published in December 2006. This document establishes standards and guidelines for teachers to work with their students at different Grades, from 1 to 11.

Total hours per year officially allocated to English in primary schools:

There is no official allocation of number of hours. Every school is autonomous and assigns the numbers of hours for every subject.

Distribution of English hours:

There are 40 teaching weeks in a school year. English lessons depend on the school's and local education authority's availability of teachers.

In secondary state schools, and in standard private (non-bilingual) primary schools, English lessons are between one and three academic hours per week (45 minutes each one).

Number of state primary schools: 48,985 state primary schools, in 2009 (answer is derived from official statistics).

Number of state primary school pupils: 3,890,664, in 2009 (answer is derived from official statistics).

Number of state primary school English teachers:

N/A.

Comments:

There aren't any primary school teachers of English in Colombia.

Sufficient numbers of English teachers?

There are problems with supply of English teachers in all areas of my country.

Comments:

The Ministry of Education is currently making efforts to train more teachers of English by improving the TEFL programmes in 43 universities around the country. The aim is to have 100 per cent teachers of English with a B1–B2 level CEFR by 2019 in state secondary schools.

Types of teacher used:

The children's normal class (homeroom) teacher.

Acceptable teaching qualifications:

A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.

A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.

A qualified secondary school teacher of English who is willing to work in primary schools.

Comments:

The above responses depend on the practice in every school and every local education authority.

Official documents for teachers on content:

A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.

Comments:

Teachers of English have been receiving training in the use of the document Estándares básicos de competencias en lenguas extranjeras: inglés (Basic standards for TEFL), and it is currently being used in all public schools when developing their own Institutional Educational Programmes (PEIs). These training sessions, however, have not covered the total teacher population.

Availability of documents:

Apart from the document on standards, the Ministry of Education has a dedicated site to TEFL: www.colombiaprende.edu.co/html/productos/1685/propertyvalue-38116.html

This site provides teachers with information on courses offered and paid for by the Ministry of Education and the local education authorities. It also has links to resources for TEFL, and contains a PDF of the standards.

Support for primary English from authorities:

No information.

Materials used in class:

There is no school budget for books or other materials so teachers must make their own.

Comments:

Schools and teachers can suggest parents buy specific text books, but it is not mandatory for parents to buy them. Also, sometimes a few institutions adopt text books donated by ELT publishers.

Proportion of private mainstream primary schools:

There are some private primary schools (between ten per cent and 30 per cent of total primary schools).

Affordability of private schools:

Even parents with average incomes can afford to send their children to private primary school.

Difference in English in private schools:

In private primary schools children start English at an earlier age than they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children learn with a better quality of materials.

In private primary schools the teachers are generally considered to be better than those in public primary schools.

Comments:

In Colombia, there are several types of private primary schools: bilingual private schools, which were classified the following way according to a study developed by a local university in 2006:

- 1. International bilingual schools: accredited schools in a foreign country, and that implement IB.*
- 2. National bilingual schools: more than 50 per cent of the subjects are taught in English.*
- 3. Schools with an intensification programme in English: 10–15 hours per week dedicated to English language teaching.*

Apart from bilingual schools there are other types of private schools that are affordable to parents with average incomes, and that teach less than five hours of English per week.

<p>Attendance at English lessons at private language institutes:</p> <p>Other.</p> <p>Comments:</p> <p><i>According to market research developed by the British Council in Colombia in 2009, five per cent of children from five to 12 years old, living in Bogota, attend English lessons in a language institute. However, this was limited market research that interviewed only 250 people.</i></p>															
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>No, there is no requirement for formal assessment.</p>															
<p>Expected level of achievement at end of primary:</p> <p>The required level is A2 of the Common European Framework.</p>															
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Rarely.</td> </tr> </table> <p>Comments:</p> <p><i>There are differences between private and state sectors: parents who pay a private school are commonly more concerned about supporting their children's English learning, and if they make an effort, they can pay for extra support. Parents of children attending state schools have more economical constraints and are less worried about English learning.</i></p>		Parents buy materials for children to use at home:	Rarely.	Parents employ private tutors (one-to-one):	Rarely.	Parents employ private tutors (small groups):	Rarely.	Parents send children to learning English clubs:	Rarely.	Parents send children to residential courses/camps in-country:	Rarely.	Parents send children abroad:	Rarely.		
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Children treated as absolute beginners in secondary school:	Often.														

Croatia

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

There is no state-provided Early Years education in my country or region.

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Comments:

According to the information provided by the National Teacher Training Agency, around 69 per cent of children (3–6 years) are involved in different programmes of foreign language learning in nurseries/kindergartens. English is the most represented language.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

No.

English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.

Comments:

Foreign languages are an officially required compulsory part of the curriculum starting in Year 1 and parents can choose between English, German, Italian and French, with English being the most popular language. A second foreign language is introduced in Year 4 as an optional subject.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

The Croatian Education System has undergone many changes in the last decade in the government's attempt to align it to European trends and policies. In the primary sector, the most significant changes have been the introduction of the competence-based, student-centred Croatian National Education Standards which were introduced in all schools in 2006–07; the Primary Education Syllabus in 2006; the new Act on Education in Primary and Secondary School in 2008; and the new National Framework Curriculum for Pre-School, Primary and Secondary Education in 2010. Foreign languages were introduced as a compulsory part of the curriculum in all primary schools as of 2003–04 starting with Year 1 (age 6–7) and parents can choose one among several foreign languages. The Primary Education Syllabus defines the levels of English proficiency according to CEFR levels depending on the number of years the language is taught.

Total hours per year officially allocated to English in primary schools:

From 1–4 Grade: 70 hours per school year.

From 4–8 Grade: 105 hours per school year.

<p>Distribution of English hours:</p> <p>There are 35 teaching weeks, and English lessons take place two x 45 minutes per week (1–4 Grade), three x 45 minutes per week (5–8 Grade).</p>
<p>Number of state primary schools:</p> <p>838 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>361,052 pupils enrolled in 2009–10 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>3,162 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>Other.</p>
<p>Acceptable teaching qualifications:</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p> <p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p>
<p>Availability of documents:</p> <p>http://public.mzos.hr/Default.aspx?art=6015&sec=2501 for a short introduction in English on Croatian National Education Standards and an electronic copy of Croatian National Framework Curriculum in English.</p> <p>Nastavni Plan i Program za osnovnu školu (The Primary Education Syllabus) (in Croatian only): http://public.mzos.hr/Default.aspx?sec=2197</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support from local inspectors and advisers.</p> <p>Pre-service training at college or university is strongly focused on primary school English.</p>
<p>Materials used in class:</p> <p>Teachers may only use material that has received official approval and which appears on a list of permitted works.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>

Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
In private primary schools children start English at the same age as they do in public primary schools.	
In private primary schools children get about the same number of hours of English teaching.	
In private primary schools the teachers are generally considered to be about the same quality as those in public primary schools.	
Attendance at English lessons at private language institutes:	
Between 40 per cent and 59 per cent of primary school children attend this type of class.	
Formal assessment of English officially required at the end of state primary school?	
Yes, assessment is required and it is by a means devised within the school.	
Assessment in English at the end of primary school is used to evaluate the quality of the primary school.	
Expected level of achievement at end of primary:	
The required level is A2 of the Common European Framework.	
Comments:	
<i>The required level depends on the number of years the language is taught. A2 requirement is when English is introduced in Year 1 and studied for eight years.</i>	
Support for learning English:	
Parents buy materials for children to use at home:	Not very often.
Parents employ private tutors (one-to-one):	Quite often.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Quite often.
Parents send children to residential courses/camps in-country:	Not very often.
Parents send children abroad:	Not very often.
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	No information.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Never.
Comments:	
<i>If any arrangements are made to help children make a transition, they are to my knowledge informal and done by teachers at their own initiative.</i>	

Cyprus

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

Other.

Comments:

English is an optional part of the state Early Years curriculum. This is a transition stage with an aim to have English as a compulsory part of the curriculum by 2015.

Official entry age to Year 1 of primary school: minimum age five years and eight months old.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

A new national curriculum, part of the education reform happening in Cyprus, was implemented in September 2011. This introduces English from pre-primary, emphasises the role of portfolio assessment and introduces CLIL.

There are also state primary schools which are extended day schools and follow an intensive English language programme.

Additionally, many state primary and pre-primary schools have afternoon classes which involve additional English as a foreign language classes (it is an optional programme for children, i.e. non-compulsory).

Total hours per year officially allocated to English in primary schools:

Difficult to calculate. See below.

Distribution of English hours:

There are 38 teaching weeks in a school year.

Grade 1 = one teaching period of 40 minutes a week.

Grade 2 = one teaching period of 40 minutes a week.

Grade 3 = two teaching periods of 40 minutes a week.

Grade 4 = two teaching periods of 40 minutes a week.

Grade 5 = two teaching periods of 40 minutes a week.

Grade 6 = two teaching periods of 40 minutes a week.

These hours do not include English learned through CLIL.

Furthermore, the curriculum encourages 'languages across the curriculum' which means pupils can come into contact with English during other times of the school day (apart from the periods dedicated to EFL).

Number of state primary schools:

Around 350 (answer is derived from official statistics).

<p>Number of state primary school pupils:</p> <p>Around 50,000 (answer is derived from official statistics) .</p>
<p>Number of state primary school English teachers:</p> <p>Around 500 (but no official statistics on this).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>The children’s normal class (homeroom) teacher.</p> <p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Comments:</p> <p><i>When we talk about English teachers we mean regular teachers who teach the subject of English. So the needs are covered since every teacher might be assigned the subject of English during a school year. English is taught by generalist teachers who usually have some additional training in foreign language teaching.</i></p>
<p>Acceptable teaching qualifications:</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>Comments:</p> <p><i>English is taught by generalist primary teachers and no particular qualifications are required. However, a number of teachers who teach English have master’s degrees in EFL or have attended training courses on the subject.</i></p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and includes specification of the level(s) of achievement to be reached by the learners.</p> <p>The new guidelines were applied in September 2011.</p> <p>Also teachers’ books with detailed lesson plans and pupil materials are prepared by the Ministry of Education and Culture and made available to all teachers and pupils for free.</p>
<p>Availability of documents:</p> <p>The New National Curriculum published by the Ministry of Education. Currently it is available only in Greek but there are plans to translate it and upload it in electronic form with the next academic year 2011–12.</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support from local inspectors and advisers.</p> <p>A high level of official support in budgetary and financial terms.</p>

<p>Materials used in class:</p> <p>There is only one approved set of course materials and this is written and published specially for schools in this country.</p> <p>Comments:</p> <p><i>In addition to the set of materials provided by the Ministry of Education, the teachers have the freedom to produce their own materials or supplement the official materials with other sources.</i></p>													
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>													
<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p>													
<p>Difference in English in private schools:</p> <p>No information.</p>													
<p>Attendance at English lessons at private language institutes:</p> <p>More than 60 per cent of primary school children attend this type of class.</p> <p>Comments:</p> <p><i>This situation is hoped to change with the new curriculum which aims to better address the needs of students and the demands of parents.</i></p>													
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>No, there is no requirement for formal assessment.</p>													
<p>Expected level of achievement at end of primary:</p> <p>The expected level is A2 of the Common European Framework.</p>													
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>Not very often.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Not very often.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Quite often.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Not very often.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Rarely.</td> </tr> </table>		Parents buy materials for children to use at home:	Not very often.	Parents employ private tutors (one-to-one):	Not very often.	Parents employ private tutors (small groups):	Quite often.	Parents send children to learning English clubs:	Not very often.	Parents send children to residential courses/camps in-country:	Rarely.	Parents send children abroad:	Rarely.
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Parents send children to learning English clubs:	Not very often.												
Parents send children to residential courses/camps in-country:	Rarely.												
Parents send children abroad:	Rarely.												

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Often.
Publishers include primary revision material in secondary books:	Never.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Often.

Comments:

Transition needs to be improved. This is one of the aims of the changes of the new curriculum where smoother continuation is aimed for. This is hoped to be assisted by closer co-operation between primary and secondary teachers and the introduction of the languages portfolio.

Czech Republic

February 2012

Status of English Language Teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Official entry age to Year 1 of primary school:

6–7.

Comments:

'Primary' is understood as basic school, i.e. first stage – five years of basic school: age 6–11 and second stage – four years of lower secondary level (age 11–15). Primary school together with lower-secondary school is usually one school called Basic School (also in one building).

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.

Comments:

English is recommended as the first compulsory foreign language within primary level. However, should conditions permit, another foreign language could be chosen.

Year of state primary school when children officially begin English lessons:

They start officially in Year 3.

Major policy changes in the last ten years:

Level of proficiency at the end of primary stage (age 10–11) is defined using descriptors of the CEFR (approximately A1).

Total hours per year officially allocated to English in primary schools:

Total average of three lessons a week during each year in primary.

<p>Distribution of English hours:</p> <p>40 weeks in school year; each week, on average three lessons (each 45 minutes), i.e. 120 lessons in one year, in total 360 lessons in primary.</p>
<p>Number of state primary schools:</p> <p>4,119 primary-level schools in the school year 2011–12 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>789,486 in the school year 2010–11 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>9,130 (answer is derived from official statistics of 2009).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p>
<p>Types of teacher used:</p> <p>The children’s normal class (homeroom) teacher.</p> <p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Someone who is not qualified as a teacher but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>Comments:</p> <p><i>Teachers qualified to teach at this education stage. Qualifications: master’s degree in teaching.</i></p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content, giving, e.g. topic areas, functions or language items to focus on.</p> <p>Comments:</p> <p><i>Based on official Framework Education Programme, schools are obliged to develop their own specific school education programme.</i></p>
<p>Availability of documents:</p> <p>There is a Framework Education Programme (see above) for primary level.</p> <p>http://rvp.cz/informace/wp-content/uploads/2009/09/RVP_ZV_EN_final.pdf</p>

Support for primary English from authorities:	
Pre-service training at college or university is strongly focused on primary school English.	
Materials used in class:	
Teachers make their own materials in addition to any published materials that they may use.	
Proportion of private mainstream primary schools:	
There are few private primary schools (less than ten per cent) of the total of primary schools.	
Affordability of private schools:	
Only well-off parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
In private primary schools children may get more hours of English teaching.	
In private primary schools children start English at an earlier age than they do in public primary schools.	
Comments:	
<i>As a rule they start English earlier.</i>	
Attendance at English lessons at private language institutes:	
No information.	
Formal assessment of English officially required at the end of state primary school?	
No, there is no requirement for formal assessment.	
Expected level of achievement at end of primary:	
The required level is A1.	
Comments:	
<i>A1 is required at the first stage of basic school. At the end of the second stage of basic school (15 years of age) A2 of the Common European Framework, is the required level.</i>	
Support for learning English:	
Parents buy materials for children to use at home:	Not very often.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	Often.
Parents send children to residential courses/camps in-country:	Quite often.
Parents send children abroad:	Rarely.

Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Often.
Children given special 'bridging' courses to help transition:	Almost Never.
Teachers in new school are well informed about work done at primary:	Often.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	Rarely.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Never.

Denmark

May 2011

Status of English language teaching at Early Years (pre-primary) stages:
 No English is taught at the Early Years stage in my country.

Official entry age to Year 1 of primary school:
 6–7.

Is English an officially required compulsory part of the primary curriculum?
 English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:
 They start officially in Year 4.

Major policy changes in the last ten years:
 When children start in primary school, they begin in Grade 0; therefore they start in Grade 3 with English (even though it is their fourth year in school).
 There has been a continued high political focus on English. There is also regularly a discussion about whether to start teaching English earlier. The start year was pushed down one year 6–7 years ago.

Total hours per year officially allocated to English in primary schools:

Grade 3: two lessons weekly (x 40 teaching weeks).
 Grade 4: two lessons weekly (x 40 teaching weeks).
 Grade 5: three lessons weekly (x 40 teaching weeks).
 Grade 6: three lessons weekly (x 40 teaching weeks).
 Grade 7: three lessons weekly (x 40 teaching weeks).
 Grade 8: three lessons weekly (x 40 teaching weeks).
 Grade 9: three lessons weekly (x 40 teaching weeks).
 Grade 10 (optional): four lessons weekly (x 40 teaching weeks).

Distribution of English hours:
 There are normally 40 teaching weeks, and English lessons are 1.5–2.5 hours a week in 45-minute sessions.

<p>Number of state primary schools:</p> <p>2,285 (in 2010) – 1,510 state, 509 private, 266 private boarding schools for Grades 9 and 10 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>715,831 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>Total number of teachers in 2010 was 65,388 – of which approximately 9,000 could be teaching English.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p> <p>Comments:</p> <p><i>I estimated the number of English teachers by dividing the total number (65,388) by seven (ratio per schools I know), thereby deriving an answer of approximately 9,000.</i></p> <p><i>Number of pupils and schools include all forms of primary and lower secondary schools in Denmark (Grades 0–10)</i></p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>No information.</p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p> <p>Check the Ministry of Education website on www.uvm.dk There is an English translated section as well.</p>
<p>Availability of documents:</p> <p>Yes, the guideline is called (in Danish) ‘<i>Fælles Mål – Faghæfte nr. 2, Engelsk</i>’.</p> <p>You can read more on this website:</p> <p>www.eng.uvm.dk/Education/Primary-and-Lower-Secondary-Education/The-Folkeskole/Subjects-and-Curriculum</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support from local inspectors and advisers.</p> <p>A high level of official support in budgetary and financial terms.</p>

<p>Materials used in class:</p> <p>Teachers may use any published materials (local or international) provided that they are within the school budget.</p> <p>Comments:</p> <p><i>The guidelines are very open and flexible, so the individual teacher has a very large influence on the actual teaching situation in terms of materials, formats and classroom management.</i></p>												
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>												
<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p>												
<p>Difference in English in private schools:</p> <p>Other.</p> <p>Comments:</p> <p><i>Private schools are very diverse (from elitist schools to religious free schools), so it is impossible to give a common judgement of them in general. Overall, parents choose private schools for personal reasons (religion, ambitions, political opinion).</i></p>												
<p>Attendance at English lessons at private language institutes:</p> <p>No or almost no primary school children attend this type of class.</p>												
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.</p> <p>Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.</p> <p>Assessment in English at the end of primary school is used to evaluate the quality of the primary school.</p>												
<p>Expected level of achievement at end of primary:</p> <p>The required level is B1.</p>												
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Rarely.</td> </tr> </table> <p>Language schools in English are popular as a holiday activity for many people (but less than 20 per cent use it).</p>	Parents buy materials for children to use at home:	Rarely.	Parents employ private tutors (one-to-one):	Rarely.	Parents employ private tutors (small groups):	Rarely.	Parents send children to learning English clubs:	Rarely.	Parents send children to residential courses/camps in-country:	Rarely.	Parents send children abroad:	Rarely.
Parents buy materials for children to use at home:	Rarely.											
Parents employ private tutors (one-to-one):	Rarely.											
Parents employ private tutors (small groups):	Rarely.											
Parents send children to learning English clubs:	Rarely.											
Parents send children to residential courses/camps in-country:	Rarely.											
Parents send children abroad:	Rarely.											

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Often.
Publishers include primary revision material in secondary books:	Always.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	No information.

Egypt

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

Private Early Years education provides English language teaching.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Comments:

In state schools, pupils study easier course books than in private ones. There are also some state schools that teach more difficult course books in which parents pay fees.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

We started teaching English in Primary One in 1994. Before that we used to start English in Prep. One (at age 12 years).

Total hours per year officially allocated to English in primary schools:

Three hours per week. About 72 hours per year.

Distribution of English hours:

Three hours per week.

Number of state primary schools:

No information.

Number of state primary school pupils:

No information.

Number of state primary school English teachers:

No information.

<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p>
<p>Acceptable teaching qualifications:</p> <p>A university graduate in English language and/or literature who did not take courses in education or methodology while at university.</p>
<p>Official documents for teachers on content:</p> <p>A general overall description of aims for primary school English.</p> <p>Comments:</p> <p><i>Syllabus documents are usually offered to the Ministry from the publishers to be discussed and chosen.</i></p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>There is only one approved set of course materials and this is written and published specially for schools in this country or region.</p> <p>Comments:</p> <p><i>Some state schools (with fees) can choose whatever they like to teach from a list of course materials approved by the Ministry.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There is a considerable number of private primary schools (more than 30 per cent of total primary schools).</p>
<p>Affordability of private schools:</p> <p>No information.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools the teachers are generally considered to be about the same quality as those in public primary schools.</p> <p>Comments:</p> <p><i>It differs. Sometimes yes, sometimes no.</i></p>

Attendance at English lessons at private language institutes:

Between 40 per cent and 59 per cent of primary school children attend this type of class.

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.

Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.

Assessment in English at the end of primary school is used to evaluate the quality of the primary school.

Expected level of achievement at end of primary:

There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.

Support for learning English:

Parents buy materials for children to use at home:	Quite often.
Parents employ private tutors (one-to-one):	Frequently.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	No information.
Publishers include primary revision material in secondary books:	Always.
Formal test results passed to the new school:	Always.
Information from school-based assessment passed to the new school:	Often.
Children treated as absolute beginners in secondary school:	Never.

Finland

January 2012

Status of English language teaching at Early Years (pre-primary) stages:

No English is taught at the Early Years stage in my country.

Comments:

There are some private English-speaking kindergartens (Early Years stage) but they are attended by a small minority of children.

Official entry age to Year 1 of primary school:

6–7.

<p>Is English an officially required compulsory part of the primary curriculum?</p> <p>English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.</p> <p>Comments:</p> <p><i>A foreign language starting typically in Grade 3, but sometimes earlier, is compulsory but it is not stated which foreign (or non mother tongue language) it has to be. In 2009, 90.2 per cent of those who started a foreign language during Grades 1–3 chose English as their foreign language.</i></p>
<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 3.</p>
<p>Major policy changes in the last ten years:</p> <p>No information.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>The minimum total number of lessons (each 45 minutes) provided for the first foreign language that typically starts in Grade 3 is 304 by the end of Year 6 (end of primary school). This equals 228 clock hours (60-minute hours). Thus, there are at least 76 lessons or 57 clock hours of English per year during primary school (over 90 per cent have English as their first foreign language).</p> <p>A minority start English in Grade 1 or 2, and for them the total number of hours during primary stage is higher but the yearly number of hours should be about the same. In 2009, 8.1 per cent of pupils started a foreign language in Grade 1 but the breakdown by language is not available (most of them chose English however). During Grade 2, a total of 13.9 per cent of pupils studied a foreign language in 2009 (this includes both those who had started it in Grade 1 and those who started it in Grade 2). A minority starts English in Grade 5, and they have 228 lessons or 171 clock hours during the two years, i.e. 114 lessons or 86 clock hours per year.</p>
<p>Distribution of English hours:</p> <p>There are 39 teaching weeks in a school year. In primary education, there are typically two English lessons per week (each 45 minutes). Usually, the two lessons are given on different days. In addition, homework is regularly given to students; the amount increases with each passing Grade but in primary education it is not excessive. Students struggling with certain topics at school are given extra help although the extent and nature vary to some extent between schools. Quite often there is an assistant teacher available in some classes to help the regular teacher. Also, special education teachers and special supportive lessons are given to those who have problems in learning to read in L1, maths or a foreign language, for example.</p>
<p>Number of state primary schools:</p> <p>About 2,090 in 2010 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>347,245 in 2011 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>2,304 in Grades 1–9; information for Grades 1–6 only is not available (answer is derived from official statistics).</p>

Sufficient numbers of English teachers?

There are sufficient teachers of English to cover the needs of all primary schools.

Comments:

Of the 2,304 English teachers in comprehensive schools (Grade 1–9, as separate statistics on the number in Grades 1–6 is not available), 95 per cent are formally qualified to teach the language.

Types of teacher used:

The children's normal class (homeroom) teacher.

A specialist teacher of English who works in only one school.

A specialist teacher of English who visits different schools to give lessons.

Acceptable teaching qualifications:

An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children. A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.

A qualified secondary school teacher of English who is willing to work in primary schools.

Comments:

In most cases, English is taught by teachers who had English as their major or minor subject at university and who also have completed pedagogical studies. Typically, such teachers cover more than one school. It is also fairly common to have generalist primary school teachers (homeroom teachers) who during their pre-service training have specialised in English by studying it as a minor subject at a university. Most permanent or long-term teaching positions are occupied by teachers who have both language and pedagogical qualifications in Finland but short-term/temporary posts may be filled by teachers who lack one of the two main qualifications.

Official documents for teachers on content:

A general overall description of aims for primary school English.

Comments:

The national core curriculum is fairly general although it covers topics and functions to some extent. The newest (since 2004) curriculum defines the language proficiency objectives at the end of primary school also in terms of a CEFR-related proficiency scale that defines the target level (i.e. sub-level of a CEFR level) for the four major skill areas separately. So, overall, the national curriculum has some details. A number of schools can also have a school level or municipality level, sometimes more detailed, curriculum that can specify the subjects in some more detail.

However, the really detailed 'curricula' in Finland are the textbooks, including exercise books and teachers' guidelines (including tests by the textbook writers). They are very influential in the lower secondary level, according to studies. We lack research on primary schools but a fair guess is that textbooks are influential there, too, although probably somewhat less so than at later stages.

Availability of documents:

www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements/basic_education

<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p>
<p>Materials used in class:</p> <p>Teachers may use any published materials (local or international) provided that they are within the school budget.</p> <p>Comments:</p> <p><i>Typically, teachers of English in primary schools use a textbook (plus exercise book and other support material) by a Finnish publisher. International textbooks are not used. Most teachers probably also use material, exercises, activities, etc. that they have developed themselves but there is no generalisable survey of this. The teachers are typically rather free to choose which of the (not so many different) textbook series they want to use in their classes.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>
<p>Affordability of private schools:</p> <p>Even parents with low incomes can afford to send their children to private primary school.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p> <p>In private primary schools children get about the same number of hours of English teaching.</p> <p>In private primary schools children learn with materials that are about the same quality as those in public primary schools.</p> <p>In private primary schools the teachers are generally considered to be about the same quality as those in public primary schools.</p> <p>Comments:</p> <p><i>The total number of private schools in Finland is 85 but this includes also lower and upper secondary schools. The figure includes Steiner schools and Christian schools. Basically, these schools follow rather closely the same national curriculum and division of subjects as the state schools. www.yksityiskoulut.fi/index.htm</i></p>
<p>Attendance at English lessons at private language institutes:</p> <p>No or almost no primary school children attend this type of class.</p>

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a means devised within the school.

Comments:

Many (we don't know how many) primary schools use a voluntary 'national' test of English (or some other school subject) designed by the English teachers' association of Finland (or another such association depending on the subject) at the end of primary school, to guide their final grading of the students, to get some information for themselves about how they are doing against the average of the other schools that have opted to take the same test, and so on. This is quite unofficial and varied as to how the teachers and schools use the information from those tests that are not really standardised in the strict meaning of the word. Recent information indicates that some school rectors and municipal education authorities insist on the teachers/schools using these tests so that they would know how well their school(s) are doing against the other schools. This violates the stated purpose of these tests but seems to be happening anyway, at least in some municipalities and schools.

Expected level of achievement at end of primary:

The required level is A2 of the Common European Framework.

Support for learning English:

Parents buy materials for children to use at home:	No information.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Comments:

It is extremely rare for somebody to employ private tutors for their children for any subject. Also, special camps or courses either in-country or abroad are very rare. There are probably some clubs here and there that are in English and can be used for the training of the language, but this, too, is not common. There are some English medium primary schools (CLIL schools) that are popular in the sense that quite a few parents try to get their children into them. However, overall, the number of such schools is rather small (a few dozen at most).

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Always.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Never.

France

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is sometimes taught at this stage.

Comments:

Ecole maternelle (nursery school) in France is from 3–5 years old. A few state schools now provide English lessons depending on the skills of the teacher. There is currently debate in France on foreign language provision at Early Years – this will be predominantly English classes. This is currently being discussed by the comité stratégique des langues and any reforms will be implemented in September 2012.

Official entry age to Year 1 of primary school:

5–6.

Comments:

In France the year January to December defines a child's age. Children enter Year 1 (CP) the year they are six. This means in September (the beginning of the academic year) they could be 6.8 months or 5.9 (December of the previous year is counted as the current year).

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.

Comments:

The teaching of a foreign language is a compulsory part of the primary curriculum from age seven (CE1).

Foreign languages taught are English, German, Spanish, Italian, Portuguese, Arabic, Chinese and Russian. English represents about 85 per cent.

Year of state primary school when children officially begin English lessons:

They start officially in Year 2.

Comments:

From September 2013 they will start officially in Year 1.

Major policy changes in the last ten years:

In 2002 the teaching of a foreign language in primary schools became compulsory in Year 5, then Year 4. There are variations in France depending on each *académie* but in 2005 it became compulsory from Year 3, then Year 2. In 2005 CEFR A1 was established as the level to be reached at the end of primary. In November 2008 a *Livret Personnel de Compétences* for each child was introduced which included an assessment of the foreign language in Year 5 (*Palier 2 CM2 La pratique d'une langue vivante étrangère*).

Total hours per year officially allocated to English in primary schools:

54 hours a year over 36 weeks. The teacher is able to organise this time as he or she wishes.

Distribution of English hours:

A typical example would be twice a week x 45 minutes or three times a week x 30 minutes.

For younger children the lessons can be shorter but more frequent.

The teacher is free to decide what suits their context best within the 1.5 hours per week.

Number of state primary schools:

32,609 (2008–09 Eduscol) (answer is derived from official statistics).

Number of state primary school pupils:

3,484,100 (2009–10 Eduscol) (answer is derived from official statistics).

Number of state primary school English teachers:

No information.

Comments:

There are no official statistics about the numbers of primary school teachers of English. Due to different categories of teachers teaching English it is not possible to give an accurate estimate.

Sufficient numbers of English teachers?

There are problems with supply of English teachers in all areas of my country.

Comments:

There are problems with supply of English teachers because there are not enough primary school teachers who have the required level of English (B1 production/B2 comprehension). In some académies some other categories of teachers are used: secondary school teachers of English, English Language Assistants, native speakers of English who have been awarded the 'habilitation' by the académie. This is temporary as it is now compulsory for all new teachers to graduate from teacher training college (IUFM) with the required level of the foreign language. They will receive a certificate called CLES (Certificat de Langue de l'Enseignement Supérieur). This certificate certifies language competence only, not methodology.

Types of teacher used:

The children's normal class (homeroom) teacher.

A specialist teacher of English who visits different schools to give lessons.

Someone who is not qualified as a teacher but who knows English.

<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p> <p>A native or other very competent speaker of English with no formal teaching qualifications.</p> <p>Comments:</p> <p><i>From 2006 all teacher training graduates are qualified to teach a foreign language. In-service training is provided for other teachers and they have been required to pass the 'habilitation' (a national requirement). There are two parts: i) 'provisoire' which tests language competence and methodology and ii) 'definitive', when an inspector will visit the class and observe the teacher followed by post-observation discussion and feedback.</i></p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p> <p>See: www.ac-paris.fr/portail/jcms/p1_118392/textes-officiels-pour-l-enseignement-des-langues-vivantes-a-l-ecole?cid=p1_100071</p>
<p>Availability of documents:</p> <p>See: http://eduscol.education.fr/</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support from local inspectors and advisers.</p>
<p>Materials used in class:</p> <p>Teachers may use any published materials (local or international) provided that they are within the school budget.</p> <p>Comments:</p> <p><i>Many teachers also make their own materials in addition to published materials. Budgets depend on the town halls who manage budgets for primary schools.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>
<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p>

Difference in English in private schools:

In private primary schools children may start school at an earlier age than they do in public primary schools.

In private primary schools children may have more hours of English than they do in public primary schools.

In private primary schools children learn with materials that are about the same quality as those in public primary schools.

In private primary schools the teachers are generally considered to be about the same quality as those in public primary schools.

Comments:

There is a great deal of variety in the range of provision in private primary schools. Some may have more flexibility when recruiting teachers and may be able to recruit native speakers but this does not mean they are 'good' teachers. Some of these teachers will also have the 'habilitation'.

Private schools in France are similar to state schools. The state pays teachers' salaries in both cases, for example. Differences concern the teaching of religion or autonomy in such matters as building maintenance. English-teaching is very similar in both.

Attendance at English lessons at private language institutes:

Some, but fewer than 20 per cent of primary school children attend this type of class.

Comments:

There are no official statistics. Most school children do not have school on Wednesdays or Saturdays and there are some private providers of out-of-school English classes/activities on those days, some very small and some larger such as the British Council and Les Petits Bilingues. There are many private associations offering English classes, the latter often English through play or other activities.

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a means devised within the school.

Assessment in English at the end of primary school has no consequences for secondary school entry.

Expected level of achievement at end of primary:

The required level is A1.

Support for learning English:

Parents buy materials for children to use at home:	Quite often.
Parents employ private tutors [one-to-one]:	Rarely.
Parents employ private tutors [small groups]:	Not very often.
Parents send children to learning English clubs:	Not very often.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Comments:

In France, there is continuous assessment from Year 3 to Year 5. At the end of Year 5, teachers complete an evaluation (Palier 2 CM2 La pratique d'une langue vivante étrangère) which covers five skills areas: 1) listening comprehension, 2) oral interaction, 3) individual speaking with no interaction – e.g. reproducing a model, a song, a rhyme, a phrase, reading aloud, giving a short presentation, e.g. saying who you are and what you like, 4) reading comprehension and 5) writing.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Rarely.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Quite often.
Formal test results passed to the new school:	Rarely.
Information from school-based assessment passed to the new school:	Sometimes.
Children treated as absolute beginners in secondary school:	Sometimes.

Comments:

There are now some training courses to equip primary and secondary school teachers on how to manage the transition from primary to secondary school.

France is currently considering introducing English in nursery schools and is now encouraged. However, this will depend on the language competency of the teachers. Some training courses are now being delivered to Early Years teachers.

From 2005 (Plan de rénovation pour l'enseignement des langues vivantes) there have been several developments:

- *Culture: this is an important aspect of FL teaching and should be integrated into FL lessons.*
- *ICT: teachers are required to use more new technologies, e.g. podcasting, video conferencing, to provide addition support and consolidation and to improve oral skills and encourage international links.*
- *International links: partnerships with schools between cities in the UK are encouraged.*
- *Writing skills: teachers are now encouraged to introduce writing in the foreign language from Year 2, depending on the level of the class.*

Georgia

February 2012

Status of English language teaching at Early Years (pre-primary) stages:

English is a compulsory part of the state Early Years curriculum.

Comments:

English is a compulsory part of the state Early Years curriculum from 2011. We are positive about the issue. Teaching English in the Early Years is beneficial but to work with young learners, English teachers need to develop their professional skills.

Official entry age to Year 1 of primary school:

5–6.

Comments:

Minimum five years old.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

The educational system in our country is in the midst of reform. The first variant of the national curriculum was designed and published in 2005. It has been reviewed several times since then.

In 2009–10 the curriculum design team created the long-term curriculum for 2011–16.

All these changes refer to the primary stage of the public/private schools as well as to the secondary and high schools.

Total hours per year officially allocated to English in primary schools:

Year 1: 60 hours.

Year 2: 66 hours.

Year 3: 99 hours.

Year 4: 99 hours.

Year 5: 99 hours.

Year 6: 99 hours.

Total number of hours: 522.

<p>Distribution of English hours:</p> <p>There are 30 teaching weeks in a school year, and English lessons are:</p> <p>Year 1: 2 hours per week.</p> <p>There are 33 teaching weeks in a school year, and English lessons are:</p> <p>Year 2: two hours a week.</p> <p>Year 3: three hours a week.</p> <p>Year 4: three hours a week.</p> <p>Year 5: three hours a week.</p> <p>Year 6: three hours a week.</p>
<p>Number of state primary schools:</p> <p>There are 2,081 public schools in Georgia that generally include all three stages (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>516,088 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>There are 5,043 English teachers in our country (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>No information.</p>
<p>Types of teacher used:</p> <p>Other.</p> <p>Comments:</p> <p><i>A university/institute graduate in English language who has passed a special local test of methodology and proficiency in English.</i></p>
<p>Acceptable teaching qualifications:</p> <p>See above.</p>
<p>Official documents for teachers on content:</p> <p>Comments:</p> <p><i>Primary school Standard of the Foreign Languages, content standard as parts of the National Curriculum, that includes the following elements:</i></p> <p><i>A general overall description of teaching principles for primary school.</i></p> <p><i>A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.</i></p> <p><i>A very detailed specification of content with lists of language items and skills coverage.</i></p> <p><i>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</i></p> <p><i>The group of experts are working on the teachers' guide specifically for primary school teachers.</i></p>

Availability of documents:

The core document is the national curriculum that includes the standard of foreign languages for all three stages (primary, basic, secondary) of public schools.

Note: Standard of foreign language is the same for all foreign languages that are taught in public schools of Georgia.

The national Curriculum and the Curriculum of Foreign Languages are available.

www.mes.gov.ge but there is only a Georgian version of the document.

Support for primary English from authorities:

A high level of official support and guidance in policy terms.

A high level of official support from local inspectors and advisers.

A high level of official support in budgetary and financial terms.

Materials used in class:

Teachers may only use material that has received official approval and which appears on a list of permitted works.

Comments:

Teachers have to use one of the approved textbooks but at the same time they are free in choosing any additional materials. The basic materials that are used in our country for teaching English in public primary schools are approved by the National Curriculum and Assessment Centre. They are sets of textbooks of local and foreign publishers (Macmillan, Cambridge University Press, Oxford Press).

Proportion of private mainstream primary schools:

There are some private primary schools (between ten per cent and 30 per cent of total primary schools).

Affordability of private schools:

Only wealthy parents can afford to send their children to private primary schools.

Difference in English in private schools:

In private primary schools children start English at the same age as they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children learn with a better quality of materials.

In private primary schools the teachers are generally considered to be better than those in public primary schools.

Comments:

In some cases, the majority of those parents who have average income can afford to send their children to private primary schools only at the expense of loans.

Attendance at English lessons at private language institutes:

Some, but fewer than 20 per cent of primary school children attend this type of class.

<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a means devised within the school.</p> <p>Assessment in English at the end of primary school is used to evaluate the quality of the primary school.</p> <p>Assessment in English at the end of primary school is used to decide who may go to secondary school.</p>															
<p>Expected level of achievement at end of primary:</p> <p>The required level is A2 of the Common European Framework.</p>															
<p>Support for learning English:</p> <table border="0"> <tr> <td>Parents buy materials for children to use at home:</td> <td>No information.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>No information.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>No information.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>No information.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>No information.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>No information.</td> </tr> </table> <p>Comments:</p> <p><i>Only wealthy parents can afford to send children abroad to improve their English.</i></p>		Parents buy materials for children to use at home:	No information.	Parents employ private tutors (one-to-one):	No information.	Parents employ private tutors (small groups):	No information.	Parents send children to learning English clubs:	No information.	Parents send children to residential courses/camps in-country:	No information.	Parents send children abroad:	No information.		
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<p>Primary to secondary transition:</p> <table border="0"> <tr> <td>Teachers from the two levels meet to discuss the transition:</td> <td>No information.</td> </tr> <tr> <td>Children given special 'bridging' courses to help transition:</td> <td>No information.</td> </tr> <tr> <td>Teachers in new school are well informed about work done at primary:</td> <td>Always.</td> </tr> <tr> <td>Publishers include primary revision material in secondary books:</td> <td>No information.</td> </tr> <tr> <td>Formal test results passed to the new school:</td> <td>No information.</td> </tr> <tr> <td>Information from school-based assessment passed to the new school:</td> <td>No information.</td> </tr> <tr> <td>Children treated as absolute beginners in secondary school:</td> <td>No information.</td> </tr> </table> <p>Comments:</p> <p><i>In Georgia there are public schools that generally include all three stages: primary – Grades I–VI; secondary – Grades VII–IX; high – Grades X–XII. So the teachers at secondary level usually are aware what has been taught at primary stage.</i></p>		Teachers from the two levels meet to discuss the transition:	No information.	Children given special 'bridging' courses to help transition:	No information.	Teachers in new school are well informed about work done at primary:	Always.	Publishers include primary revision material in secondary books:	No information.	Formal test results passed to the new school:	No information.	Information from school-based assessment passed to the new school:	No information.	Children treated as absolute beginners in secondary school:	No information.
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Children treated as absolute beginners in secondary school:	No information.														
<p>Germany</p> <p>May 2011</p>															
<p><i>(It should be noted that there are variations between the different federal states of Germany).</i></p>															
<p>Status of English language teaching at Early Years (pre-primary) stages:</p> <p>There is no state-provided Early Years education in my country or region.</p>															

<p>Official entry age to Year 1 of primary school:</p> <p>Older than 8.</p>
<p>Is English an officially required compulsory part of the primary curriculum?</p> <p>English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.</p> <p>Comments:</p> <ol style="list-style-type: none"> 1. Educational policy differs from federal state to federal state. 2. The learning of a foreign language is compulsory, but this is not necessarily English (although more than 90 per cent of German pupils learn English).
<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 3.</p>
<p>Major policy changes in the last ten years:</p> <p>English (or rather a foreign language) was introduced in primary schools. Before this, children normally started at the age of 11 (Year 5).</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>This differs largely from federal state to federal state and from year to year – on average: two lessons (of 45 minutes) per week (40 weeks per year).</p>
<p>Distribution of English hours:</p> <p>This differs largely from federal state to federal state and from year to year – on average: two lessons (of 45 minutes) per week (40 weeks per year).</p>
<p>Number of state primary schools:</p> <p>16,300 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>2,824,563 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>No information.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with the supply of English teachers in all areas of my country.</p> <p>Comments:</p> <p><i>A lot of teachers in primary schools are teaching without a qualification as a language teacher. There are training programmes in some federal states, but not in all of them.</i></p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p>

<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p>
<p>Availability of documents:</p> <p>They exist for every federal state. Examples:</p> <p>www.standardsicherung.schulministerium.nrw.de/lehrplaene/lehrplaene-gs/englisch/lehrplan-englisch/kernlehrplan-englisch.html</p> <p>www.berlin.de/imperia/md/content/sen-bildung/schulorganisation/lehrplaene/gr_englisch.pdf?start&ts=1305554087&file=gr_englisch.pdf</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that they use.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>
<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools children start English at an earlier age than they do in public primary schools.</p> <p>Comments:</p> <p><i>Normally there are fewer students in the learning groups in private schools, so children get more attention and possibly better tuition.</i></p>

Attendance at English lessons at private language institutes:

Some, but fewer than 20 per cent of primary school children attend this type of class.

Comments:

Numbers are increasing and they are popular with well-off middle-class/upper-class parents.

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Assessment in English at the end of primary school has no consequences for secondary school entry.

Expected level of achievement at end of primary:

The required level is A1.

Support for learning English:

Parents buy materials for children to use at home:	Not very often.
Parents employ private tutors (one-to-one):	Not very often.
Parents employ private tutors (small groups):	Not very often.
Parents send children to learning English clubs:	Not very often.
Parents send children to in-country residential courses/camps:	Not very often.
Parents send children abroad:	Not very often.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Sometimes.

Comments:

Secondary schools often complain about the quality of teaching in primary schools and the transition is in general regarded as being extremely problematic.

Different policies may apply in different regions of Germany.

Greece

February 2012

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Private Early Years education provides English language teaching.

<p>Official entry age to Year 1 of primary school:</p> <p>6–7.</p>
<p>Is English an officially required compulsory part of the primary curriculum?</p> <p>English is an officially required compulsory part of the curriculum.</p>
<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 3.</p>
<p>Major policy changes in the last ten years:</p> <p>Pilot schools (approximately 120 schools) have introduced English in Year 1 and this is expected to be extended to all schools on a gradual basis.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>Year 1–2: two hours.</p> <p>Years 3–4: three hours.</p>
<p>Distribution of English hours:</p> <p>English is divided over the academic year (approximately 35 weeks) into separate units of one hour x two or three times a week. Some exceptions do exist (e.g. visiting teachers may do one block of two hours).</p>
<p>Number of state primary schools:</p> <p>5,668 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>587,383 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>71,346 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p>
<p>Acceptable teaching qualifications:</p> <p>A university graduate in English language and/or literature who did not take courses in education or methodology while at university.</p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.</p> <p>Comments:</p> <p><i>This is derived from the syllabus of the prescribed textbook.</i></p>

<p>Availability of documents:</p> <p>No information.</p>												
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p>												
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that they use.</p>												
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>												
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>												
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at an earlier age than they do in public primary schools.</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p>												
<p>Attendance at English lessons at private language institutes:</p> <p>More than 60 per cent of primary school children attend this type of class.</p>												
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>No, there is no requirement for formal assessment.</p>												
<p>Expected level of achievement at end of primary:</p> <p>The required level is A1 of the Common European Framework of Reference.</p>												
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>Very frequently.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Quite often.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Not very often.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Not very often.</td> </tr> </table>	Parents buy materials for children to use at home:	Very frequently.	Parents employ private tutors (one-to-one):	Quite often.	Parents employ private tutors (small groups):	Not very often.	Parents send children to learning English clubs:	Rarely.	Parents send children to residential courses/camps in-country:	Rarely.	Parents send children abroad:	Not very often.
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Parents send children to learning English clubs:	Rarely.											
Parents send children to residential courses/camps in-country:	Rarely.											
Parents send children abroad:	Not very often.											

Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Sometimes.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Sometimes.
Comments:	
<i>There is a vague idea of what has been covered in primary schools through the fact that set textbooks exist. However, this is very often unreliable given the very mixed make up of secondary school classes.</i>	

India: Goa

May 2011

Status of English language teaching at Early Years (pre-primary) stages:
Private Early Years education provides English language teaching.
Comments:
<i>We have what are called pre-primary schools which are run privately where English is widely used.</i>

Official entry age to Year 1 of primary school:
5–6.

Is English an officially required compulsory part of the primary curriculum?
English is an officially required compulsory part of the curriculum.
Comments:
<i>At this very moment an agitation is going on for the inclusion of English as one of the media of instruction. Currently it is taught as one of the subjects – at the primary level (Class I to IV).</i>

Year of state primary school when children officially begin English lessons:
They start officially in Year 1.

Major policy changes in the last ten years:
We have three types of school: government, government-aided and private. In 1992, the government came out with a policy decision that primary education should be in the mother tongue so schools had Marathi or Konkani languages in their curriculum. In 1998, English came to be introduced as one of the subjects from Class III. In 2006, this was extended to Class I.

Total hours per year officially allocated to English in primary schools:
Approximately 130 to 140 hours per year taking 220 days as instructional days.

<p>Distribution of English hours:</p> <p>No information.</p>
<p>Number of state primary schools:</p> <p>1,229 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>Around 1,00,000.</p>
<p>Number of state primary school English teachers:</p> <p>Around 700.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>The children's normal class (homeroom) teacher.</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>Comments:</p> <p><i>Intending teachers have to undergo a two-year course for which they are awarded a Diploma in Education (DEd). English is a compulsory subject.</i></p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.</p>
<p>Availability of documents:</p> <p>Syllabus for classes at the elementary level by National Council of Educational Research and Training, Volume I. Please see: www.ncert.nic.in</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support from local inspectors and advisers.</p> <p>Pre-service training at college or university is strongly focused on primary school English.</p>
<p>Materials used in class:</p> <p>There is only one approved set of course materials and this is written and published specially for schools in this country or region.</p> <p>Comments:</p> <p><i>We have at the moment the flagship programme called Sarva Shiksha Abhiyan (SSA) under which free course materials are distributed.</i></p>

<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>													
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>													
<p>Difference in English in private schools:</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p>													
<p>Attendance at English lessons at private language institutes:</p> <p>No information.</p> <p>Comments:</p> <p><i>We have private tuition which is quite fashionable among many parents.</i></p>													
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a means devised within the school.</p> <p>Assessment in English at the end of primary school has no consequences for secondary school entry.</p>													
<p>Expected level of achievement at end of primary:</p> <p>There is no stated level for children to reach by the end of primary school.</p>													
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>No information.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>No information.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>No information.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>No information.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>No information.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>No information.</td> </tr> </table> <p>Comments:</p> <p><i>Above I had seen that this questionnaire aimed at people for whom English was a foreign language. For us here English is a second language (Goa was a Portuguese colony though). Hence basic English language skills are not difficult to acquire.</i></p>		Parents buy materials for children to use at home:	No information.	Parents employ private tutors (one-to-one):	No information.	Parents employ private tutors (small groups):	No information.	Parents send children to learning English clubs:	No information.	Parents send children to residential courses/camps in-country:	No information.	Parents send children abroad:	No information.
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Parents employ private tutors (small groups):	No information.												
Parents send children to learning English clubs:	No information.												
Parents send children to residential courses/camps in-country:	No information.												
Parents send children abroad:	No information.												

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Sometimes.
Children given special 'bridging' courses to help transition:	Often.
Teachers in new school are well informed about work done at primary:	Quite often.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	Rarely.
Information from school-based assessment passed to the new school:	Sometimes.
Children treated as absolute beginners in secondary school:	Quite often.

India: South India

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Official entry age to Year 1 of primary school:

5–6.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

None.

Total hours per year officially allocated to English in primary schools:

Difficult to calculate. See below.

Distribution of English hours:

There are about 35 teaching weeks in a school year, and approximately nine English lessons a week (35 minutes per lesson). The distribution varies because the decision is made by individual school management.

Number of state primary schools:

700,000.

Number of state primary school pupils:

133 million.

Number of state primary school English teachers:

No information.

Sufficient numbers of English teachers?

There are problems with supply of English teachers in all areas of my country.

<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>There is only one approved set of course materials and this is written and published specially for schools in this country or region.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>
<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p>
<p>Attendance at English lessons at private language institutes:</p> <p>No or almost no primary school children attend this type of class.</p>
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>No, there is no requirement for formal assessment.</p>
<p>Expected level of achievement at end of primary:</p> <p>There is no stated level for children to reach by the end of primary school.</p>

Support for learning English:	
Parents buy materials for children to use at home:	In almost all cases.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Quite often.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Never.
India: Tamil Nadu	
May 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
English is a compulsory part of the state Early Years curriculum.	
Official entry age to Year 1 of primary school:	
5–6.	
Is English an officially required compulsory part of the primary curriculum?	
English is an officially required compulsory part of the curriculum.	
Year of state primary school when children officially begin English lessons:	
They start officially in Year 1.	
Major policy changes in the last ten years:	
Our educational system in primary level shifted from a traditional system to child-centred education. In the last five years, Activity Based Learning (ABL) was implemented in our state for Classes 1 to 4. This methodology is student-centred and gives the children a chance to learn at their own pace. After implementing ABL we have English from Class 1.	
Total hours per year officially allocated to English in primary schools:	
No information.	
Distribution of English hours:	
No information.	
Number of state primary schools:	
37,654	

<p>Number of state primary school pupils:</p> <p>No information.</p>
<p>Number of state primary school English teachers:</p> <p>37,000</p>
<p>Sufficient numbers of English teachers?</p> <p>Other.</p>
<p>Types of teacher used:</p> <p>Other.</p> <p>Comments:</p> <p><i>We have multigrade teachers so no special teacher to teach English in Classes 1 to 5.</i></p>
<p>Acceptable teaching qualifications:</p> <p>Other.</p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that they use.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>
<p>Affordability of private schools:</p> <p>Even parents with low incomes can afford to send their children to private primary school.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p>
<p>Attendance at English lessons at private language institutes:</p> <p>No information.</p>
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Other.</p>

Expected level of achievement at end of primary:

There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.

Support for learning English:

Parents buy materials for children to use at home:	Not very often.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Not very often.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Frequently.
Parents send children abroad:	No information.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Sometimes.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	Often.
Publishers include primary revision material in secondary books:	Quite often.
Formal test results passed to the new school:	Always.
Information from school-based assessment passed to the new school:	Often.
Children treated as absolute beginners in secondary school:	No information.

Indonesia

February 2012

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Private Early Years education provides English language teaching.

Comments:

English is not a compulsory part of the Early Years curriculum, and is only 'frequently' taught at Early Years in major urban centres, not across the country – but there was no box to tick for that option. Outside major urban areas, it is rarely taught in Early Years outside the private sector.

Official entry age to Year 1 of primary school:

5–6.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially later than Year 5.

Major policy changes in the last ten years:

N/A.

<p>Total hours per year officially allocated to English in primary schools:</p> <p>0.</p>
<p>Distribution of English hours:</p> <p>No information.</p>
<p>Number of state primary schools:</p> <p>102,00 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>25.4 million (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>7,089 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p> <p>Comments:</p> <p><i>There are approximately 46,000 primary English teachers for 8,000 private schools, but only 7,000 primary English teachers for more than 100,000 state schools! This highlights many problems – shortage in the state sector, unwillingness for trained teachers to work in the state sector, etc.</i></p>
<p>Types of teacher used:</p> <p>The children’s normal class (homeroom) teacher.</p> <p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A native or other very competent speaker of English with no formal teaching qualifications.</p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>Teachers may use any published materials (local or international) provided that they are within the school budget.</p>

Proportion of private mainstream primary schools:	
There are few private primary schools (less than ten per cent) of the total of primary schools.	
Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
In private primary schools children start English at an earlier age than they do in public primary schools.	
In private primary schools children get more hours of English teaching.	
In private primary schools children learn with a better quality of materials.	
In private primary schools the teachers are generally considered to be better than those in public primary schools.	
Attendance at English lessons at private language institutes:	
No information.	
Formal assessment of English officially required at the end of state primary school?	
No, there is no requirement for formal assessment.	
Expected level of achievement at end of primary:	
There is no stated level for children to reach by the end of primary school.	
Support for learning English:	
Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.
Comments:	
<i>Obviously, wealthier families do many of the above, but the 'average citizen' (if there is such a person) rarely does any.</i>	
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Never.
Publishers include primary revision material in secondary books:	Never.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	No information.

Israel

March 2012

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Comments:

English is compulsory from Grade 4 though is often taught from earlier. The decision as to when to teach English is at the discretion of the school and its budget.

Year of state primary school when children officially begin English lessons:

They start officially in Year 4.

Major policy changes in the last ten years:

Introduction of new English curriculum in 2001.

www.education.gov.il/tochniyot_limudim/english.htm

Total hours per year officially allocated to English in primary schools:

38 weeks a year. Schools are required to teach four hours a week in Years 4–6.

Distribution of English hours:

Recommended to spread the hours during the week and not to have double lessons.

Number of state primary schools:

2,000 approximately.

Number of state primary school pupils:

828,732 (answer is derived from official statistics).

Number of state primary school English teachers:

2,500 (approximately).

Sufficient numbers of English teachers?

There are problems with supply of English teachers in all areas of my country.

Comments:

Israel struggles to recruit and keep English teachers. It is constantly advertising fast-track retraining programmes. Proficiency of the English teachers is often an issue, as it is not uncommon for a teacher to be moved from their specialisation into English.

Types of teacher used:

A specialist teacher of English who works in only one school.

A qualified teacher who has no formal qualifications in English but who knows English.

Acceptable teaching qualifications:

An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

Comments:

Although teachers are expected to be trained classroom English teachers, due to the shortage of qualified teachers, at times native speakers with a university degree are employed to teach, preferably within a retraining programme but sometimes without.

Official documents for teachers on content:

A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.

Comments:

The New English Curriculum for All Grades was published in 2001.

www.education.gov.il/tochniyot_limudim/english.htm

Adapting the Curriculum for Students with Disabilities

http://meyda.education.gov.il/files/Tochniyot_Limudim/Special/English.pdf

Guidelines for the Teaching of English at the Pre-Foundation Level

http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Publications/

Availability of documents:

http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Publications/

Support for primary English from authorities:

A high level of official support from local inspectors and advisers.

Pre-service training at college or university is strongly focused on primary school English.

Comments:

There is a wide variety of INSETT courses.

Materials used in class:

Other.

Comments:

Teachers use officially approved text books but do have the freedom to bring in other materials.

Proportion of private mainstream primary schools:

There are few private primary schools (less than ten per cent) of the total of primary schools.

Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
No information.	
Comments:	
<i>There are very few private primary schools in Israel.</i>	
Attendance at English lessons at private language institutes:	
Some, but fewer than 20 per cent of primary school children attend this type of class.	
Comments:	
<i>This is based on my feeling only. However, by middle and high school the figures would increase dramatically.</i>	
Formal assessment of English officially required at the end of state primary school?	
Other.	
Comments:	
<i>The Meitzav – national benchmark examination held at the end of the Fifth Grade.</i>	
Expected level of achievement at end of primary:	
Other.	
Comments:	
<i>See English Curriculum.</i>	
Support for learning English:	
Parents buy materials for children to use at home:	No information.
Parents employ private tutors (one-to-one):	No information.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	Rarely.
Comments:	
<i>One-on-one tutoring is quite common, as is attending English class as a weekly activity.</i>	

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Sometimes.
Children given special 'bridging' courses to help transition:	Rarely.
Teachers in new school are well informed about work done at primary:	Quite often.
Publishers include primary revision material in secondary books:	Often.
Formal test results passed to the new school:	Quite often.
Information from school-based assessment passed to the new school:	Quite often.
Children treated as absolute beginners in secondary school:	Rarely.

Comments:

Some schools actively run a transition programme. The teachers of the primary and secondary schools meet to develop a relevant programme and to discuss issues concerning English.

Italy

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

There is no state-provided Early Years education in my country or region.

Comments:

Some private schools offer this.

Official entry age to Year 1 of primary school:

5–6.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

English has become compulsory from Year 1 since 2001 whereas before it started in later years.

Total hours per year officially allocated to English in primary schools:

Varies. See below.

Distribution of English hours:

There are 39 teaching weeks.

Year 1: one hour a week.

Year 2: two hours per week.

Years 3, 4 and 5: three hours per week.

<p>Number of state primary schools: 18,462 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils: 2,500,000 (statistics exist but not accessed).</p>
<p>Number of state primary school English teachers: 6,000 (statistics exist but not accessed).</p>
<p>Sufficient numbers of English teachers? There are problems with supply of English teachers in all areas of my country.</p>
<p>Types of teacher used: The children's normal class (homeroom) teacher. A specialist teacher of English who works in only one school.</p>
<p>Acceptable teaching qualifications: A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English. An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p>
<p>Official documents for teachers on content: A general overall description of aims for primary school English.</p>
<p>Availability of documents: No information.</p>
<p>Support for primary English from authorities: A high level of official support from local inspectors and advisers.</p>
<p>Materials used in class: Teachers make their own materials in addition to any published materials that they use.</p>
<p>Proportion of private mainstream primary schools: There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>
<p>Affordability of private schools: Even parents with average incomes can afford to send their children to private primary school.</p>
<p>Difference in English in private schools: In private primary schools children start English at the same age as they do in public primary schools.</p>
<p>Attendance at English lessons at private language institutes: Between 20 per cent and 39 per cent of primary school children attend this type of class.</p>

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a means devised within the school.

Assessment in English at the end of primary school has no consequences for secondary school entry.

Expected level of achievement at end of primary:

The required level is A1 of the Common European Framework of Reference.

Support for learning English:

Parents buy materials for children to use at home:	Not very often.
Parents employ private tutors (one-to-one):	Not very often.
Parents employ private tutors (small groups):	Not very often.
Parents send children to learning English clubs:	Not very often.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Always.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Sometimes.
Publishers include primary revision material in secondary books:	Often.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Quite often.

Japan

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Comments:

English is not included in the state Early Years curriculum, but activities related to English are very popular. In addition, parents let their children have English lessons outside school.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Comments:

English has just recently (from April 2011) become compulsory for Grades 5 and 6 in elementary schools. However, it's not officially called 'English' but comes under the banner of 'Foreign Language Activities'. As such, English is not considered a 'subject' but rather an 'area of study'.

<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 5.</p>
<p>Major policy changes in the last ten years:</p> <p>As mentioned, Grade 5 and 6 English became compulsory in April 2011.</p> <p>Comments:</p> <p><i>English used to be taught as part of international understanding in primary school. It was not compulsory nor a required period. In this sense, primary schools might offer English activities to children, but the decision was entirely up to the school. Now, under the new national curriculum, English is taught in the required period for 'Foreign Language Activity' in which English is taught in effect. However, as English is not a proper curricular subject in its own right, no formal assessment is expected and its main aim is to make children familiar with English. The primary focus is placed on speech, i.e. listening and speaking skills.</i></p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>In Grade 5 and 6, 35 hours per year.</p>
<p>Distribution of English hours:</p> <p>There are 35 teaching weeks in a school year, and the period for 'Foreign Language Activity' is one hour a week in 40–45 minute sessions.</p>
<p>Number of state primary schools:</p> <p>22,258 in the school year 2009 (based on the statistics from the Ministry of Education).</p>
<p>Number of state primary school pupils:</p> <p>7,063,606 in the school year 2009 (based on the statistics from the Ministry of Education).</p>
<p>Number of state primary school English teachers:</p> <p>419,437 in the school year 2009 (based on the statistics from the Ministry of Education).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p> <p>Comments:</p> <p><i>The Ministry of Education expects that homeroom teachers teach 'Foreign Language Activity' (English) to their pupils. A homeroom teacher is a teacher who teaches most curricular subjects to his/her homeroom pupils. So, there are officially no English teachers in primary school in Japan. However, there are some schools where special English teachers such as volunteer parents are teaching English.</i></p>
<p>Types of teacher used:</p> <p>The children's normal class (homeroom) teacher.</p> <p>A native or other very competent speaker of English with no formal teaching qualifications.</p>

Acceptable teaching qualifications:

A native or other very competent speaker of English with no formal teaching qualifications.

A qualified secondary school teacher of English who is willing to work in primary schools.

Other.

Comments:

At the moment, English is delivered by homeroom teachers who have no qualifications to teach English and some of them can't speak English at all. Often schools hire foreign assistant language teachers with or without teaching qualifications.

There is no officially approved qualification for teaching English in primary school in Japan. However, there is a qualification awarded from an NPO (i.e. J-SHINE), and it seems that this qualification is used for the selection of English teachers (not primary school teachers, but voluntary people outside school) in some areas of Japan.

Official documents for teachers on content:

A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.

Availability of documents:

www.mext.go.jp/component/english/_icsFiles/afieldfile/2011/03/17/1303755_011.pdf

The chapter for 'Foreign Language Activity' in The Course of Study for Elementary Schools (The national curriculum available from the website of the Japanese Ministry of Education.) In addition to the above-mentioned curriculum, 'The Guidelines for the Course of Study for Elementary School' is also available from the same website.

Support for primary English from authorities:

A high level of official support from local inspectors and advisers.

Materials used in class:

Teachers may use any published materials (local or international) provided that they are within the school budget.

Comments:

At the beginning of the new programme there were officially approved materials for 'Foreign Language Activity' – Eigo Note 1 and 2, but whether a school adopted them as textbooks was entirely up to the decision of each school. However, the Japanese Ministry of Education has recently (2012) decided to make a new series of officially approved materials for 'Foreign Language Activity', abolishing 'Eigo Note 1 and 2.'

Proportion of private mainstream primary schools:

There are few private primary schools (less than ten per cent) of the total of primary schools.

Affordability of private schools:

Only wealthy parents can afford to send their children to private primary schools.

Difference in English in private schools:

In private primary schools children get more hours of English teaching.

In private primary schools children learn with a better quality of materials.

In private primary schools children start English at an earlier age than they do in public primary schools.

Comments:

It varies a lot between schools, so the answers above do not reflect every private primary school – but it may be the case for most of them. Private schools have introduced early English education as one of their advantages compared to public schools. The rate of native teachers is also larger than that in public schools, and well-organised instruction is offered to children.

Attendance at English lessons at private language institutes:

Between 20 per cent and 39 per cent of primary school children attend this type of class.

Comments:

Statistics from 2003–04 below. As you'll see, the number increases as the kids get older and need to enter chosen junior high schools. Also, the statistics we have only reflect how many are studying at cram schools and are not subject-specific. The number studying English is probably a lot lower.

Grade:

1 – 12 per cent.

2 – 15 per cent.

3 – 18 per cent.

4 – 22 per cent.

5 – 28 per cent.

6 – 36 per cent.

More and more children are having English lessons outside school.

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Expected level of achievement at end of primary:

There is no stated level for children to reach by the end of primary school.

Support for learning English:

Parents buy materials for children to use at home: Quite often.

Parents employ private tutors (one-to-one): Rarely.

Parents employ private tutors (small groups): Rarely.

Parents send children to learning English clubs: Quite often.

Parents send children to residential courses/camps in-country: Rarely.

Parents send children abroad: Rarely.

Comments:

Private English schools are the most common style of learning English outside school in Japan.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Rarely/Sometimes.
Children given special ‘bridging’ courses to help transition:	Never/Rarely.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	Never/Rarely.
Information from school-based assessment passed to the new school:	Rarely.
Children treated as absolute beginners in secondary school:	Quite often.

Comments:**From the British Council specialist:**

The answers above may well change in the future – as this is the first year of compulsory English education in primary schools, it’s hard to say. I do know, however, that it is a big concern for schools and Boards of Education as The British Council is involved in a large scale project to supply teachers to junior high schools in one ward of Tokyo. The Board of Education has been seeking advice from The British Council on this matter, and may well ask us to provide teachers for their elementary schools too in order to ensure a smooth transition. There does not seem to be any official guidance for them on this matter.

From the Japanese specialist:

Because English is not a curricular subject in its own right in primary school, it is considered that children begin the formal English learning in junior high school.

The aim of ‘Foreign Language Activity’ where English is taught in Japanese primary school is to establish children’s foundation of communicative competence. In this sense, Japan is far behind other countries which have introduced formal English education into primary schools. English is not yet a curricular subject, and there are still a lot of problems concerning teachers, materials, and curriculums in Japanese primary school English education.

Jordan

June 2012

Status of English language teaching at Early Years (pre-primary) stages:

English is a compulsory part of the state Early Years curriculum.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

<p>Major policy changes in the last ten years:</p> <p>In the year 2000 it became compulsory from Year 1, but before that it was compulsory from Year 5.</p> <p>In private schools English was taught from Grade 1, but in 2000 it became obligatory in all private and public schools starting from Grade 1.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>146.25 hours. The total number of actual days is 195 days, with one English class each day which lasts for 45 minutes.</p>
<p>Distribution of English hours:</p> <p>There are 44 teaching weeks in a school year, and English lessons are 3.75 hours a week in a 45-minute session.</p>
<p>Number of state primary schools:</p> <p>3,098 schools in the academic year 2004.</p>
<p>Number of state primary school pupils:</p> <p>No information.</p>
<p>Number of state primary school English teachers:</p> <p>No information.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p>
<p>Acceptable teaching qualifications:</p> <p>A university graduate in English language and/or literature who did not take courses in education or methodology while at university.</p> <p>Comments:</p> <p><i>For an English literature student the courses that he or she takes in education or methodology are limited maybe to one course out of 44 courses and it's not an obligatory course in all universities.</i></p>
<p>Official documents for teachers on content:</p> <p>No information.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>

Materials used in class:	
Teachers may use any published materials (local or international) provided that they are within the school budget.	
Proportion of private mainstream primary schools:	
There is a considerable number of private primary schools (more than 30 per cent of total primary schools).	
Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
In private primary schools the teachers are generally considered to be better than those in public primary schools.	
Attendance at English lessons at private language institutes:	
No information.	
Formal assessment of English officially required at the end of state primary school?	
Yes, assessment is required and it is by a means devised within the school.	
Assessment in English at the end of primary school has no consequences for secondary school entry.	
Expected level of achievement at end of primary:	
No information.	
Support for learning English:	
Parents buy materials for children to use at home:	Not very often.
Parents employ private tutors (one-to-one):	Very frequently.
Parents employ private tutors (small groups):	Frequently.
Parents send children to learning English clubs:	Frequently.
Parents send children to residential courses/camps in-country:	Frequently.
Parents send children abroad:	Rarely.
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	Always.
Publishers include primary revision material in secondary books:	Often.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Never.

Kazakhstan

June 2011

Status of English language teaching at Early Years (pre-primary) stages:

Private Early Years education provides English language teaching.

Official entry age to Year 1 of primary school:

7–8.

Is English an officially required compulsory part of the primary curriculum?

Other.

Comments:

Until recently it was an officially required part of the curriculum from the age of 12. There is a state proposal to provide English from the First Grade in 2013–14.

Year of state primary school when children officially begin English lessons:

Comments:

They will start officially in Year 1 in 2013–14. At the time of answering the questionnaire they started in Year 5.

Major policy changes in the last ten years:

The secondary and primary education system has been under reform.

Total hours per year officially allocated to English in primary schools:

Two hours a week (proposed).

Distribution of English hours:

68 hours per year (proposed).

Number of state primary schools:

7,706 in 2011 (Ministry's website) based on the assumption that each secondary school has a primary school attached (answer derived from official statistics).

Number of state primary school pupils:

841,000. This is based on a total figure of 2,522,000 in 2011 (Ministry's website) total number of pupils in both primary and secondary. We assume about one third are primary as there are no specific data for primary (answer derived from official statistics).

Comment from editor:

World Bank indicator estimate is 947,807.

Number of state primary school English teachers:

No information.

There are no official statistics about the numbers of primary school teachers of English in my context.

Sufficient numbers of English teachers?

There are problems with supply of English teachers in all areas of my country.

Comments:

There aren't sufficient appropriately trained English primary school teachers to meet the needs of Kazakhstan. However, there is a state plan to start to teach English from Grade 1 in 2013–14.

Types of teacher used:

A specialist teacher of English who works in only one school.

Acceptable teaching qualifications:

A qualified secondary school teacher of English who is willing to work in primary schools.

Comments:

There is no special training in teaching English to primary school pupils, either PRESETT or INSETT.

Official documents for teachers on content:

No published guidelines or syllabus.

Comments:

There is a very general document describing standards for teaching primary school students.

Availability of documents:

State standards document but this is of little practical value.

Support for primary English from authorities:

A high level of official support and guidance in policy terms.

A high level of official support in budgetary and financial terms.

A high level of official support from local inspectors and advisers.

Pre-service training at college or university is strongly focused on primary school English.

Comments:

All of the above but starting in 2013–14.

Materials used in class:

Teachers make their own material in addition to any published materials that they use.

Teachers may only use material that has received official approval and which appears on a list of permitted works.

Proportion of private mainstream primary schools:

There are some private primary schools (between ten per cent and 30 per cent of total primary schools).

Comments:

Yes, but we cannot verify this with official data.

Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
In private primary schools children start English at the same age as they do in public primary schools.	
In private primary schools children get more hours of English teaching.	
In private primary schools children learn with a better quality of materials.	
In private primary schools the teachers are generally considered to be better than those in public primary schools.	
Attendance at English lessons at private language institutes:	
No information.	
Formal assessment of English officially required at the end of state primary school?	
Yes, assessment is required and it is by a means devised within the school.	
Comment from editor:	
<i>Teaching of English at primary level has not yet been implemented so the exact position is not yet clear.</i>	
Expected level of achievement at end of primary:	
There is no stated level for children to reach by the end of primary school.	
Support for learning English:	
Parents buy materials for children to use at home:	Quite often.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.
Comments:	
<i>It depends on the income of parents. Most parents view English as important for their child's career.</i>	
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Always.
Publishers include primary revision material in secondary books:	Never.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Sometimes.

Kosovo

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

Private Early Years education provides English language teaching.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 3.

Major policy changes in the last ten years:

English was taught from Grade 5; in the past few years English was introduced from Grade 3 though the plan of the Ministry of Education is to start English from Grade 1. The pilot project was supposed to begin September 2010 but due to other political issues it was postponed for a very near future.

Total hours per year officially allocated to English in primary schools:

78 hours per year.

Distribution of English hours:

In 39 weeks per school year, English lessons are held twice per week; each session (lesson) is 45 minutes.

Number of state primary schools:

992 (answer is derived from official statistics).

Number of state primary school pupils:

301,486 (answer is derived from official statistics).

Number of state primary school English teachers:

No information.

Sufficient numbers of English teachers?

There are sufficient English teachers in some parts of the country but not in others.

Types of teacher used:

A specialist teacher of English who works in only one school.

Acceptable teaching qualifications:

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

Official documents for teachers on content:

A very detailed specification of content with lists of language items and skills coverage.

Availability of documents:	
Please consult the Ministry of Education website. www.masht-gov.net	
Support for primary English from authorities:	
No information.	
Materials used in class:	
Teachers may only use material that has received official approval and which appears on a list of permitted works.	
Proportion of private mainstream primary schools:	
There are some private primary schools (between ten per cent and 30 per cent of total primary schools).	
Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
In private primary schools children start English at an earlier age than they do in public primary schools.	
Attendance at English lessons at private language institutes:	
No information.	
Formal assessment of English officially required at the end of state primary school?	
Yes, assessment is required and it is by a means devised within the school.	
Expected level of achievement at end of primary:	
No information.	
Support for learning English:	
Parents buy materials for children to use at home:	No information.
Parents employ private tutors (one-to-one):	No information.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	Very frequently.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Sometimes.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	Quite often.
Children treated as absolute beginners in secondary school:	No information.

Latvia

February 2012

Status of English language teaching at Early Years (pre-primary) stages:

There is no state-provided Early Years education in my country or region.

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Comments:

As parents are very often interested, many pre-school educational establishments offer teaching English (starting from the age of 5–6, but in some cases even earlier), but the teachers are usually paid for by parents and mostly are not staff members of these pre-school educational establishments. In many cases only those kids are taught whose parents pay – other kids at the same time are playing in a separate group.

Official entry age to Year 1 of primary school:

7–8.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.

Comments:

A foreign language is a compulsory part of the curriculum, but mostly English is the first foreign language taught.

Year of state primary school when children officially begin English lessons:

They start officially in Year 3.

Major policy changes in the last ten years:

According to the new curriculum of basic schools, by the end of Year 6 (age 12–13) children should reach level A2 in the first foreign language and level A1 in the second foreign language (they start a second foreign language in Year 6 in schools with Latvian language of instruction, but schools with minority language of instruction start teaching a second foreign language later).

There was a change introduced in the Regulations of the Cabinet of Ministers as to the age of starting the first foreign language – moving it to Year 1 (age seven), but it has been decided to wait with this change for a couple of years due to lack of funding.

<p>Total hours per year officially allocated to English in primary schools:</p> <p>105 lessons per school year for the first foreign language: Years 1–6.</p> <p>70 lessons per school for second foreign language in Year 6 (English can be taught as a second foreign language, too, in schools where French or German is the first foreign language).</p>
<p>Distribution of English hours:</p> <p>Three hours per week x 35 weeks (first foreign language).</p> <p>Two hours per week x 35 weeks (second foreign language in Year 6).</p>
<p>Number of state primary schools:</p> <p>759 (answer based on official statistics).</p> <p>Comments:</p> <p><i>This is the number of state schools where children aged 7–12 learn – they can be primary/elementary (Years 1–4 or 1–6), basic schools (Years 1–9) or secondary schools (Years 1–12).</i></p>
<p>Number of state primary school pupils:</p> <p>112,386 (answer based on official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>No information.</p> <p>Comments:</p> <p><i>No precise statistics – we do not even know the total number of English language teachers in our schools – they work in several schools (two or even three different schools) or schools stages (basic and secondary) sometimes and are added twice or three times then.</i></p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p>
<p>Acceptable teaching qualifications:</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p> <p>Comments:</p> <p><i>Some universities offer two qualifications – e.g. teacher of Latvian and English; German – English.</i></p> <p><i>But officially qualified generalist primary school teachers are allowed to teach ALL subjects (including English...) though I do not know any cases when they do – mostly these are English language specialists who teach English in primary level.</i></p>

Official documents for teachers on content:

A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.

Comments:

There is an official curriculum for teaching foreign languages. It specifies the levels to be reached by the end of Year 6 (age 12–13) for the first (A2) and second (A1) foreign language. There is also a sample programme for teaching English starting from Year 3. It describes the content, skills to be taught, etc. They are available on the website of the National Centre for Education. As many schools have already begun to introduce the teaching of first foreign language in Year 1 (age seven), a new sample programme (for Years 1–6) is ready and will soon be published on the website, too.

Availability of documents:

The curriculum for teaching foreign languages in basic school (Years 3–9) is in Latvian.

www.likumi.lv/doc.php?id=150407&from=off#315250

The sample programme is mostly in English (only the introductory part is in Latvian).

Support for primary English from authorities:

No information.

Materials used in class:

Teachers may use any published materials (local or international) provided that they are within the school budget.

Comments:

It often happens that English language coursebooks are bought by parents as schools do not have enough funds for that. There exists a list of officially approved books. If the school buys English language books using the funding given by the state, the school should choose books from this list.

Proportion of private mainstream primary schools:

There are few private primary schools (less than ten per cent) of the total of primary schools.

Affordability of private schools:

Only wealthy parents can afford to send their children to private primary schools.

Difference in English in private schools:

In private primary schools children start English at an earlier age than they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children learn with materials that are about the same quality as those in public primary schools.

In private primary schools the teachers are generally considered to be about the same quality as those in public primary schools.

Comments:

Private schools are very different in size and quality – it is very difficult to generalise. Usually the teachers are better paid there and that allows private schools to select teachers, the classes are smaller in size and teachers have more possibilities for taking an individual approaches to each child, thereby creating better learning conditions.

Attendance at English lessons at private language institutes:

There are no official data – there are parents who send their children to private teachers, private language schools, but I can only guess the percentage – fewer than 20 per cent?

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Expected level of achievement at end of primary:

The required level is A2 of the Common European Framework.

Support for learning English:

Parents buy materials for children to use at home:	Quite often.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Not very often.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	Rarely.

Comments:

Parents generally are interested to support their kids' learning English and those who can afford it mostly do that.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Sometimes.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Rarely.
Children treated as absolute beginners in secondary school:	Never.

Comments:

There are very few primary schools in the country teaching only Years 1–6. After that children can go on to a gymnasium type of schools starting from Year 7, or basic schools (Year 1–9) or secondary schools (Years 1–12). In this case there can be problems in this transition process (as to the level, materials used before and in the new school), but mostly children continue Year 7 in one and the same school and often with one and the same teacher.

Lithuania

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.

Comments:

Though French, German and English are offered traditionally as the first foreign language in the curriculum, English is the choice by nearly 98 per cent of learners (or rather their parents).

Year of state primary school when children officially begin English lessons:

They start officially in Year 2.

Major policy changes in the last ten years:

Compulsory early foreign language learning was introduced in 2009 in state sector schools.

Total hours per year officially allocated to English in primary schools:

Years 2–4: 192 hours total (64 hours x three years).

<p>Distribution of English hours:</p> <p>32 weeks in a year, two hours per week.</p>
<p>Number of state primary schools:</p> <p>82 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>115,004 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>1,599 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p>
<p>Types of teacher used:</p> <p>The children's normal class (homeroom) teacher.</p>
<p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p>
<p>Acceptable teaching qualifications:</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.</p>
<p>Availability of documents:</p> <p>You can find guidelines and documents on early language teaching at the primary level issued by the ministry here: www.smm.it/ugdymas/aukm/index.htm and here: www.pprc.it/aukm/bendri.asp</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p>
<p>Materials used in class:</p> <p>Teachers may use any published materials (local or international) provided that they are within the school budget.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>

Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
In private primary schools children start English at an earlier age than they do in public primary schools.	
In private primary schools children get more hours of English teaching.	
In private primary schools children get about the same number of hours of English teaching.	
In private primary schools children learn with a better quality of materials.	
In private primary schools the teachers are generally considered to be better than those in public primary schools.	
Attendance at English lessons at private language institutes:	
Some, but fewer than 20 per cent of primary school children attend this type of class.	
Comments:	
<i>This is mostly in big towns.</i>	
Formal assessment of English officially required at the end of state primary school?	
No, there is no requirement for formal assessment.	
Expected level of achievement at end of primary:	
The required level is A1.	
Support for learning English:	
Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	No information.
Comments:	
<i>Parents generally are interested to support their kids' learning English and those who can afford it mostly do that.</i>	
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Always.
Publishers include primary revision material in secondary books:	Sometimes.
Formal test results passed to the new school:	Rarely.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Quite often.

Mexico

April 2012

Status of English Language Teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Comments:

From 2010 English is now a compulsory part Year 3 of the state national curriculum. The Mexican Ministry of Education, the Under Ministry of Basic Education and teacher training colleges have recognised the need to incorporate English language as a subject in the pre-school and primary programmes and to adapt the secondary school English language subject syllabus.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Comments:

From 2010, English is a compulsory part of the national curriculum in primary education.

Year of state primary school when children officially begin English lessons:

Other.

Major policy changes in the last ten years:

There are 32 states in the Mexican Republic and each is financially independent from the Federal Ministry of Education. However, all states have to follow the national curriculum in primary education. (One year of pre-school, six years of primary and three years of secondary education.)

Due to a shortage of teachers, the programme is being gradually adopted (full coverage is expected by 2020). All 23 states have started implementation of the national programme, but there are still great differences in the school population the programme reaches in each state. For example, Tamaulipas has 100 per cent coverage, while other states like Guerrero and Tlaxcala have less than 30 per cent coverage.

Total hours per year officially allocated to English in primary schools:

Four hours a week in a 200-day school year.

Distribution of English hours:

This is left to local authorities to decide, and the situation varies a lot from one school to another (from 30 minutes a day to four hours on Saturdays).

Number of state primary schools:

250,000 (no official statistics accessible).

Number of state primary school pupils:

13,655,890 (no official statistics accessible).

Number of state primary school English teachers:

No information (no official statistics accessible).

Sufficient numbers of English teachers?

There are problems with supply of English teachers in all areas of my country.

Types of teacher used:

The children's normal class (homeroom) teacher.

A specialist teacher of English who works in only one school.

A specialist teacher of English who visits different schools to give lessons.

A qualified teacher who has no formal qualifications in English but who knows English.

Someone who is not qualified as a teacher but who knows English.

Acceptable teaching qualifications:

A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.

A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.

A qualified secondary school teacher of English who is willing to work in primary schools.

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

A native or other very competent speaker of English with no formal teaching qualifications.

Comments:

A BA in primary education (or equivalent) is compulsory in order to be given a permanent teaching post. Cambridge ICELT/COTE have received ministerial recognition as specialisation programmes.

Teachers from teacher training colleges.

Teachers from universities (BA in English Language Teaching, BA in English Literature).

In some states, teachers with language level of B1. Teaching: Cambridge TKT modules 1, 2 and 3. Associate Degree in the Teaching of English. ICELT In-Service Certificate in the Teaching of English.

Official documents for teachers on content:

A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.

Availability of documents:

English Programme in Basic Education: <http://pnieb.net/>

English Programme in Basic Education, documents: <http://pnieb.net/documentos/index.html>

English Programme in Secondary School: www.reformasecundaria.sep.gob.mx/doc/FUNDAMENTACIONES/INGLES.pdf

<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>Comments:</p> <p><i>Courses and training are provided by the federal government. States provide support to teachers according to their objectives and budget.</i></p>
<p>Materials used in class:</p> <p>Teachers may use any published materials (local or international) provided that they are within the school budget.</p> <p>Comments:</p> <p><i>The teachers use the official materials the National Programme provides, as well as textbooks which are produced by private publishing houses following the Ministry's requirements. There is a free textbook distribution policy; teachers also receive a materials package which includes big books, audio CDs and a teacher's guide.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>Ten per cent of the student population attend private schools.</p>
<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p> <p>Comments:</p> <p><i>Ten per cent of the student population attend private schools. Parents with average or low income prefer to send their children to a private school because they consider the level of education is higher and because they will be taught English from a very early age. Now that English is being offered in public education, this may no longer be a factor on their decision.</i></p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at an earlier age than they do in public primary schools.</p> <p>Comments:</p> <p>There are at least four different types of private schools:</p> <ol style="list-style-type: none"> a. Bilingual (10–15 hours of English a week; about five per cent of the total number of private schools start English from age two to three). b. Upper-transition level (seven to ten hours a week, about 20 per cent of the total number of private schools, start English from age two to three). c. Mid level (five to seven hours: about 35 per cent of the total number of private schools start English from age four). This group has a lot of pressure to improve their standards to differentiate themselves from public school teaching. d. Low level (one to five hours a week: about 40 per cent of the total number of private schools start English from age six). This group has to change their programmes and improve their offer now that English is taught in the state sector.

Attendance at English lessons at private language institutes:

400,000 learners (these are figures for ages 6–16).

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Comments:

No, there is no requirement for formal assessment in place but it is likely to change once the national programme is fully implemented. English is included in the official school report card in all state schools offering English.

Expected level of achievement at end of primary:

The required level is A2 of the Common European Framework.

Support for learning English:

Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Not very often.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	No information.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Often.

Montenegro

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Private Early Years education provides English language teaching.

Official entry age to Year 1 of primary school:

5–6.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the primary curriculum but is one possible choice among a number of languages.

Comments:

English is not compulsory at the age of 5–8 (I–III Grade), but is frequent (about 90 per cent pupils learn it as an optional subject). From the fourth Grade (age 8–11) foreign language is a compulsory subject, which is in most cases English (about 97 per cent). From the seventh Grade two languages are compulsory.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

There have been several changes since 2004. English was taught from Year 3 to Year 8. Number of lessons per week was: two, two, three, three, two, two (III–VIII Year) = 14 altogether. Since 2004 English has been taught in most of the schools from Year 1 to Year 9 with the following number of lessons per week: two, two, two, two, three, four, four, three, three = 25 (six optional and 19 compulsory). There is an alternative offered to students, but it is very rare. According to that alternative, the above number of lessons is reserved for another language (Russian, French, German), in which case pupils learn English as optional at Year 6 (two lessons per week), and as compulsory at Years 7, 8 and 9 with three lessons per week each year.

The required proficiency is A2+ and the assessment is based on Common European Framework (EC).

Total hours per year officially allocated to English in primary schools:

Year 1 – 68; Year 2 – 68; Year 3 – 68; Year 4 – 68; Year 5 – 102; Year 6 – 136; Year 7 – 136; Year 8 – 102; Year 9 – 93.

Alternative: Year 6 – 68; Year 7 – 102; Year 8 – 102; Year 9 – 93.

Distribution of English hours:

There are 34 teaching weeks. Each week students have two, three or four lessons (see Question 7). Lessons are 45 minutes.

Number of state primary schools:

161 schools (answer is derived from official statistics).

Number of state primary school pupils:

72,761 pupils (answer is derived from official statistics).

Number of state primary school English teachers:

408 teachers (answer is derived from official statistics).

Sufficient numbers of English teachers?

There are sufficient English teachers in some parts of the country but not in others.

Comments:

There will shortly be sufficient English teachers in all areas, because a lot of young people will soon graduate and cover the needs of the most remote schools.

Types of teacher used:

A specialist teacher of English who works in only one school.

A specialist teacher of English who visits different schools to give lessons.

Someone who is not qualified as a teacher but who knows English.

Comments:

The not-yet qualified teachers are university students of English.

Acceptable teaching qualifications:

A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.

A qualified secondary school teacher of English who is willing to work in primary schools.

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

Comments:

Most of the teachers (98 per cent) are university graduates in English language and literature who had courses in education and methodology at university. A small number of teachers, who teach in distant mountainous regions (less than two per cent) are final year students of English and literature, who are expected soon to graduate. Novice teachers are trained for one year (or longer) after which they take an exam (referred to as 'Professional exam'), which is compulsory for all the teachers.

Official documents for teachers on content:

A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.

Availability of documents:

(websites may be available but none were functional at time of final editing).

Support for primary English from authorities:

A high level of official support and guidance in policy terms.

A high level of official support in budgetary and financial terms.

A high level of official support from local inspectors and advisers.

Pre-service training at college or university is strongly focused on primary school English.

<p>Materials used in class:</p> <p>There is only one approved set of course materials but this was not written and published specially for schools in this country or region.</p> <p>Comments:</p> <p><i>All primary schools use the same sets of course materials, published by Longman, UK. The sets are changed at certain intervals. Next year we are piloting the set 'Discover English', Longman.</i></p>												
<p>Proportion of private mainstream primary schools:</p> <p>There are no private primary schools.</p>												
<p>Affordability of private schools:</p> <p>N/A.</p>												
<p>Difference in English in private schools:</p> <p>N/A.</p>												
<p>Attendance at English lessons at private language institutes:</p> <p>Some, but fewer than 20 per cent of primary school children attend this type of class.</p>												
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.</p> <p>Assessment in English at the end of primary school is used to evaluate the quality of the primary school.</p>												
<p>Expected level of achievement at end of primary:</p> <p>The required level is A2 of the Common European Framework.</p>												
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>In almost all cases.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Not very often.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Rarely.</td> </tr> </table> <p>Comments:</p> <p><i>Schools provide optional extra-curricular activities, extra classes, competitions and quizzes.</i></p>	Parents buy materials for children to use at home:	In almost all cases.	Parents employ private tutors (one-to-one):	Rarely.	Parents employ private tutors (small groups):	Rarely.	Parents send children to learning English clubs:	Not very often.	Parents send children to residential courses/camps in-country:	Rarely.	Parents send children abroad:	Rarely.
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Parents employ private tutors (small groups):	Rarely.											
Parents send children to learning English clubs:	Not very often.											
Parents send children to residential courses/camps in-country:	Rarely.											
Parents send children abroad:	Rarely.											

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Always.
Publishers include primary revision material in secondary books:	Always.
Formal test results passed to the new school:	The first external testing occurred a month ago.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Never.

Morocco

June 2012

Status of English language teaching at Early Years (pre-primary) stages:

There is no state-provided Early Years education in my country or region.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially later than Year 5.

Major policy changes in the last ten years:

No information.

Total hours per year officially allocated to English in primary schools:

0.

Comments:

There is no official English language provision in the primary sector.

Distribution of English hours:

N/A.

Number of state primary schools:

10,000 (no official statistics).

Number of state primary school pupils:

3,954,201 (answer is derived from official statistics).

Number of state primary school English teachers:

127, 823 (answer is derived from official statistics).

<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p> <p>Comments:</p> <p><i>There are 2,800 private primary schools, the majority of which are located in and around Rabat and Casablanca, the major cities, within 100km of each other. There are therefore a large number of English teachers in this area, both full time and part time, working in the private primary sector. Some secondary state school teachers also work part time in a private primary school.</i></p>
<p>Types of teacher used:</p> <p>N/A – no state provision of primary English education.</p>
<p>Acceptable teaching qualifications:</p> <p>N/A – no state provision of primary English education.</p>
<p>Official documents for teachers on content:</p> <p>N/A – no state provision of primary English education.</p>
<p>Availability of documents:</p> <p>N/A – no state provision of primary English education.</p>
<p>Support for primary English from authorities:</p> <p>N/A – no state provision of primary English education.</p>
<p>Materials used in class:</p> <p>N/A – no state provision of primary English education.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary school.</p>
<p>Difference in English in private schools:</p> <p>N/A.</p>
<p>Attendance at English lessons at private language institutes:</p> <p>Some but fewer than 20 per cent of primary school children attend this type of class.</p>
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>N/A.</p>
<p>Expected level of achievement at end of primary:</p> <p>N/A.</p>

Support for learning English:

Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	No information.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Quite often.

Namibia

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is a compulsory part of the state Early Years curriculum.

Comments:

English teaching in Early Years is taught as a subject but not as a medium of instruction. As per the official Language Policy of Namibia, the switch from L1 to English is made from Grade 4, i.e. age ten. Decisions regarding Grades 1 to 3 are left to the Ministry of Education and the Ministry of Child Welfare and Gender Equality.

Official entry age to Year 1 of primary school:

5–6.

Is English an officially required compulsory part of the primary curriculum?

Other.

Comments:

English as a subject has official status from Year 1. However, it is not a medium of instruction.

Although the language policy for schools clearly states that English is the official language of the country, it makes provision for Namibian languages to be taught in schools and used as a medium of instruction. English is therefore simultaneously taught from Grade 1 but it becomes the medium of instruction (English across the curriculum) at Grade 4 when children reach the age of ten.

<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 1.</p>
<p>Major policy changes in the last ten years:</p> <p>The status of English in primary schools has continued to improve over the years but the demand and expected standard of English has also risen. Teachers, meanwhile, were recruited at Independence and have not received sufficient in-service support. Therefore, they are struggling with the language. The government of Namibia has recently announced an English Language Proficiency Programme for all teachers to address this issue.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>No information.</p>
<p>Distribution of English hours:</p> <p>No information.</p>
<p>Number of state primary schools:</p> <p>1,500 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>418,000 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>2,010 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p> <p>Comments:</p> <p><i>Rural areas are obviously a problem, not only in terms of availability of teachers but also quality of teachers, in-service provision, etc.</i></p>
<p>Types of teacher used:</p> <p>The children's normal class (homeroom) teacher.</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>Comments:</p> <p><i>The majority of English teachers are barely qualified to teach English with around 800, i.e. one third, having no Grade 12 certificate (secondary school leaving qualification). 120 of them have completed a Grade 12. 153 teachers have a post-secondary teacher qualification (page 72, Official Statistics, 2008).</i></p>

<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p> <p>Comments:</p> <p><i>While the documentation exists, policies and guidelines are rarely adhered to.</i></p>
<p>Availability of documents:</p> <p>Comments:</p> <p><i>There is no shortage of documents and policy making meetings.</i></p>
<p>Support for primary English from authorities:</p> <p>A high level of official support in budgetary and financial terms.</p> <p>Pre-service training at college or university is strongly focused on primary school English.</p>
<p>Materials used in class:</p> <p>Teachers may use any published materials (local or international) provided that they are within the school budget.</p> <p>Comments:</p> <p><i>Quality of teaching materials needs to be upgraded. The US Embassy has embarked on this nationwide task via the Millennium Challenge Fund.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at an earlier age than they do in public primary schools.</p> <p>Comments:</p> <p><i>Provided children go to an English medium school, then English is taught as an L1. However, there are also many German medium private schools in Namibia where German is taught as an L1. There are better qualified teachers in private schools, often L1 speakers. Fewer learners who come from the social elite.</i></p>
<p>Attendance at English lessons at private language institutes:</p> <p>No or almost no primary school children attend this type of class.</p>
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a means devised within the school.</p> <p>Assessment in English at the end of primary school is used to decide who may go to secondary school.</p>

Expected level of achievement at end of primary:	
There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.	
Support for learning English:	
Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	No information.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Never.
Publishers include primary revision material in secondary books:	Never.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	No information.
North Cyprus	
May 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
English is a compulsory part of the state Early Years curriculum.	
Official entry age to Year 1 of primary school:	
5–6.	
Is English an officially required compulsory part of the primary curriculum?	
English is an officially required compulsory part of the curriculum.	
Year of state primary school when children officially begin English lessons:	
They start officially in Year 1.	
Major policy changes in the last ten years:	
There has been a change with regard to the age of starting English. After 2003–04 the age of starting English dropped to the age of five.	
Total hours per year officially allocated to English in primary schools:	
5–8 years old: 20 minutes per day four times a week.	
8–9 years old: 40 minutes per day three times a week.	
9–11 years old: 40 minutes per day five times a week.	
32 weeks approximately (an academic year).	

<p>Distribution of English hours:</p> <p>See above.</p>
<p>Number of state primary schools:</p> <p>110 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>19,836 (answer based on statistics for 2009–10).</p>
<p>Number of state primary school English teachers:</p> <p>116 approximately (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p> <p>Comments:</p> <p><i>At most of the nursery and Year 1 and 2 levels class teachers are supposed to teach English.</i></p>
<p>Types of teacher used:</p> <p>The children’s normal class (homeroom) teacher.</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p>
<p>Official documents for teachers on content:</p> <p>No published guidelines or syllabus.</p> <p>Comments:</p> <p><i>Books’ course outline is followed.</i></p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>There is only one approved set of course materials but this was not written and published specially for schools in this country or region.</p>

<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>													
<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p>													
<p>Difference in English in private schools:</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p>													
<p>Attendance at English lessons at private language institutes:</p> <p>More than 60 per cent of primary school children attend this type of class.</p> <p>Comments:</p> <p><i>There are no official statistics showing the number of primary school children attending private lessons. However, there is a considerable number of children taking some sort of private lessons from individual teachers.</i></p>													
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.</p> <p>Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.</p>													
<p>Expected level of achievement at end of primary:</p> <p>The required level is A2 of the Common European Framework.</p>													
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>No information.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Frequently.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Frequently.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>No information.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>No information.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>No information.</td> </tr> </table>		Parents buy materials for children to use at home:	No information.	Parents employ private tutors (one-to-one):	Frequently.	Parents employ private tutors (small groups):	Frequently.	Parents send children to learning English clubs:	No information.	Parents send children to residential courses/camps in-country:	No information.	Parents send children abroad:	No information.
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Parents employ private tutors (small groups):	Frequently.												
Parents send children to learning English clubs:	No information.												
Parents send children to residential courses/camps in-country:	No information.												
Parents send children abroad:	No information.												

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Rarely.
Teachers in new school are well informed about work done at primary:	Quite often.
Publishers include primary revision material in secondary books:	Quite often.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Never.

Pakistan

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is a compulsory part of the state Early Years curriculum.

Comments:

In Pakistan, kindergarten/prep is the first year (Early Year) in educational institutes. English is taught in the early joining stage both at state and private educational institutes.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

No specific changes in relation with English at primary level but there have been initiatives like education for all and free primary education in some parts of the country. There has been an 18th amendment in the constitution of the country according to which devolution of the Education ministry from national level to provincial level will be carried out. This will have impact on the current education system of the country.

Total hours per year officially allocated to English in primary schools:

English gets a double period in government primary schools. There are two periods for English language on a daily basis consisting of 40 minutes (each). In a week, there are six working days making it eight hours per week: approximately 256 hours per year for actual English language teaching in a primary school (holidays and summer vacations factored in).

Distribution of English hours:

There are eight hours for teaching English in primary schools per week.

Number of state primary schools:

139,342 (answer derived from official statistics of 2007–08 from Ministry of Education).

<p>Number of state primary school pupils:</p> <p>12.155 million (answer derived from official statistics of 2007–08 from Ministry of Education).</p>
<p>Number of state primary school English teachers:</p> <p>348,290.</p> <p>Comments:</p> <p><i>This figure includes teachers of other subjects and there are less teachers who are specialised in English language teaching.</i></p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p>
<p>Types of teacher used:</p> <p>The children’s normal class (homeroom) teacher.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Someone who is not qualified as a teacher but who knows English.</p> <p>Comment:</p> <p><i>Sometimes.</i></p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>A university graduate in English language and/or literature who did not take a course in education or methodology while at university.</p>
<p>Official documents for teachers on content:</p> <p>A general overall description of aims for primary school English.</p>
<p>Availability of documents:</p> <p>There are a few coursebooks available which are being used in primary schools for English teaching, these include books from Oxford University Press in private primary schools.</p> <p>Punjab Text Board Books and the official curriculum of the country designed at the federal level.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>Teachers may only use material that has received official approval and which appears on a list of permitted works.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>

Affordability of private schools:

Even parents with average incomes can afford to send their children to private primary school.

Comments:

Because the majority of private schools in Pakistan are low cost (low fees) private schools.

Difference in English in private schools:

In private primary schools children learn with a better quality of materials.

In private primary schools the teachers are generally considered to be better than those in public primary schools.

Attendance at English lessons at private language institutes:

No information.

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Expected level of achievement at end of primary:

There is no stated level for children to reach by the end of primary school.

Comments:

They simply have to clear the term and final exams at the end of primary school – i.e. at the end of Year 5.

Support for learning English:**Parents buy materials for****children to use at home:**

Answer highlighted but no information given on frequency.

Parents employ private**tutors (one-to-one):**

Answer highlighted but no information given on frequency.

Parents employ private**tutors (small groups):**

Answer highlighted but no information given on frequency.

Parents send children to learning English clubs:

No information.

Parents send children to residential courses/camps in-country:

No information.

Parents send children abroad:

No information.

Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	No information.
Publishers include primary revision material in secondary books:	Often.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	No information.
Comments:	
<i>There is no formal system for assessing this transition in government schools in Pakistan (with a view to English language teaching). In private schools, some elite schools assess their pupils' English language capacities a bit more rigorously when transitioning to secondary school. However, there is no uniform mechanism countrywide.</i>	
Palestine	
May 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
There is no state-provided Early Years education in my country or region.	
Private Early Years education provides English language teaching.	
Comments:	
<i>The majority of kindergartens teach the alphabet and counting to ten in English. Private primary and secondary schools often have a pre-school level where there is more focus on the English language.</i>	
Official entry age to Year 1 of primary school:	
6–7.	
Is English an officially-required compulsory part of the primary curriculum?	
English is an officially-required compulsory part of the curriculum.	
Year of state primary school when children officially begin English lessons:	
They start officially in Year 1.	
Major policy changes in the last ten years:	
Prior to 2000, English was rarely taught in primary years. In the following decade a national coursebook, <i>English for Palestine</i> (Ministry of Education Centre for Curriculum Development and Macmillan) was introduced for Years 1–12. This is being replaced from the 2011–12 academic year onwards with a revised edition.	
Total hours per year officially allocated to English in primary schools:	
No information.	

Distribution of English hours:

English is taught starting at the primary level (Grade 1) four hours a week for Grades 1–6 and continues throughout secondary education for five to seven hours a week for Grades 7–12.

Number of state primary schools:

No information.

Number of state primary school pupils:

578,149 pupils Years 1–10 (no official statistics available).

Number of state primary school English teachers:

Approximately 2,000 (no official statistics available).

Sufficient numbers of English teachers?

Other.

Comments:

The English and teaching abilities of teachers are insufficient, as most English teachers come from an English literature university background, and receive no pre-service, and little in-service training.

Many teachers teach a wide range of ages, so separating primary teachers is not usually possible.

Types of teacher used:

The children's normal class (homeroom) teacher.

A specialist teacher of English who visits different schools to give lessons.

A qualified teacher who has no formal qualifications in English but who knows English.

Someone who is not qualified as a teacher but who knows English.

Other.

Acceptable teaching qualifications:

A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.

A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.

An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.

A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.

A qualified secondary school teacher of English who is willing to work in primary schools.

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

A native or other very competent speaker of English with no formal teaching qualifications.

Other.

Comments:

English teacher qualifications in West Bank schools:

Educational qualification	Number of teachers
<i>Less than a bachelor degree</i>	750
<i>BA degree</i>	2,065
<i>BA degree plus teacher's diploma</i>	145
<i>BA degree + high diploma</i>	26
<i>MA and above</i>	45
Total	3,031

Primary teachers tend to have up to BA level qualification only.

Official documents for teachers on content:

A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.

Availability of documents:

English for Palestine coursebooks contain contents, with skills breakdown, lesson topics, etc. teacher's book contains basic aims statements and instructions for how the book can be used.

Support for primary English from authorities:

A high level of official support in budgetary and financial terms.

Materials used in class:

There is only one approved set of course materials and this is written and published specially for schools in this country or region.

Comments:

Teachers expect to use the coursebooks, and some supervisors insist on it. Teachers have limited resources otherwise, and sometimes don't have the posters, flashcards, etc. that come with the book. They lack training in how to use the coursebooks effectively, and translation is often used.

Proportion of private mainstream primary schools:

No information.

Comments:

The PCBS statistics in 2010–11 show 68 per cent enrolled in government schools, 24 per cent enrolled in UNRWA schools and eight per cent enrolled in private schools (primary and secondary).

Affordability of private schools:

Only wealthy parents can afford to send their children to private primary schools.

Difference in English in private schools:

Other.

Attendance at English lessons at private language institutes:

Some, but fewer than 20 per cent of primary school children attend this type of class.

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.

Expected level of achievement at end of primary:

No information.

Support for learning English:

Parents buy materials for children to use at home:	No information.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	No information.

Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Rarely.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Quite often.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	Rarely.
Children treated as absolute beginners in secondary school:	No information.
Comments:	
<i>The main difficulty of secondary education is the Tawjihi exam, which is more reliably assessed.</i>	
Peru	
May 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
Private Early Years education provides English language teaching.	
Official entry age to Year 1 of primary school:	
5–6.	
Is English an officially required compulsory part of the primary curriculum?	
English is not an officially required compulsory part of the curriculum.	
Comment:	
<i>There are some 'mixed schools', where parents help by providing more and better teaching environments. It is urgent that the state improves the state curriculum including the teaching of English together with ICT.</i>	
Year of state primary school when children officially begin English lessons:	
N/A.	
Major policy changes in the last ten years:	
Only in private schools.	
Total hours per year officially allocated to English in primary schools:	
N/A.	
Distribution of English hours:	
N/A.	

<p>Number of state primary schools:</p> <p>36,235 primary schools overall (answer derived from 2008 statistics).</p> <p>Comments:</p> <p><i>This number includes private schools too, which are not too many to affect the overall number. Nevertheless, this information can possibly be found.</i></p>
<p>Number of state primary school pupils:</p> <p>No information.</p>
<p>Number of state primary school English teachers:</p> <p>No information.</p> <p>Comments:</p> <p><i>I have no official information yet. However, the numbers are very low and the level of proficiency is really poor.</i></p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p>
<p>Types of teacher used:</p> <p>Someone who is not qualified as a teacher but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A university graduate in English language and/or literature who did not take courses in education or methodology while at university.</p> <p>A native or other very competent speaker of English with no formal teaching qualifications.</p> <p>Comments:</p> <p><i>There is a great demand of finding different ways to work teaching English as it is often better paid than other subjects.</i></p>
<p>Official documents for teachers on content:</p> <p>No published guidelines or syllabus.</p>
<p>Availability of documents:</p> <p>N/A.</p>
<p>Support for primary English from authorities:</p> <p>N/A.</p>
<p>Materials used in class:</p> <p>N/A.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>

<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p>															
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at an earlier age than they do in public primary schools.</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p> <p>Comments:</p> <p><i>I work at Newton College which is a British Peruvian school, part of a group of schools with similar curricula where most of our courses are taught in English. We follow IGCSE and IB, plus ESOL exams. All of our students reach proficiency use of English language.</i></p>															
<p>Attendance at English lessons at private language institutes:</p> <p>Other.</p> <p>Comments:</p> <p><i>There is great demand but expensive to the majority.</i></p>															
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>No, there is no requirement for formal assessment.</p>															
<p>Expected level of achievement at end of primary:</p> <p>There is no stated level for children to reach by the end of primary school.</p>															
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>No information.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>No information.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>No information.</td> </tr> </table>		Parents buy materials for children to use at home:	Rarely.	Parents employ private tutors (one-to-one):	Rarely.	Parents employ private tutors (small groups):	No information.	Parents send children to learning English clubs:	Rarely.	Parents send children to residential courses/camps in-country:	No information.	Parents send children abroad:	No information.		
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Poland

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Comments:

English lessons are provided at this level usually at the request of parents.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.

Comments:

In most schools, English happens to be the most frequently selected language.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

Foreign language teaching has become compulsory from the start of elementary school. The starting age of compulsory education has been lowered from seven to six.

Total hours per year officially allocated to English in primary schools:

Officially, it's eight hours but in reality it varies from four to eight teaching hours per week depending on the school.

Distribution of English hours:

Usually, two or three times a week in two 45-minute sessions.

Number of state primary schools:

14,000 (answer is derived from official statistics).

Number of state primary school pupils:

2,290,000 (answer is derived from official statistics).

Number of state primary school English teachers:

39,600 (answer is derived from official statistics).

Sufficient numbers of English teachers?

There are problems with supply of English teachers in all areas of my country.

Types of teacher used:

A specialist teacher of English who works in only one school.

A specialist teacher of English who visits different schools to give lessons.

<p>Acceptable teaching qualifications:</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p> <p>Comments:</p> <p><i>BA (Licencjat) from language college.</i></p> <p><i>MA university degree in English.</i></p>
<p>Official documents for teachers on content:</p> <p>A general overall description of aims for primary school English.</p> <p>Comments:</p> <p><i>There is a general core curriculum which all teachers must do but they are free to choose a course or a programme.</i></p>
<p>Availability of documents:</p> <p>http://195.136.199.90/images/stories/pdf/Reforma/men_tom_3.pdf</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p>
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that they use.</p> <p>Comments:</p> <p><i>A variety of teaching materials is available in bookstores. Additionally, teachers may create their own materials.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with materials that are about the same quality as those in public primary schools.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p>

Attendance at English lessons at private language institutes:	
No information.	
Formal assessment of English officially required at the end of state primary school?	
No, there is no requirement for formal assessment.	
Expected level of achievement at end of primary:	
The required level is A2 of the Common European Framework.	
Support for learning English:	
Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Not very often.
Parents send children to learning English clubs:	Quite often.
Parents send children to residential courses/camps in-country:	Not very often.
Parents send children abroad:	Rarely.
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	Rarely.
Information from school-based assessment passed to the new school:	Sometimes.
Children treated as absolute beginners in secondary school:	Sometimes.
Portugal	
May 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
There is no state-provided Early Years education in my country or region.	
Official entry age to Year 1 of primary school:	
6–7.	
Is English an officially required compulsory part of the primary curriculum?	
English is not an officially required compulsory part of the curriculum.	
Comments:	
<i>Primary education corresponds to two cycles in Portuguese basic education: first cycle (6–9/10 years) and second cycle (10/11–12 years). English has been of mandatory offer to every state first cycle school since 2005 but its attendance hasn't: parents choose if their children take English or not.</i>	
Year of state primary school when children officially begin English lessons:	
Other.	

<p>Major policy changes in the last ten years:</p> <p>See above. English was introduced in state first cycle schools in 2005 for Year 3 and Year 4. In 2006 it was introduced in Year 1 and Year 2 but keeping its extra curriculum status: schools are made to offer English, provided they've got human resources to this effect, but its attendance hasn't been compulsory.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>45–55 hours on average.</p>
<p>Distribution of English hours:</p> <p>The number of hours above has been calculated considering 27–30 teaching weeks in a school year, and English lessons can be either 90 minutes or 135 minutes long a week; and also considering that first cycle English teachers have changed their posts dramatically over the school year – most classes have been teacherless in between.</p>
<p>Number of state primary schools:</p> <p>'Agrupamentos de escolas' (school clusters): 4,323 (answer derived from official statistics of 2010–11).</p>
<p>Number of state primary school pupils:</p> <p>First cycle pupils only: Year 1 plus Year 2: 163,955; Year 3 plus Year 4: 174,785; total: 338,740 (answer derived from official statistics of 2010–11).</p>
<p>Number of state primary school English teachers:</p> <p>First cycle teachers of English only: 4,438 (answer derived from official statistics of 2008–09).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who visits different schools to give lessons.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Someone who is not qualified as a teacher but who knows English.</p>

Acceptable teaching qualifications:

A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.

A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.

An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.

A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.

A qualified secondary school teacher of English who is willing to work in primary schools.

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

A native or other very competent speaker of English with no formal teaching qualifications.

Comments:

Although the required qualifications to that effect are stated by the Ministry of Education, the shortage of qualified teachers has led it to taking applicants on the basis of their 'relevant curricula' which have been judged continuously. Such practice has proved that some applicants lack both academic and pedagogical qualifications and have been taken as teachers at this level.

Official documents for teachers on content:

A very detailed specification of content with lists of language items and skills coverage.

Comments:

The guidelines for teaching English in Year 1 and Year 2 together with the guidelines for teaching it in Year 3 and Year 4 have been drafted by two groups of experts invited by APPI (The Portuguese Association of Teachers of English) as the result of an order placed to APPI by the Ministry of Education. Both guidelines were acknowledged by the Ministry of Education and have been the official guidelines since 2006 (for Year 1 and Year 2) and 2007 (for Year 3 and Year 4).

Availability of documents:

Year 1 and Year 2: 'Ensino do Inglês – 1º Ciclo do Ensino Básico. Orientações Programáticas. 1º e 2º anos' Publisher: Ministério da Educação, December 2006.

www.dgjidc.min-edu.pt

Year 3 and Year 4: 'Programa de Generalização do Ensino do Inglês no 1º Ciclo do Ensino Básico. Orientações Programáticas. Materiais para o Ensino e a Aprendizagem' Publisher: Ministério da Educação, September 2005.

www.dgjidc.min-edu.pt

Support for primary English from authorities:

Other.

Materials used in class:

Teachers make their own materials in addition to any published materials that they use.

Proportion of private mainstream primary schools:	
No information.	
Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
In private primary schools children start English at an earlier age than they do in public primary schools.	
Attendance at English lessons at private language institutes:	
No information.	
Formal assessment of English officially required at the end of state primary school?	
No, there is no requirement for formal assessment.	
Expected level of achievement at end of primary:	
The required level is A1.	
Support for learning English:	
Parents buy materials for children to use at home:	No information.
Parents employ private tutors (one-to-one):	No information.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.
Comments:	
<i>Most television shows, cinema, songs, etc., are released as original with subtitles. Children soon get used to the English pronunciation and vocabulary.</i>	
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Sometimes.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Sometimes.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Often.

Qatar

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is a compulsory part of the state Early Years curriculum.

Official entry age to Year 1 of primary school:

5–6.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

Yes, Supreme Education Council Reform to move from Arabic to English medium instruction, in all grades. You can find out more about the curriculum standards, results etc. on their website: www.sec.gov.qa

Total hours per year officially allocated to English in primary schools:

English medium instruction for English, Maths, Science, Art and IT are all delivered in English.

Distribution of English hours:

See above.

Number of state primary schools:

80.

Number of state primary school pupils:

80,000.

Number of state primary school English teachers:

10,000.

Sufficient numbers of English teachers?

There are sufficient teachers of English to cover the needs of all primary schools.

Comments:

Yes, but they are sourced from other countries. A more pertinent question is whether they have a sufficient level of English to be English teachers.

Types of teacher used:

The children's normal class (homeroom) teacher.

A specialist teacher of English who works in only one school.

<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p>
<p>Availability of documents:</p> <p>Curriculum standards for each Grade KG–12: www.sec.gov.qa</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support in budgetary and financial terms.</p> <p>A high level of official support from local inspectors and advisers.</p> <p>Pre-service training at college or university is strongly focused on primary school English.</p>
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that they use.</p> <p>Comments:</p> <p><i>No official coursebook. Each school chooses what they want to use; book or no book.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>No information.</p>
<p>Affordability of private schools:</p> <p>Other.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p>
<p>Attendance at English lessons at private language institutes:</p> <p>No information.</p>

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.

Expected level of achievement at end of primary:

No information.

Support for learning English:

Parents buy materials for children to use at home:	Quite often.
Parents employ private tutors (one-to-one):	Quite often.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Not very often.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	No information.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	Always.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Never.

Romania

March 2012

Status of English language teaching at Early Years (pre-primary) stages:

Private Early Years education provides English language teaching.

Comments:

Most of the children in (state) kindergarten learn English because parents pay a private teacher. The classes are optional, but all parents are willing to make sure the kids are exposed to English at an early stage in kindergarten. In private kindergartens, English classes are provided as part of the compulsory curriculum. There are some private schools where children speak only English during all programmes, classes, activities.

Official entry age to Year 1 of primary school:

7–8.

<p>Is English an officially required compulsory part of the primary curriculum?</p> <p>English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.</p> <p>Comments:</p> <p><i>Children in the primary schools (Grades 1–4, age six/seven to ten/eleven), depending on the school policy, can study English as first foreign language (one optional class per week in Grades 1–2) or as a second language (two compulsory classes per week in Grades 3–4).</i></p>
<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 3.</p>
<p>Major policy changes in the last ten years:</p> <p>Studying English has become essential in primary school in Romania in the last ten years. However, there is a total lack of coherence as far as children’s linguistic level is concerned because when they register at Grade 1, students come from different kindergartens (some with a good knowledge of English, some with no experience in learning English).</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>One hour per week = 50 minutes for children in Grades 1–2 (only if the school approves this; usually there are two classes per level of study – one class will study English, the other one will study French or other foreign languages. The school classes where English is the first language include children with better education).</p> <p>Two hours per week = 100 minutes for children in Grades 3–4.</p>
<p>Distribution of English hours:</p> <p>36 teaching weeks. English lessons are one or two lessons per week all year = 36 or 72 lessons per year.</p>
<p>Number of state primary schools:</p> <p>4,700 (official statistics exist but not accessed).</p>
<p>Number of state primary school pupils:</p> <p>No information (official statistics exist but not accessed),</p>
<p>Number of state primary school English teachers:</p> <p>No information (official statistics exist but not accessed).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p> <p>Comments:</p> <p><i>It is impossible to calculate number of teachers! The teachers of English quit the job in a school after one to two years, some are not actually teachers of English but they teach English if the full-time teacher in the school is on maternity/medical/study leave; some teachers are employed in one school, but they collaborate with other schools too and if someone wants to count, they will appear twice or three times in statistics. However, the average is one to two teachers of English in a general school, i.e. 4,700–9,400 teachers; but it is just a very vague calculation. In the provinces the teachers of English for primary schools are actually teachers of general education for Grades 1–4 with some knowledge of/education in English language.</i></p>

Types of teacher used:

The children's normal class (homeroom) teacher.

A specialist teacher of English who works in only one school.

A specialist teacher of English who visits different schools to give lessons.

Acceptable teaching qualifications:

A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.

A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.

An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.

A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.

A qualified secondary school teacher of English who is willing to work in primary schools.

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

A native or other very competent speaker of English with no formal teaching qualifications.

Official documents for teachers on content:

A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.

Comments:

There are general curricula and detailed syllabuses available which are mandatory according to the Ministry of Education. Based on these two documents, each teacher should write a very detailed plan, which should include all lesson plans for the entire year at the beginning of the year. Although this stage is mandatory, many teachers start the year without the plans and some finish the year without plans. Most of them write the detailed plans at the beginning of the years when they have graduation exams, i.e. after two years of teaching. There is one exam called 'definitivat' which makes the teacher a sort of qualified teacher for life in the Romanian system (you can get your 'definitivat' in French or even chemistry, but be considered a teacher for life in the Romanian system even if you want to teach drawing), Grade 1 after four years; not mandatory, Grade 2 after six years; not mandatory. However, a teacher cannot get Grade 2 if he/she hasn't got 'definitivat' and Grade 1 previously.

Availability of documents:

www.edu.ro/index.php/articles/c538

www.edu.ro/index.php/articles/c540

Support for primary English from authorities:

A high level of official support from local inspectors and advisers.

<p>Materials used in class:</p> <p>Teachers may only use material that has received official approval and which appears on a list of permitted works.</p> <p>Comments:</p> <p><i>Approved coursebooks are very poor in quality. This is a general opinion of the teachers.</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools the teachers are generally considered to be better than those in public primary schools.</p> <p>Comments:</p> <p><i>In general young teachers of English start their careers in state schools and then get a job in a private school. The Romanian system has been populated by teachers aged more than 35, with Grades 1 and 2. Most of young teachers get their 'definitivat' and then leave the system to work in private schools or in a different field. That makes the classes of English inconsistent, in the sense that children may have one to four teachers of English during the primary school, each with his own knowledge, expertise, experience.</i></p>
<p>Attendance at English lessons at private language institutes:</p> <p>Some, but fewer than 20 per cent of primary school children attend this type of class.</p> <p>Comments:</p> <p><i>Parents tend to pay a private teacher/tutor to have one-to-one classes with their children aged three to four, not taking in consideration that children learn better in groups when they are so young. However, probably only 20 per cent of parents can afford a private teacher nowadays; and even this figure seems too optimistic.</i></p>
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.</p> <p>Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.</p>
<p>Expected level of achievement at end of primary:</p> <p>The required level is A1.</p>

Support for learning English:

Parents buy materials for children to use at home:	Not very often.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Never.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	Rarely.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	Often.

Comments:

Very poor transition due to the fast and frequent changing of schools by both teachers and children. The only record the kids have is 'Foaia matricola', a report containing only the grades average that the kids got in primary school. However, that paper will remain in the school archive until the children finish secondary school; no teacher would ever go and check them. Nevertheless, most teachers start the new school year with a preliminary test, based on the coursebooks they have to use in the following year for that specific class.

Russia

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Comments:

English is taught in some kindergartens. Many families are interested in having their child of age three to six taught English, that's why there are lots of commercial early childhood centres/clubs which are very popular with parents.

Official entry age to Year 1 of primary school:

6–7.

<p>Is English an officially required compulsory part of the primary curriculum?</p> <p>English is an officially required compulsory part of the curriculum.</p> <p>Comments:</p> <p><i>English became a compulsory subject in primary school (from Year 2) in 2002. Before this, English was taught in primary language specialist schools. From late 1980s (via wide-scale experiment), English was taught in some kindergartens attached to schools (it was taught then throughout the whole period of learning on a compulsory basis without special focus). This helped to introduce English into the primary school curriculum in 2002 in a smooth way.</i></p>
<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 2.</p>
<p>Major policy changes in the last ten years:</p> <ul style="list-style-type: none"> ■ Introduction of English as a compulsory subject in primary school curriculum. ■ Introduction of new assessment tools (state monitoring at the end of Grade 4, final year of primary school). ■ New state primary school curriculum (standards) introduced.
<p>Total hours per year officially allocated to English in primary schools:</p> <p>Two classes a week in general comprehensive school.</p> <p>In specialist schools or gymnasium: from three to five classes a week.</p>
<p>Distribution of English hours:</p> <p>In a mass ordinary school:</p> <p>Two lessons (of 40–45 minutes) per week = 90 minutes.</p> <p>34 teaching weeks x 90 minutes = 51 lessons/school hours.</p>
<p>Number of state primary schools:</p> <p>53,000 (answer based on official statistics).</p>
<p>Number of state primary school pupils:</p> <p>About 5,000,000 (official statistics exist, but not accessed).</p>
<p>Number of state primary school English teachers:</p> <p>About 100,000 (no official statistics exist).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p> <p>Comments:</p> <p><i>It depends on the region. For the last several years the situation has improved in general in the country, though there may occur problems with supply of English teachers in some places.</i></p>

Types of teacher used:

The children's normal class (homeroom) teacher.

A specialist teacher of English who works in only one school.

A specialist teacher of English who visits different schools to give lessons.

A qualified teacher who has no formal qualifications in English but who knows English.

Someone who is not qualified as a teacher but who knows English.

Acceptable teaching qualifications:

A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.

A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.

An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.

A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.

A qualified secondary school teacher of English who is willing to work in primary schools.

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

A native or other very competent speaker of English with no formal teaching qualifications.

Comments:

Any of the above-mentioned specialists may become officially accepted although if a teacher doesn't have a formal qualification as an English teacher, she can't get to a certain category and the school would demand that she took a two-year upgrading/ in-service course.

A more often-found situation is that teachers from secondary level teach in primary classes. (On pre-service university level in English departments teachers of English for primary level are not specifically trained).

Official documents for teachers on content:

A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.

Comments:

The general curriculum defines goals for teaching/learning and a list of skills and topic areas, functions and language items. The content is defined in a more detailed way in textbooks which should be approved by the Ministry of Education for the use in schools.

Availability of documents:

The documents are available on official sites of the Ministry of Education and Science, although the materials published there are in Russian.

The new programme for primary school – http://window.edu.ru/window_catalog/files/r70623/noo-prim.pdf

Federal coursebooks and syllabuses – www.schoolguide.ru

<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p>												
<p>Materials used in class:</p> <p>Teachers may only use material that has received official approval and which appears on a list of permitted works.</p> <p>Comments:</p> <p><i>According to the law on education teachers are free to choose the materials they want. Other regulations limit this rule: teacher/school may select a coursebook from the federal list of the textbooks recommended or approved for use at school. Many schools violate this rule and use other books (e.g. UK global ELT courses).</i></p>												
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>												
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>												
<p>Difference in English in private schools:</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p>												
<p>Attendance at English lessons at private language institutes:</p> <p>Some, but fewer than 20 per cent of primary school children attend this type of class.</p>												
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.</p> <p>Assessment in English at the end of primary school has no consequences for secondary school entry.</p>												
<p>Expected level of achievement at end of primary:</p> <p>There is no stated level for children to reach by the end of primary school.</p>												
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Rarely.</td> </tr> </table> <p>Comments:</p> <p><i>Public schools also provide additional support through extra-curriculum activities: English theatre, English club, Olympiad, etc.</i></p>	Parents buy materials for children to use at home:	Rarely.	Parents employ private tutors (one-to-one):	Rarely.	Parents employ private tutors (small groups):	Rarely.	Parents send children to learning English clubs:	Rarely.	Parents send children to residential courses/camps in-country:	Rarely.	Parents send children abroad:	Rarely.
Parents buy materials for children to use at home:	Rarely.											
Parents employ private tutors (one-to-one):	Rarely.											
Parents employ private tutors (small groups):	Rarely.											
Parents send children to learning English clubs:	Rarely.											
Parents send children to residential courses/camps in-country:	Rarely.											
Parents send children abroad:	Rarely.											

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Sometimes.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Quite often.
Publishers include primary revision material in secondary books:	Often.
Formal test results passed to the new school:	Sometimes.
Information from school-based assessment passed to the new school:	Sometimes.
Children treated as absolute beginners in secondary school:	Rarely.

Comments:

Since primary school is usually part of a compulsory school (often located in the same building or functioning within the same structure), the same teachers of English work on both levels (primary and secondary).

School textbooks are mainly recommended for use when they have the whole course line (from Grades 2 to 11).

Still the English department (ELT unit) usually have regular meetings to discuss what materials have to be used, how classes have to be distributed, if there are any transition problems, etc.

Other overall comments:

The major difficulty for teaching Young Learners in Russian schools is that there are no strict requirements for teachers working in primary schools. The policy makers do not recognise it as a problem and think that any teacher qualified for teaching English in secondary school can easily teach in the Young Learners classroom. The prevailing approach in a usual English classroom is grammar-translation. Teachers are not taught how to use modern methodology and often even when using modern textbooks teach in a very traditional way. To a large extent it is caused by the old-fashioned and not-reformed system of pre-service teacher training. That is why not only experienced teachers in schools teach the way they used to teach, but the novice young teachers come to work at school with the same ideas on teaching.

Saudi Arabia

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

No English is taught at the Early Years stage in my country.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially later than Year 5.

Major policy changes in the last ten years:	No information.
Total hours per year officially allocated to English in primary schools:	60 hours.
Distribution of English hours:	30 weeks of two lessons per week of 45 minutes duration.
Number of state primary schools:	1,300 (answer is derived from official statistics).
Number of state primary school pupils:	2.5 million (answer is derived from official statistics).
Number of state primary school English teachers:	12,000 (official statistics exist, but not accessed).
Sufficient numbers of English teachers?	There are sufficient English teachers in some parts of the country but not in others.
Types of teacher used:	A specialist teacher of English who works in only one school.
Acceptable teaching qualifications:	A university graduate in English language and/or literature who did not take courses in education or methodology while at university.
Official documents for teachers on content:	Other.
Availability of documents:	No information.
Support for primary English from authorities:	A high level of official support in budgetary and financial terms.
Materials used in class:	Teachers may only use material that has received official approval and which appears on a list of permitted works.
Proportion of private mainstream primary schools:	There are some private primary schools (between ten per cent and 30 per cent of total primary schools).
Affordability of private schools:	Even parents with average incomes can afford to send their children to private primary school.

Difference in English in private schools:

In private primary schools children start English at an earlier age than they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children learn with a better quality of materials.

In private primary schools the teachers are generally considered to be about the same quality as those in public primary schools.

Attendance at English lessons at private language institutes:

No or almost no primary school children attend this type of class.

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Expected level of achievement at end of primary:

There is no stated level for children to reach by the end of primary school.

Support for learning English:

Parents buy materials for children to use at home:	Quite often.
Parents employ private tutors (one-to-one):	No information.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Never.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	Never.

Senegal

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Private Early Years education provides English language teaching.

Comments:

I have been teaching English at prep school and elementary and I do believe that everybody should be given this opportunity. Kids who did English in their Early Years go far ahead of those who didn't when they arrive at the junior high school level.

Official entry age to Year 1 of primary school:

Older than 8.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially later than Year 5.

Major policy changes in the last ten years:

No information.

Total hours per year officially allocated to English in primary schools:

No information.

Distribution of English hours:

No information.

Number of state primary schools:

No information.

Number of state primary school pupils:

No information.

Number of state primary school English teachers:

No information.

Sufficient numbers of English teachers?

No information.

Comments:

My comment is that they need to be very understanding and resourceful to teach kids.

Types of teacher used:

A specialist teacher of English who works in only one school.

Acceptable teaching qualifications:	A qualified secondary school teacher of English who is willing to work in primary schools.
Official documents for teachers on content:	A very detailed specification of content with lists of language items and skills coverage.
Availability of documents:	Teachers individually select an appropriate coursebook to match the requirements of young learners.
Support for primary English from authorities:	Other.
Materials used in class:	Teachers may use any published materials (local or international) provided that they are within the school budget.
Proportion of private mainstream primary schools:	There is a considerable number of private primary schools (more than 30 per cent of total primary schools).
Affordability of private schools:	Even parents with average incomes can afford to send their children to private primary school.
Difference in English in private schools:	In private primary schools children start English at an earlier age than they do in public primary schools.
Attendance at English lessons at private language institutes:	Some, but fewer than 20 per cent of primary school children attend this type of class.
Formal assessment of English officially required at the end of state primary school?	No, there is no requirement for formal assessment.
Expected level of achievement at end of primary:	There is no stated level for children to reach by the end of primary school.
Support for learning English:	
Parents buy materials for children to use at home:	Quite often.
Parents employ private tutors (one-to-one):	Quite often.
Parents employ private tutors (small groups):	Quite often.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Never.
Publishers include primary revision material in secondary books:	Never.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Always.

Serbia

June 2012

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Private Early Years education provides English language teaching.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is not an officially required compulsory part of the curriculum but is one possible choice among a number of languages.

Comments:

A foreign language is an officially required compulsory part of the curriculum, but in at least 95 per cent of schools (rough estimate) that language is English. A second foreign language is compulsory from Grade 5.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

No information.

Total hours per year officially allocated to English in primary schools:

Two x 45-minute sessions a week throughout primary education, Grades 1–8.

Distribution of English hours:

There are 36 teaching weeks in a school year. English lessons are 90 minutes a week in two 45-minute sessions.

Number of state primary schools:

3,832 (answer is derived from official statistics).

Number of state primary school pupils:

656,000 (answer is derived from official statistics).

<p>Number of state primary school English teachers:</p> <p>4,000 (there are no official statistics available).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p>
<p>Types of teacher used:</p> <p>The children's normal class (homeroom) teacher.</p> <p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>Teachers may only use material that has received official approval and which appears on a list of permitted works.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>

Difference in English in private schools:

In private primary schools children start English at the same age as they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools the teachers are generally considered to be better than those in public primary schools.

Comments:

Bilingual education and Cambridge programmes are found in some private primary schools.

Attendance at English lessons at private language institutes:

More than 60 per cent of primary school children attend this type of class.

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Expected level of achievement at end of primary:

The required level is A2 of the Common European Framework.

Support for learning English:

Parents buy materials for children to use at home:	Frequently.
Parents employ private tutors (one-to-one):	Quite often.
Parents employ private tutors (small groups):	Quite often.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Sometimes.
Publishers include primary revision material in secondary books:	Quite often.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Never.

Sierra Leone

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is a compulsory part of the state Early Years curriculum.

Comments:

Children between ages three and five in pre-school are taught English.

<p>Official entry age to Year 1 of primary school:</p> <p>5–6</p>
<p>Is English an officially required compulsory part of the primary curriculum?</p> <p>English is an officially required compulsory part of the curriculum.</p>
<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 1.</p>
<p>Major policy changes in the last ten years:</p> <p>No information.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>No information.</p>
<p>Distribution of English hours:</p> <p>No information.</p>
<p>Number of state primary schools:</p> <p>5,624 (official statistics exist, but could not be accessed).</p>
<p>Number of state primary school pupils:</p> <p>850,000.</p>
<p>Number of state primary school English teachers:</p> <p>10,000.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p>
<p>Types of teacher used:</p> <p>The children’s normal class (homeroom) teacher.</p> <p>A specialist teacher of English who works in only one school.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p>

<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.</p> <p>Comments:</p> <p><i>We have teacher's guide, scheme of work and syllabus but all of them need to be revised with the new edition of text book now in use.</i></p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that they use.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are a considerable number of private primary schools (more than 30 per cent of total primary schools).</p>
<p>Affordability of private schools:</p> <p>Even parents with low incomes can afford to send their children to private primary school.</p>
<p>Difference in English in private schools:</p> <p>In private primary schools children get more hours of English teaching.</p> <p>In private primary schools children learn with a better quality of materials.</p> <p>In private primary schools children start English at the same age as they do in public primary schools.</p>
<p>Attendance at English lessons at private language institutes:</p> <p>Between 40 per cent and 59 per cent of primary school children attend this type of class.</p>
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.</p> <p>Assessment in English at the end of primary school has no consequences for secondary school entry.</p>
<p>Expected level of achievement at end of primary:</p> <p>There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.</p>

Support for learning English:

Parents buy materials for children to use at home:	Frequently.
Parents employ private tutors (one-to-one):	Frequently.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	Often.
Publishers include primary revision material in secondary books:	Often.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	No information.

Comments:

Thorough revision must be done on what children have learned at primary school because children learn fast but forget easily.

South Africa

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Official entry age to Year 1 of primary school:

5–6.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Comments:

It is compulsory as LOLT (Language of Learning and Teaching) in Grades 4, 5 and 6.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

Yes, it was emphasised that learners in Year 1, 2 and 3 should be taught in their mother tongue, for example African languages, and English should be taught as additional language.

Total hours per year officially allocated to English in primary schools:
No information.
Distribution of English hours:
It depends on the LOLT of the school.
Number of state primary schools:
13,000 (official statistics exist, but could not be accessed).
Number of state primary school pupils:
No information (official statistics exist, but could not be accessed).
Number of state primary school English teachers:
No information (official statistics exist, but could not be accessed).
Sufficient numbers of English teachers?
There are sufficient English teachers in some parts of the country but not in others.
Types of teacher used:
The children's normal class (homeroom) teacher.
Acceptable teaching qualifications:
An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.
Comments:
<i>Any teacher since English is a compulsory subject.</i>
Official documents for teachers on content:
A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.
Availability of documents:
There are guidelines in teaching English.
Support for primary English from authorities:
Other.
Materials used in class:
Teachers may only use material that has received official approval and which appears on a list of permitted works.
Proportion of private mainstream primary schools:
There are some private primary schools (between ten per cent and 30 per cent of total primary schools).
Affordability of private schools:
Only wealthy parents can afford to send their children to private primary schools.

Difference in English in private schools:	
In private primary schools children start English at an earlier age than they do in public primary schools.	
Attendance at English lessons at private language institutes:	
Between 40 per cent and 59 per cent of primary school children attend this type of class.	
Comments:	
<i>English is regarded as the highest-status language and commercial for finding a better job. It opens doors for opportunities.</i>	
Formal assessment of English officially required at the end of state primary school?	
Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.	
Assessment in English at the end of primary school has no consequences for secondary school entry.	
Expected level of achievement at end of primary:	
There is no stated level for children to reach by the end of primary school.	
Support for learning English:	
Parents buy materials for children to use at home:	Not very often.
Parents employ private tutors (one-to-one):	No information.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	Quite often.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	No information.
Comments:	
<i>There is too little English vocabulary that children have comprehended and they are not yet competent in reading and transcribing. This leads to poor performance in matriculation results.</i>	

South Korea

July 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Private Early Years education provides English language teaching.

Official entry age to Year 1 of primary school:

7–8.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 3.

Major policy changes in the last ten years:

Before 1996, 14-year old students in middle school started learning in English at the state schools. However, most elementary students (aged 9–12) had studied English at home and at private language school before entering middle school. Therefore, the government changed the policy, starting English classes in elementary school in Grade 3 from 1997. In 2006, the government discussed starting English classes in elementary in Grade 1, but it is not implemented yet and is still being discussed a lot. Generally, very young learners aged 4–5 start to learn English at home.

Total hours per year officially allocated to English in primary schools:

In 2011, state elementary school:

Grade 3, 4: two hours per week, total 29 hours.

Grade 5, 6: three hours per week, total 32 hours.

Distribution of English hours:

No information.

Number of state primary schools:

Approximately 6,000 (official statistics exist, but could not be accessed).

Number of state primary school pupils:

Approximately 3,120,000 (official statistics exist, but could not be accessed).

Number of state primary school English teachers:

No information.

Sufficient numbers of English teachers?

There are sufficient English teachers in some parts of the country but not in others.

Types of teacher used:

The children's normal class (homeroom) teacher.

A specialist teacher of English who works in only one school.

Comments:

In elementary schools, there are specialist teachers of English and native teachers.

Acceptable teaching qualifications:

A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.

A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.

An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.

A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.

Official documents for teachers on content:

A very detailed specification of content with lists of language items and skills coverage.

Availability of documents:

No information.

Support for primary English from authorities:

No information.

Materials used in class:

Teachers make their own materials in addition to any published materials that they use.

Proportion of private mainstream primary schools:

There are few private primary schools (less than ten per cent) of the total of primary schools.

Affordability of private schools:

Even parents with average incomes can afford to send their children to private primary school.

Difference in English in private schools:

In private primary schools children start English at an earlier age than they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children get about the same number of hours of English teaching.

Comments:

The above answers apply to different types of private school.

Attendance at English lessons at private language institutes:	
Between 20 per cent and 39 per cent of primary school children attend this type of class.	
Formal assessment of English officially required at the end of state primary school?	
Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.	
Assessment in English at the end of primary school has no consequences for secondary school entry.	
Expected level of achievement at end of primary:	
There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.	
Support for learning English:	
Parents buy materials for children to use at home:	In almost all cases.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Frequently.
Parents send children to residential courses/camps in-country:	Frequently.
Parents send children abroad:	Rarely.
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	No information.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	No information given.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	Never.
Comments:	
<i>The government is developing the new National English Ability Test (internet-based test) and it will be adopted in 2012. Regarding this, the school curriculum will be changing.</i>	

Spain

June 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Private Early Years education provides English language teaching.

Comments:

Although not compulsory, English is widely taught from the age of three.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum:

English is an officially required compulsory part of the curriculum.

Comments:

A foreign language – any – is a compulsory part of the curriculum from the age of six. 98 per cent of pupils study English.

Year of state primary school children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

English was made compulsory from Primary 1 in 2006 and the curriculum was updated accordingly.

A pilot Bilingual Schools project was established in 1996, in partnership with the British Council, introducing English as a tool for learning subjects to children from the age of 3–16. At present, 30,000 children aged 3–16 are being educated bilingually in 120 state schools throughout the country with pupils at the age of 16 sitting IGCSE examinations in English as a first or second language and up to three other subjects. Education was devolved to the regions in 2000, and most regions now have pilot bilingual projects in place. Close to one million pupils in state schools are now receiving up to 40 per cent of their schooling through English.

Total hours per year officially allocated to English in primary schools:

The minimum number of hours per year allocated to English are 105 for Year 1 and Year 2, 140 for Year 3 and Year 6.

Distribution of English hours:

There are 35 teaching weeks. English is taught for three or four hours a week, in 50-minute sessions.

In bilingual schools (see above) pupils receive up to 40 per cent of their schooling through English.

Number of state primary schools:

10,445 (answer is derived from official statistics).

<p>Number of state primary school pupils:</p> <p>2,702,415 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>No information (there are no official statistics on this).</p>
<p>Sufficient number of English teachers:</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p> <p>Comments:</p> <p><i>Due to the increase in the number of state schools starting different types of bilingual programmes, in some areas education authorities are beginning to have difficulty in finding enough English language teachers.</i></p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p>
<p>Acceptable teaching qualifications:</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p>
<p>Official documents for teachers on content:</p> <p>A general overall description of aims for primary school English.</p> <p>Comments:</p> <p><i>The Bilingual Schools project has an officially recognised separate curriculum for infant, primary and secondary stages, approved by the BOE (Bulletin de Estado) in May 2000.</i></p>
<p>Availability of documents:</p> <p>Official curriculum.</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support from local inspectors and advisers.</p> <p>Pre-service training at college or university is strongly focused on primary school English.</p>
<p>Materials used in class:</p> <p>Teachers make their own materials in addition to any published materials that they use.</p> <p>Comments:</p> <p><i>Most published material is unsuitable for bilingual schools projects. Teachers in these projects are much more creative in using mainstream primary school materials for the internet (not EFL resources).</i></p>

Proportion of private mainstream primary schools:

There are some private primary schools (between ten per cent and 30 per cent of total primary schools).

Affordability of private schools:

Even parents with average incomes can afford to send their children to private primary school.

Difference in English in private schools:

In private primary schools children start English at the same age as they do in public primary schools.

In private primary schools children learn with materials that are about the same quality as those in public primary schools.

In private primary schools the teachers are generally considered to be not so good as those in public primary schools.

Comments:

Comment on 'In private primary schools the teachers are generally considered not to be so good as those in public primary schools': particularly true in bilingual schools. Many parents who can afford to send their children to private/semi private schools (concertados) choose to send them to state bilingual schools where they consider the standard of English education is considerably higher.

Other comment: Among private schools the status of English varies a lot, from high quality teaching to quite a low level.

Attendance at English lessons at private language institutes:

Between 40 per cent and 59 per cent of primary school children attend this type of class.

Comments:

Most of them are not of good quality and simply prepare children for mainstream Cambridge/Trinity EFL exams. Most teaching in academies is delivered by non-qualified teachers and in many cases by adult EFL teachers who are neither aware of, nor interested in, how to approach the teaching of a language to children.

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a means devised within the school.

Assessment in English at the end of primary school has no consequences for secondary school entry.

Expected level of achievement at end of primary:

There is no stated level for children to reach by the end of primary school.

Support for learning English:

Parents buy materials for children to use at home:	No information.
Parents employ private tutors (one-to-one):	Quite often.
Parents employ private tutors (small groups):	Quite often.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	Quite often.
Parents send children abroad:	Quite often.

Note:

Informant highlighted some answers but did not specify frequency for her choices. The editor has chosen 'Quite often' for those choices signalled.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Rarely.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	Rarely.
Children treated as absolute beginners in secondary school:	Often.

Note:

Above, the editor has filled in the answers concerning transition that were given for ordinary schools.

The choices for Bilingual schools were 'Always' in all cases except for the final item where it was 'Never' and the item about publishers is irrelevant to bilingual schools since EFL materials are not used.

Sri Lanka

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Comments:

Unsatisfactory.

Official entry age to Year 1 of primary school:

5–6.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Comments:

During the Early Years children acquire more.

<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 3.</p>
<p>Major policy changes in the last ten years:</p> <p>No information.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>Five 30-minute periods per week.</p>
<p>Distribution of English hours:</p> <p>Two hours per week and eight hours per month.</p>
<p>Number of state primary schools:</p> <p>No information (official statistics exist, but could not be accessed).</p>
<p>Number of state primary school pupils:</p> <p>No information (official statistics exist, but could not be accessed).</p>
<p>Number of state primary school English teachers:</p> <p>Less than 9,000 (official statistics exist, but could not be accessed).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p>
<p>Acceptable teaching qualifications:</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>Comments:</p> <p><i>All the English trained teachers are able to teach in the primary classes. There are not two categories of primary and secondary teachers of English.</i></p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.</p> <p>Comments:</p> <p><i>Competency levels the children should achieve at the end of the unit are given in the syllabus.</i></p>
<p>Availability of documents:</p> <p>A teacher guide and a syllabus for teaching each and every grade.</p>

<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support from local inspectors and advisers.</p> <p>A high level of official support in budgetary and financial terms.</p>													
<p>Materials used in class:</p> <p>There is only one approved set of course materials and this is written and published specially for schools in this country or region.</p> <p>Comments:</p> <p><i>Primary materials are suitable for the level of the children. They include more local topics along with some global topics.</i></p>													
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>													
<p>Affordability of private schools:</p> <p>Only wealthy parents can afford to send their children to private primary schools.</p>													
<p>Difference in English in private schools:</p> <p>In private primary schools children get more hours of English teaching.</p> <p>Comments:</p> <p><i>Public primary teachers get a thorough knowledge of methodology in teaching.</i></p>													
<p>Attendance at English lessons at private language institutes:</p> <p>More than 60 per cent of primary school children attend this type of class.</p> <p>Comments:</p> <p><i>Some institutes are conducted by less qualified teachers.</i></p>													
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a means devised within the school.</p>													
<p>Expected level of achievement at end of primary:</p> <p>There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.</p>													
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>In almost all cases.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Frequently.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Very frequently.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Quite often.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Not very often.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Rarely.</td> </tr> </table> <p>Comments:</p> <p><i>Now a lot use the internet.</i></p>		Parents buy materials for children to use at home:	In almost all cases.	Parents employ private tutors (one-to-one):	Frequently.	Parents employ private tutors (small groups):	Very frequently.	Parents send children to learning English clubs:	Quite often.	Parents send children to residential courses/camps in-country:	Not very often.	Parents send children abroad:	Rarely.
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Parents send children to learning English clubs:	Quite often.												
Parents send children to residential courses/camps in-country:	Not very often.												
Parents send children abroad:	Rarely.												

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Sometimes.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Always.
Publishers include primary revision material in secondary books:	Sometimes.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Never.

Sweden

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is a compulsory part of the state Early Years curriculum.

Official entry age to year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

Other (see comment on Early Years above).

Major policy changes in the last ten years:

As of this coming fall, the syllabus and guidelines will change in terms of more defined goals regarding expected student achievement.

Total hours per year officially allocated to English in primary schools:

There are no statistics relating to the number of hours per year, as the minimum hours have been regulated as a total number between Grades 1–9. The minimum hours of English required during these years is 480.

Distribution of English hours:

The schools are able to decide on their own, provided they meet the minimum requirement of 480 hours (see above).

Number of state primary schools:

4,626 (answer is derived from official statistics).

Number of state primary school pupils:

395,580 (answer is derived from official statistics).

Number of state primary school English teachers:

No information (there are no official statistics on this).

<p>Sufficient numbers of English teachers?</p> <p>Other.</p> <p>Comments:</p> <p><i>Primary school teachers usually teach several subjects, meaning they are not specifically 'English teachers' or 'science teachers'. There are official statistics on the number of primary teachers, but no information about how many of them teach English.</i></p>
<p>Types of teacher used:</p> <p>The children's normal class (homeroom) teacher.</p>
<p>Acceptable teaching qualifications:</p> <p>Other.</p> <p>Comments:</p> <p><i>A teaching degree from university is expected, but no formal English exams.</i></p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p>
<p>Availability of documents:</p> <p>Documents can be obtained at www.skolverket.se and an overview of the Swedish National Agency for Education is available in English here.</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>Pre-service training at college or university is strongly focused on primary school English.</p>
<p>Materials used in class:</p> <p>Teachers may use any published materials (local or international) provided that they are within the school budget.</p> <p>Comments:</p> <p><i>Inspection reports indicate that the use of authentic materials through the internet could be improved (the current focus is mostly on textbooks).</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There are few private primary schools (less than ten per cent) of the total of primary schools.</p>
<p>Affordability of private schools:</p> <p>Other.</p> <p>Comments:</p> <p><i>The fees for private schools vary. Middle income takers will be able to afford to send their children to some of the private schools, but not all.</i></p>

Difference in English in private schools:

In private primary schools children get about the same number of hours of English teaching.

In private primary schools children learn with materials that are about the same quality as those in public primary schools.

Other.

Attendance at English lessons at private language institutes:

No or almost no primary school children attend this type of class.

Comments:

There is no market for private language institutions in Sweden.

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Expected level of achievement at end of primary:

Other.

Comments:

Primary level pupils are not formally assessed in Sweden. First national tests are in Grade 6; this is when English is assessed for example. Students need to reach level A1.2 at this stage.

Support for learning English:

Parents buy materials for children to use at home:	No information.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Comments:

No market for extracurricular English activities. Children are already exposed to English at an early age, through education and media.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Always.
Children given special 'bridging' courses to help transition:	Rarely.
Teachers in new school are well informed about work done at primary:	Often.
Publishers include primary revision material in secondary books:	Sometimes.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Always.
Children treated as absolute beginners in secondary school:	Never.

Taiwan

March 2012

Status of English language teaching at Early Years (pre-primary) stages:

There is no state-provided Early Years education in my country or region.

Private Early Years education provides English language teaching.

Comments:

It's been a topic of controversy as to whether or not English should be taught at Early Years.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 3.

Comments:

English was a required subject in Grade 5 from beginning of fall of 2001 and there was further lowering to Grade 3 in the fall of 2005. However, only 60.7 per cent of public primary schools began at Grade 3, as officially mandated. The general tendency is for schools located in urban and more resourceful areas to start earlier, either at Grade 1 or 2.

In different cities, English is taught from different grades and this is up to city governments to decide. Most cities start from Grade 5 (11 years old). The big cities start from Grade 3 (nine years old). It is expected that within the next few years the starting age will be lowered to Grade 1 (seven years old).

Major policy changes in the last ten years:

12-year compulsory education will go into effect in 2014.

The importance of English in primary education is given more emphasis every year, but the biggest challenging issue of starting teaching English in primary schools is a lack of qualified teachers. Even though there are talks about lowering the age of starting English to seven, the fact that there are not enough qualified teachers is still the main obstacle.

Total hours per year officially allocated to English in primary schools:

2,880 hours of formal instruction (two class sessions of 40 minutes per week) in state schools.

Distribution of English hours:

There are roughly 36 teaching weeks in a school year. One to two 40-minute lessons per week at the primary level = 48 hours of formal instruction. Weekly instruction time generally increases from one lesson in Grade 1 or 2 to two lessons in Grade 3 or 4. The majority of the public schools reported two lessons of English instruction per week in Grade 5 and 6.

Most schools also have after-school classes and English is also taught there but not all students attend these classes.

Number of state primary schools:

2,622 (answer is derived from official statistics).

Number of state primary school pupils:

1,488,732 (answer derived from official statistics).

Number of state primary school English teachers:

Around 2,500 qualified ones and many more non-qualified ones (no official statistics on this are available).

Comments:

14,245 middle school English teachers (information provided from a respondent at the Ministry of Education). Roughly 7,000–8,000 primary school English teachers (this is a rough estimate; there is no exact number because primary school teachers need not register under subject areas).

Sufficient numbers of English teachers?

There are sufficient English teachers in some parts of the country but not in others.

Comments:

Training teachers takes a long time. The training that is done in Taiwan simply cannot catch up with the demand. Too many teachers of English are originally teachers of other subjects.

Types of teacher used:

The children's normal class (homeroom) teacher.

A specialist teacher of English who works in only one school.

A specialist teacher of English who visits different schools to give lessons.

A qualified teacher who has no formal qualifications in English but who knows English.

Someone who is not qualified as a teacher but who knows English.

Comment:

Majority of teachers are a specialist teacher of English who works in only one school.

Acceptable teaching qualifications:

A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.

A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.

An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.

A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

Comments:

New teachers will need to meet one of the below criteria in order to become an English teacher in state school:

- 1. An English major in university (not education major).*
- 2. Has passed either a local or an international exam of English at B1 level.*

But teachers who are already teaching English are not required to achieve the above, though they are still encouraged to.

Becoming a teacher in Taiwan meant one had to gain admission into any higher education institution within two categories after graduating from high school. The first type is the education universities that prepare students to become teachers for primary schools and kindergartens. The second type is the normal university that prepares teachers for middle schools. Both types accept senior high-school graduates for a four-year education. To teach at colleges or universities, a higher education degree is needed, especially a doctorate.

The 1994 amendments to the Teacher Education Law allowed all public and private universities to take part in teacher training, making it easier for people to obtain teaching certificates by taking related courses. This effort to provide more diversified channels for training teachers and educational professionals than had previously been available was carried out to meet the demands of a diversified modern society. Tuition and fees for teacher training education programmes are basically paid by the trainees themselves. However, full or partial financial assistance is available for some students.

College second-year students or graduate school students are eligible to apply for teacher training education programmes. Full programmes include common courses, discipline courses, education specialisation courses and a half-year of teaching practicum. Those who complete the programme obtain a certificate. But one also must pass a qualification exam administered by the Ministry of Education to qualify finally as a teacher.

Official documents for teachers on content:

A general overall description of aims for primary school English.

Availability of documents:

The Ministry of Education has a primary school English Curriculum and 'Can-dos' statements (but the content is in Chinese).

Support for primary English from authorities:

A high level of official support and guidance in policy terms.

A high level of official support from local inspectors and advisers.

Materials used in class:

Teachers may only use material that has received official approval and which appears on a list of permitted works.

Comments:

To my knowledge, schools can choose whichever books as long as they are within school budget, but the books do also need to correspond with the MOE (Ministry of Education) primary school curriculum to be selected. So most publishers will try to make sure their books do match up with the MOE curriculum.

Proportion of private mainstream primary schools:

There are few private primary schools (less than ten per cent) of the total of primary schools.

Affordability of private schools:

Only wealthy parents can afford to send their children to private primary schools.

Difference in English in private schools:

In private primary schools children start English at an earlier age than they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children learn with a better quality of materials.

In private primary schools the teachers are generally considered to be better than those in public primary schools.

Attendance at English lessons at private language institutes:

Between 40 per cent and 59 per cent of primary school children attend this type of class.

Comments:

Generally, more and more parents send their children to cram schools to develop an interest in English.

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a means devised within the school.

Assessment in English at the end of primary school has no consequences for secondary school entry.

Comments:

Cities and counties in Taiwan are now developing and administering their own English proficiency tests at the primary level. The purpose is to assess the effectiveness of English instruction and to identify those in need of remedial teaching. Assessment is mid-term and final, starting from the Third Grade.

Expected level of achievement at end of primary:

There is no stated level for children to reach by the end of primary school.

Support for learning English:	
Parents buy materials for children to use at home:	Often.
Parents employ private tutors (one-to-one):	Sometimes (depending on socio-economic status).
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Sometimes (depending on socio-economic status).
Parents send children to residential courses/camps in-country:	Sometimes (summer/winter camps, depending on socio-economic status).
Parents send children abroad:	Sometimes (depending on socio-economic status).
Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Sometimes.
Publishers include primary revision material in secondary books:	Never.
Formal test results passed to the new school:	Never.
Information from school-based assessment passed to the new school:	Never.
Children treated as absolute beginners in secondary school:	Sometimes.
Comments:	
<i>There is basically no connection at all from primary to secondary classes. In primary schools the emphasis is on listening and speaking and in secondary school it's abruptly switched to reading and grammar and exam-based teaching. There's no good transition in place.</i>	
Turkey	
May 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
There is no state-provided Early Years education in my country or region. Private Early Years education provides English language teaching.	
Official entry age to Year 1 of primary school:	
Older than 8.	
Is English an officially required compulsory part of the primary curriculum?	
English is an officially required compulsory part of the curriculum.	
Comments:	
<i>Children start English at ten years old.</i>	
Year of state primary school when children officially begin English lessons:	
They start officially in Year 3.	

<p>Major policy changes in the last ten years:</p> <p>English became compulsory ten years ago in primary schools. The children follow a very grammar and vocabulary based curriculum focusing on a multiple-choice exam each year. Only grammar and vocabulary are tested.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>No information.</p>
<p>Distribution of English hours:</p> <p>No information.</p>
<p>Number of state primary schools:</p> <p>35,800 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>10.5 million (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>400,000 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Someone who is not qualified as a teacher but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p> <p>A university graduate in English language and/or literature who did not take courses in education or methodology while at university.</p> <p>A native or other very competent speaker of English with no formal teaching qualifications.</p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>Other.</p>

Materials used in class:	
There is only one approved set of course materials and this is written and published specially for schools in this country or region.	
Proportion of private mainstream primary schools:	
There are some private primary schools (between ten per cent and 30 per cent of total primary schools).	
Affordability of private schools:	
Only wealthy parents can afford to send their children to private primary schools.	
Difference in English in private schools:	
In private primary schools children start English at an earlier age than they do in public primary schools.	
In private primary schools children get more hours of English teaching.	
In private primary schools children learn with a better quality of materials.	
In private primary schools the teachers are generally considered to be better than those in public primary schools.	
Attendance at English lessons at private language institutes:	
Some, but fewer than 20 per cent of primary school children attend this type of class.	
Formal assessment of English officially required at the end of state primary school?	
Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.	
Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.	
Expected level of achievement at end of primary:	
There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.	
Support for learning English:	
Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Never.
Children given special 'bridging' courses to help transition:	Never.
Teachers in new school are well informed about work done at primary:	Rarely.
Publishers include primary revision material in secondary books:	Never.
Formal test results passed to the new school:	Quite often.
Information from school-based assessment passed to the new school:	Quite often.
Children treated as absolute beginners in secondary school:	Often.

Uganda

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 3.

Major policy changes in the last ten years:

No information.

Total hours per year officially allocated to English in primary schools:

No information.

Distribution of English hours:

No information.

Number of state primary schools:

No information.

Number of state primary school pupils:

No information.

Number of state primary school English teachers:

No information.

Sufficient numbers of English teachers?

There are sufficient English teachers in some parts of the country but not in others.

<p>Types of teacher used:</p> <p>The children's normal class (homeroom) teacher.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p>
<p>Official documents for teachers on content:</p> <p>A fairly detailed outline of suitable content giving, e.g. topic areas, functions or language items to focus on.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>No information.</p>
<p>Materials used in class:</p> <p>No information.</p>
<p>Proportion of private mainstream primary schools:</p> <p>No information.</p>
<p>Affordability of private schools:</p> <p>No information.</p>
<p>Difference in English in private schools:</p> <p>No information.</p>
<p>Attendance at English lessons at private language institutes:</p> <p>No information.</p>
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.</p> <p>Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.</p>
<p>Expected level of achievement at end of primary:</p> <p>No information.</p>

Support for learning English:

Parents buy materials for children to use at home:	No information.
Parents employ private tutors (one-to-one):	No information.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	No information.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	No information.

United Arab Emirates

July 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Private Early Years education provides English language teaching.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 1.

Major policy changes in the last ten years:

No information.

Total hours per year officially allocated to English in primary schools:

Approximately 180 hours of English per year in primary.

<p>Distribution of English hours:</p> <p>4.5 hours per week for approximately 40 student weeks per government school year. Lessons can be single or double periods. A lesson is 45 minutes so there are six timetabled lessons per week. I am not sure how these are typically distributed but assume there would usually be one timetabled lesson per day.</p>
<p>Number of state primary schools:</p> <p>400 (there are no official statistics on this).</p>
<p>Number of state primary school pupils:</p> <p>No information (there are no official statistics on this).</p>
<p>Number of state primary school English teachers:</p> <p>1,036 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>No information.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p> <p>A qualified secondary school teacher of English who is willing to work in primary schools.</p> <p>A university graduate in English language and/or literature who did not take courses in education or methodology while at university.</p> <p>Comments:</p> <p><i>The UAE is working towards a qualified and experienced workforce in its public schools by requiring certain credentials. However, the reality of a high demand for qualified teachers, an undersupply of English-proficient teachers in the region, and the unattractive status of teaching as a profession for male nationals makes this goal challenging. Abu Dhabi Education Council (ADEC) recruits its English teachers for the NSM (New School Model) programme from abroad. These teachers are required to be native English speakers with a minimum of a Bachelor's Degree and a teaching certification from an Anglophone nation. ADEC also prefers a minimum of two years of teaching experience. ADEC hires Emirati teachers holding a teaching certificate from a local university. These institutions require a minimum English proficiency to acquire a teaching certificate. There is no public data on the qualifications of teachers in ADEC. The Ministry of Education recruits national and non-national teachers. There is no public data on the qualifications of these teachers. There is anecdotal data and information from Abu Dhabi that suggest that although there is a written description of English teacher qualifications, these are not necessarily respected in practice.</i></p>

Official documents for teachers on content:

No published guidelines or syllabus.

Comments:

The Ministry of Education is rolling out new curriculum standards for English in primary schools in 2011–12. These are based on the CEFR. Currently there is no official curriculum and primary English teachers just follow the textbook. Abu Dhabi introduced standards about four years ago but these are only implemented in Abu Dhabi government schools.

Availability of documents:

No information.

Support for primary English from authorities:

Pre-service training at college or university is strongly focused on primary school English.

Materials used in class: There is only one approved set of course materials and this is written and published specially for schools in this country or region.

Comments:

The primary textbook is 'New English Parade', an adaptation of the international Pearson Longman coursebook.

Proportion of private mainstream primary schools:

There is a considerable number of private primary schools (more than 30 per cent of total primary schools).

Affordability of private schools:

Even parents with average incomes can afford to send their children to private primary school.

Difference in English in private schools:

In private primary schools children start English at the same age as they do in public primary schools.

In private primary schools children get more hours of English teaching.

In private primary schools children get about the same number of hours of English teaching.

In private primary schools the teachers are generally considered to be better than those in public primary schools.

Comments:

Answers above will vary according to the school. It is difficult to generalise about private primary school provision in the UAE where approximately 85 per cent of the population is expatriate. Primary schools cater to different communities and local UAE children may attend an Arabic-medium primary school that follows the UAE curriculum or an English-medium primary school that follows an American or British national curriculum. There are huge variations in the quality of English provision at these schools especially among the Arabic private schools, but the general perception is that they are better than the public primary schools.

<p>Attendance at English lessons at private language institutes:</p> <p>Some, but fewer than 20 per cent of primary school children attend this type of class.</p> <p>Comments:</p> <p><i>The three British Council offices deliver English classes to primary aged children, particularly in the summer but these come from all sectors of society, i.e. local and expatriate. Based on this, I estimate that a maximum of ten per cent of primary school children (of all nationalities) attend English lessons in private institutes.</i></p>															
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>No, there is no requirement for formal assessment.</p>															
<p>Expected level of achievement at end of primary:</p> <p>There is no stated level for children to reach by the end of primary school.</p>															
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Rarely.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Rarely.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Rarely.</td> </tr> </table>		Parents buy materials for children to use at home:	Rarely.	Parents employ private tutors (one-to-one):	Rarely.	Parents employ private tutors (small groups):	Rarely.	Parents send children to learning English clubs:	Rarely.	Parents send children to residential courses/camps in-country:	Rarely.	Parents send children abroad:	Rarely.		
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<p>Uzbekistan – Khorezm Region, Urgench City</p> <p>May 2011</p>															
<p>Status of English language teaching at Early Years (pre-primary) stages:</p> <p>English is a compulsory part of the state Early Years curriculum.</p> <p>Comments:</p> <p><i>In my opinion teaching English in Early Years is a very effective way of teaching, because their mind is as list of white paper, young learners are full of energy, good memory they love computers, mobiles as we know all these equipment is written in the English language.</i></p>															
<p>Official entry age to Year 1 of primary school:</p> <p>6–7.</p>															

<p>Is English an officially required compulsory part of the primary curriculum?</p> <p>English is an officially required compulsory part of the curriculum.</p>
<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially in Year 2.</p>
<p>Major policy changes in the last ten years:</p> <ol style="list-style-type: none"> 1. Level of English language proficiency to be reached. 2. Schools in Early Years involved 11 years' study but nowadays nine years' study. 3. The beginning age for starting English language was Grade 5, but nowadays begins at the second Grade.
<p>Total hours per year officially allocated to English in primary schools:</p> <p>Total numbers of hours per year is 60.</p>
<p>Distribution of English hours:</p> <p>There are 34 teaching weeks in a school year, and English lessons are three hours a week in six half-hour sessions.</p> <p><i>(Editor's note: This presumably means that the 60 hours mentioned above is the required minimum).</i></p>
<p>Number of state primary schools:</p> <p>State primary schools number is 532 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>Primary school pupils are 114,778 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>State primary school teachers number is 26,598 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient teachers of English to cover the needs of all primary schools.</p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A specialist teacher of English who visits different schools to give lessons.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.</p> <p>An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.</p>
<p>Official documents for teachers on content:</p> <p>A general overall description of aims for primary school English.</p>

<p>Availability of documents:</p> <p>Our teachers use a lot of useful links for example:</p> <p>www.uzedu.uz</p> <p>www.ziyonet.uz</p>												
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p>												
<p>Materials used in class:</p> <p>Other.</p> <p>Comments:</p> <p><i>The government gives each primary child textbooks, materials (bags, pen, pencils, etc.,) everything that is needed for primary children. Everything is free of charge!</i></p>												
<p>Proportion of private mainstream primary schools:</p> <p>No information.</p>												
<p>Affordability of private schools:</p> <p>No information.</p>												
<p>Difference in English in private schools:</p> <p>No information.</p>												
<p>Attendance at English lessons at private language institutes:</p> <p>No information.</p>												
<p>Formal assessment of English officially required at the end of state primary school?</p> <p>Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.</p> <p>Assessment in English at the end of primary school is used to decide who may go to secondary school.</p>												
<p>Expected level of achievement at end of primary:</p> <p>No information.</p>												
<p>Support for learning English:</p> <table> <tr> <td>Parents buy materials for children to use at home:</td> <td>Frequently.</td> </tr> <tr> <td>Parents employ private tutors (one-to-one):</td> <td>Frequently.</td> </tr> <tr> <td>Parents employ private tutors (small groups):</td> <td>Frequently.</td> </tr> <tr> <td>Parents send children to learning English clubs:</td> <td>Quite often.</td> </tr> <tr> <td>Parents send children to residential courses/camps in-country:</td> <td>Frequently.</td> </tr> <tr> <td>Parents send children abroad:</td> <td>Frequently.</td> </tr> </table>	Parents buy materials for children to use at home:	Frequently.	Parents employ private tutors (one-to-one):	Frequently.	Parents employ private tutors (small groups):	Frequently.	Parents send children to learning English clubs:	Quite often.	Parents send children to residential courses/camps in-country:	Frequently.	Parents send children abroad:	Frequently.
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Parents send children to residential courses/camps in-country:	Frequently.											
Parents send children abroad:	Frequently.											

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	Often.
Children given special 'bridging' courses to help transition:	Often.
Teachers in new school are well informed about work done at primary:	Quite often.
Publishers include primary revision material in secondary books:	Quite often.
Formal test results passed to the new school:	Always.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	No information.

Venezuela

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

Private Early Years education provides English language teaching.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially-required compulsory part of the primary curriculum?

English is an officially-required compulsory part of the curriculum.

Comments:

Since 2007 English is supposed to be taught in the last three years of primary school (Grades 4–6) – but it isn't!

Year of state primary school when children officially begin English lessons:

Other.

Major policy changes in the last ten years:

As mentioned above, in 2007 English was made compulsory, but in practice there has been no change in policy – it still starts in the first year of secondary school.

Total hours per year officially allocated to English in primary schools:

No information.

Distribution of English hours:

No information.

Comments:

I don't know how many hours would be allocated if the 2007 decision was implemented – probably two or three per week.

Number of state primary schools:

4,500 (answer is derived from official statistics).

Number of state primary school pupils:

4,000,000 million (answer is derived from official statistics).

<p>Number of state primary school English teachers:</p> <p>No information (there are no official statistics on this).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are problems with supply of English teachers in all areas of my country.</p> <p>Comments:</p> <p><i>I imagine that the main reason why the 2007 decision has not been implemented is because they don't have the teachers.</i></p>
<p>Types of teacher used:</p> <p>Other.</p> <p>Comments:</p> <p><i>We don't know if the government has in mind generalists or specialists, if and when the 2007 decision is implemented.</i></p>
<p>Acceptable teaching qualifications:</p> <p>Other.</p>
<p>Official documents for teachers on content:</p> <p>No published guidelines or syllabus.</p>
<p>Availability of documents:</p> <p>No information.</p>
<p>Support for primary English from authorities:</p> <p>Other.</p>
<p>Materials used in class:</p> <p>Other.</p> <p>Comments:</p> <p><i>It is always government policy here to only permit the use of approved texts in the state sector, so this rule would apply if and when ...</i></p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>
<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p>
<p>Difference in English in private schools:</p> <p>Other.</p> <p>Comments:</p> <p><i>The quantity and quality of English teaching in private schools is extremely variable.</i></p>

Attendance at English lessons at private language institutes:

Some, but fewer than 20 per cent of primary school children attend this type of class.

Formal assessment of English officially required at the end of state primary school?

No, there is no requirement for formal assessment.

Expected level of achievement at end of primary:

There is no stated level for children to reach by the end of primary school.

Support for learning English:

Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	Rarely.
Parents send children to residential courses/camps in-country:	Rarely.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	No information.
Children given special ‘bridging’ courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	No information.
Publishers include primary revision material in secondary books:	No information.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	No information.

Comments:

The question isn’t applicable to state schools. Most private schools go right through from pre-school to Baccaulaureate, so there’s no major ‘transition’ as such.

Yemen

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

There is no state-provided Early Years education in my country or region.

Comments:

English language teaching at Early Years stages is provided in some private schools but there is no national curriculum.

Official entry age to Year 1 of primary school:

5–6.

<p>Is English an officially required compulsory part of the primary curriculum?</p> <p>English is an officially required compulsory part of the curriculum.</p> <p>Comments:</p> <p><i>According to the education system in Yemen, State schools start teaching English language at Class 7 when the student are at the age of 11 or 12 and it becomes a requirement at this level.</i></p>
<p>Year of state primary school when children officially begin English lessons:</p> <p>They start officially later than Year 5.</p>
<p>Major policy changes in the last ten years:</p> <p>There is no clear level of English proficiency due to lack of clear policy from Ministry of Education.</p>
<p>Total hours per year officially allocated to English in primary schools:</p> <p>The academic year is 32 weeks excluding the holidays and examinations. Therefore, it is estimated 126 hours in a year.</p>
<p>Distribution of English hours:</p> <p>Five classes a week and each class is 45 minutes.</p>
<p>Number of state primary schools:</p> <p>10,565 (answer is derived from official statistics).</p>
<p>Number of state primary school pupils:</p> <p>3,885,441 (answer is derived from official statistics).</p>
<p>Number of state primary school English teachers:</p> <p>9,850 (answer is derived from official statistics).</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p> <p>Comments:</p> <p><i>In the remote governorates and areas, there are not sufficient English teachers because there are not enough qualified teachers who completed their education in the English colleges.</i></p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Someone who is not qualified as a teacher but who knows English.</p>

Acceptable teaching qualifications:

A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.

A university graduate in English language and/or literature who did not take courses in education or methodology while at university.

Comments:

Some of the English teachers in primary schools graduated from teachers' institutes and completed two year course in English. In the rural areas there are some teachers who have just completed their secondary schools and the worst is that some teach English just because they know some English. This happens because some of the schools in these rural areas can't get qualified teachers.

Official documents for teachers on content:

A very detailed specification of content with lists of language items and skills coverage.

Comments:

There is a national textbook with Teacher's Guide so that every lesson has detailed information and guidelines and it is easy to follow but the problem is that the Teacher's Guide is available for every teacher. Many teachers don't have a copy of the Teacher's Guide.

Availability of documents:

The Central Statistical Organisation <http://cso-yemen.org/index.php?lng=english&/>

Support for primary English from authorities:

A high level of official support and guidance in policy terms.

Materials used in class:

There is only one approved set of course materials but this was not written and published specially for schools in this country or region.

Comments:

As mentioned above there is a national textbook so the teachers are required to use it but some teachers use some supplementary materials prepared by them.

Proportion of private mainstream primary schools:

There is a considerable number of private primary schools (more than 30 per cent of total primary schools).

Affordability of private schools:

Only wealthy parents can afford to send their children to private primary schools.

Difference in English in private schools:

In private primary schools children start English at an earlier age than they do in public primary schools.

In private primary schools children learn with a better quality of materials.

In private primary schools the teachers are generally considered to be not so good as those in public primary schools.

Comments:

The quantity and quality of English teaching in private schools is extremely variable.

In private schools, children start learning English at the early age and the materials used are with high quality as they import them from known publishers like Oxford. However, the teachers in the private schools are not as qualified as those who are in the state schools because the owners look for those who ask for small amount of money as salary.

Attendance at English lessons at private language institutes:

Some, but fewer than 20 per cent of primary school children attend this type of class.

Comments:

Very few primary aged children attend private language institutes and if this happens, it is during summer holiday for one or two courses.

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a test or exam provided by an international examination body.

Assessment in English at the end of primary school is used to decide who may go to Secondary school.

Expected level of achievement at end of primary:

There is no stated level for children to reach by the end of primary school.

Support for learning English:

Parents buy materials for children to use at home:	Rarely.
Parents employ private tutors (one-to-one):	Rarely.
Parents employ private tutors (small groups):	Rarely.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	Rarely.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition: Never.

Children given special 'bridging' courses to help transition: Never.

Teachers in new school are well informed about work done at primary: Sometimes.

Publishers include primary revision material in secondary books: No information.

Formal test results passed to the new school: Rarely.

Information from school-based assessment passed to the new school: Rarely.

Children treated as absolute beginners in secondary school: Sometimes.

Comments:

There are no official procedures by either teachers or schools in general but the first unit of the national textbook is revision.

Zambia

May 2011

Status of English language teaching at Early Years (pre-primary) stages:

English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.

Private Early Years education provides English language teaching.

Comments:

Children who go to government schools start learning in the familiar local language before English is introduced in the second Grade. Children who go to private schools start learning in English right away.

Official entry age to Year 1 of primary school:

6–7.

Is English an officially required compulsory part of the primary curriculum?

English is an officially required compulsory part of the curriculum.

Year of state primary school when children officially begin English lessons:

They start officially in Year 2.

Major policy changes in the last ten years:

Children in government schools start learning in a familiar local language.

Total hours per year officially allocated to English in primary schools:

Five periods of 40 minutes per week.

Distribution of English hours:

Five periods of 40 minutes per week.

Number of state primary schools:

About 5,000 (answer is based on official statistics).

<p>Number of state primary school pupils:</p> <p>About 350,000 (answer is based on official statistics).</p> <p>Comments:</p> <p><i>The number is only based on those registered to write Exams. Others are not included.</i></p>
<p>Number of state primary school English teachers:</p> <p>No information.</p>
<p>Sufficient numbers of English teachers?</p> <p>There are sufficient English teachers in some parts of the country but not in others.</p> <p>Comments:</p> <p><i>Most rural schools may not have the required numbers because most teachers, especially females would rather be in town.</i></p>
<p>Types of teacher used:</p> <p>A specialist teacher of English who works in only one school.</p>
<p>Acceptable teaching qualifications:</p> <p>A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.</p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p>
<p>Availability of documents:</p> <p>Basic school syllabus.</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p>
<p>Materials used in class:</p> <p>Teachers may only use material that has received official approval and which appears on a list of permitted works.</p>
<p>Proportion of private mainstream primary schools:</p> <p>There are some private primary schools (between ten per cent and 30 per cent of total primary schools).</p>
<p>Affordability of private schools:</p> <p>Even parents with average incomes can afford to send their children to private primary school.</p>

Difference in English in private schools:

In private primary schools children start English at an earlier age than they do in public primary schools.

In private primary schools children get about the same number of hours of English teaching.

In private primary schools children learn with materials that are about the same quality as those in public primary schools.

In private primary schools the teachers are generally considered to be about the same quality as those in public primary schools.

Comments:

Teachers in public schools are seen to be producing better results because of management effectiveness.

Attendance at English lessons at private language institutes:

No or almost no primary school children attend this type of class.

Comments:

Not a prominent feature.

Formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.

Assessment in English at the end of primary school is used to decide who may go to secondary school.

Expected level of achievement at end of primary:

There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.

Support for learning English:

Parents buy materials for children to use at home:	Frequently.
Parents employ private tutors (one-to-one):	No information.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.

Primary to secondary transition:	
Teachers from the two levels meet to discuss the transition:	Quite often.
Children given special 'bridging' courses to help transition:	Rarely.
Teachers in new school are well informed about work done at primary:	Always.
Publishers include primary revision material in secondary books:	Rarely.
Formal test results passed to the new school:	Always.
Information from school-based assessment passed to the new school:	Often.
Children treated as absolute beginners in secondary school:	Never.
Comments:	
<i>English is the official languages in Zambia and learners are expected to be proficient at an early stage.</i>	
Zimbabwe	
February 2011	
Status of English language teaching at Early Years (pre-primary) stages:	
English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.	
Comments:	
<i>Because English is becoming the language of the whole world most parents are preferring English to be the language that their children are fluent in.</i>	
Official entry age to Year 1 of primary school:	
5–6.	
Is English an officially required compulsory part of the primary curriculum?	
English is an officially required compulsory part of the curriculum.	
Comments:	
<i>English is taught by second language speakers and they sometimes teach in the local language.</i>	
Year of state primary school when children officially begin English lessons:	
They start officially in Year 1.	
Major policy changes in the last ten years:	
None.	
Total hours per year officially allocated to English in primary schools:	
Lessons are one hour per day.	
Distribution of English hours:	
One hour per day each day doing a different topic, e.g. content, comprehension, reading etc.	

<p>Number of state primary schools:</p> <p>5,000 (estimate).</p> <p>Comments:</p> <p><i>Official statistics need approval first before we can release them from the Ministry.</i></p>
<p>Number of state primary school pupils:</p> <p>No information.</p> <p>Comments:</p> <p><i>Official statistics need approval first before we can release them from the Ministry.</i></p>
<p>Number of state primary school English teachers:</p> <p>No information. Official statistics need approval first before we can release them from the Ministry.</p>
<p>Sufficient numbers of English teachers?</p> <p>Other.</p> <p>Comments:</p> <p><i>Teachers are deployed by the Ministry to schools so there are no gaps in area – if one teacher is away sufficient cover is available. This is the responsibility of the Ministry and if school needs extra teachers the school does this through the School Development Committee.</i></p>
<p>Types of teacher used:</p> <p>No information.</p>
<p>Acceptable teaching qualifications:</p> <p>A qualified teacher who has no formal qualifications in English but who knows English.</p> <p>Comments:</p> <p><i>General Diploma in Education. Good degree in Education.</i></p> <p><i>All teachers go through teacher training for four years and one year on teaching practice.</i></p>
<p>Official documents for teachers on content:</p> <p>A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.</p>
<p>Availability of documents:</p> <p>Provided by the Ministry through the Curriculum Development Unit.</p>
<p>Support for primary English from authorities:</p> <p>A high level of official support and guidance in policy terms.</p> <p>A high level of official support from local inspectors and advisers.</p>

Materials used in class:

Teachers may only use materials that have received official approval and which appear on list of permitted works.

Teachers make their own materials in addition to any published materials that they use.

Comments:

This is Ministry responsibility. Teachers are not very free; they are guided by syllabi. They need revision and updating. Most materials are old. Quality of materials is also poor.

Proportion of private mainstream primary schools:

There are a considerable number of private schools (more than 30 per cent of total primary schools).

Affordability of private schools:

Even parents with average incomes can afford to send their children to private schools.

Difference in English in private schools:

In private primary school children start at the same age as they do in public primary schools. In private primary school children learn with better quality of materials.

Comments:

In private schools resources are wider.

Attendance at English lessons at private language institutes:

Some, but fewer than 20 per cent of primary school children attend this type of class.

Comments:

If parents feel that their child needs extra help they consider the option of sending them for extra lessons.

Is formal assessment of English officially required at the end of state primary school?

Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.

Assessment in English at the end of primary school is used to decide who may go to secondary school.

Comments:

At primary, children write an exam at the end of each term to assess their progress.

Expected level of achievement at end of primary:

There is a locally set examination or test with its own standards that cannot be referred to the CEFR.

Support for learning English:

Parents buy materials for children to use at home:	In almost all cases.
Parents employ private tutors (one-to-one):	Frequently.
Parents employ private tutors (small groups):	No information.
Parents send children to learning English clubs:	No information.
Parents send children to residential courses/camps in-country:	No information.
Parents send children abroad:	No information.

Comments:

Practising at home when they communicate if home language is in vernacular.

Primary to secondary transition:

Teachers from the two levels meet to discuss the transition:	No information.
Children given special 'bridging' courses to help transition:	No information.
Teachers in new school are well informed about work done at primary:	No information.
Publishers include primary revision material in secondary books:	Always.
Formal test results passed to the new school:	No information.
Information from school-based assessment passed to the new school:	No information.
Children treated as absolute beginners in secondary school:	No information.

Appendix 2: The research questionnaire

Appendix 2:

The research questionnaire

Thank you very much for being willing to complete this questionnaire which concerns current policy and practice in the teaching of English to young learners. For the purposes of this questionnaire the term is used to refer to the teaching of English to children between the ages of five to 11 or 12 years old. Some of the questions ask about details and ‘facts and figures’ so it may be useful for you to read through it first in order to see what types of information we would like to collect. You could then return to the questionnaire on a later occasion when you have found what you need. It is not possible to ‘save’ the questionnaire and return. You would need to complete it all on one occasion and then submit it. Please answer all the questions that you are able to, but do not worry if you do not have all the information requested. There will always be an option that allows you to say that you do not have the particular information required and pass on to the next question.

The main focus of this research is on English in the state school system although you will also find some questions on private provision which it is hoped will set the answers about state schools into context. The terms ‘primary school’ and ‘elementary school’ will be used interchangeably in the questionnaire to refer to the first stage of compulsory schooling which usually involves children in the age range five to 12 with some variations in starting and finishing age between countries.

We will use the information you provide to build profiles of current practice in different countries, but we will not make use of your name or reveal your identity in any reporting of results unless you give us your express permission. On the other hand, we would like to acknowledge the kind assistance of our respondents, so if you are willing for your name to appear on an acknowledgements list, please indicate this at the end of the questionnaire. Thank you once again for your very valuable support in this research.

1. What country or region are you providing information about? Please type the name in the box.

2. Please select all roles on the list below that apply to you:

- I am a teacher.
- I am a teacher trainer.
- I am a materials writer.
- I am a curriculum adviser.
- I am a local education authority officer.
- I am a national education authority officer.
- Other.

3. In some countries, state elementary school teaching of English is preceded by some learning of English at the Early Years stage (pre-primary school, nursery or kindergarten). Could you confirm the status of English language teaching at Early Years stages in your context? Please tick at least one of the following:

- I have no information on this topic.
- There is no state-provided Early Years education in my country or region.
- English is a compulsory part of the state Early Years curriculum.
- English is not a compulsory part of the state Early Years curriculum but is frequently taught at this stage.
- No English is taught at the Early Years stage in my country.
- Private Early Years education provides English language teaching.
- Other.

Do you have any further comments about English teaching in the Early Years? If so, please type them in the box below. If you have no comments, please go directly to the next question.

4. According to official policy in your context, at what age should children enter Year 1 of the state primary school system? Please select one of these options:

- I have no information on this topic.
- 4–5.
- 5–6.
- 6–7.
- 7–8.
- Older than 8.

5. What is the official status of English language teaching in the state primary/elementary school system (children from five years old approximately to 11 years old approximately)? Please select one of these options:

- English is an officially required compulsory part of the curriculum.
- English is not an officially required compulsory part of the curriculum.
- Other.

Do you have any further comments on the status of English in the primary curriculum? If so, please type them in the box below. If you have no comments, please go directly to the next question.

6. In what year of state primary/elementary school do children begin their English lessons? (Year 1 = first year of school etc.) Choose the answer that best represents the situation.

- I have no information on this topic.
- They start officially in Year 1.
- They start officially in Year 2.
- They start officially in Year 3.
- They start officially in Year 4.
- They start officially in Year 5.
- They start officially later than Year 5.
- Other.

To your knowledge, have there been any major policy changes in the last ten years, for example, with regard to the status of English in primary schools, the required level of English language proficiency to be reached, assessment or with regard to the age of starting English? If so, please give details in the box below. If you have no comments, please go directly to the next question.

7. To your knowledge, have there been any major policy changes in the last ten years, for example, with regard to the status of English in primary schools, the required level of English language proficiency to be reached, assessment or with regard to the age of starting English? If so, please give details in the box below. If you have no comments, please go directly to the next question.

8. In the text box below please give the total number of hours per year officially allocated to English in primary schools. If there is a difference in provision of hours per year for different Grades, please give details. If you do not know, please go directly to the next question.

9. In the text box below please indicate how the hours for teaching English in primary schools are typically distributed (e.g. 'There are 39 teaching weeks in a school year, and English lessons are two hours a week in four half-hour sessions'). If you do not know, please go directly to the next question.

10. How many state primary schools are there in your country? Please type your best estimate in the box below. The next question allows you to indicate your level of confidence in this information – whether this is based on official statistics or some other source of information.

11. Please indicate your level of confidence in the answer you gave above about numbers of primary schools in your country. Please select one of these options:

- I have no information on this topic.
- There are no official statistics about the numbers of state primary schools in my context.
- There are official statistics about the numbers of state primary schools in my context but I have not been able to access them.
- My answer is derived from official statistics about the numbers of state primary schools in my context.
- Other.

12. How many state primary school pupils are there in your country? Please type your best estimate in the box below. The next question allows you to indicate your level of confidence in this information, e.g. whether this is based on official statistics or some other source of information.

13. Please select one of the answers to indicate your level of confidence in the answer you gave above about the numbers of state primary school children in your country.

- I have no information on this topic.
- There are no official statistics about the numbers of primary school children in my context.
- There are official statistics about the numbers of primary school children in my context but I have not been able to access them.
- My answer is derived from official statistics about the numbers of primary school children in my context.
- Other.

14. How many state primary school teachers of English are there in your country? Please type your best estimate in the box below. The next question allows you to indicate your level of confidence in this information, e.g. whether this is based on official statistics or some other source of information.

15. Please select one of the answers below to indicate your level of confidence in the answer you gave above about the numbers of state primary school teachers of English in your country.

- I have no information on this topic.
- There are no official statistics about the numbers of primary school teachers of English in my context.
- There are official statistics about the numbers of primary school teachers of English in my context but I have not been able to access them.
- My answer is derived from official statistics about the numbers of primary school teachers of English in my context.

16. Are there sufficient English teachers to cover the needs of primary schools? Please choose a response to indicate your choice:

- I have no information on this topic.
- There are sufficient teachers of English to cover the needs of all primary schools.
- There are sufficient English teachers in some parts of the country but not in others.
- There are problems with supply of English teachers in all areas of my country.
- Other.

Do you have any further comments about supply of English teachers in primary schools? If so, please type them in the box below. If you have no comments, please go directly to the next question.

17. Which kinds of teacher are involved in the official teaching of English in state primary schools? Please select all options that apply:

- I have no information on this topic.
- The children's normal class (homeroom) teacher.
- A specialist teacher of English who works in only one school.
- A specialist teacher of English who visits different schools to give lessons.
- A qualified teacher who has no formal qualifications in English but who knows English.
- Someone who is not qualified as a teacher but who knows English.
- Other.

18. What qualifications are acceptable in your country for a person to become officially accepted as eligible to teach English in state primary schools? Please select all the answers that apply:

- I have no information on this topic.
- A qualified generalist primary teacher who has passed a special local test or examination of proficiency in English.
- A qualified generalist primary teacher who has passed an international test or examination of proficiency in English.
- An already qualified generalist primary teacher who has successfully completed a special in-service training course of preparation to teach English to primary school children.
- A primary school teacher who followed a specialist pre-service training course in teaching primary school English at college or university.
- A qualified secondary school teacher of English who is willing to work in primary schools.
- A university graduate in English language and/or literature who did not take courses in education or methodology while at university.
- A native or other very competent speaker of English with no formal teaching qualifications.
- Other.

Do you have any comments about the qualifications required in your country to teach primary school pupils English? If you wish, please type your comments in the box below. If you have no comments, please go directly to the next question.

19. What official documents exist at the moment to guide teachers about the content of primary school English teaching in your country? Please choose the option which reflects the situation best:

- I have no information on this topic.
- No published guidelines or syllabus.
- A general overall description of aims for primary school English of suitable content, giving e.g. topic areas, functions or language items to focus on.
- A very detailed specification of content with lists of language items and skills coverage.
- A very detailed specification of content with lists of language items and skills coverage and including specification of the level(s) of achievement to be reached by the learners.
- Other.

Have you any comments about the guidelines provided for teachers of English in public primary schools in your country? If so, please type them in the box below. If you have no comments, please go directly to the next question.

20. Are there any guidelines or syllabus documents concerning the teaching of English in primary schools available for researchers to consult in print or electronic form? Please type the titles of any printed documents or, if possible, the urls or names of the sites for electronically obtainable documents in the box below. If you do not know of any, please go directly to the next question.

21. What level of positive support does English in the state primary school receive from official local or national institutions? Please select all answers which apply:

- I have no information on this topic.
- A high level of official support in budgetary and financial terms.
- A high level of official support from local inspectors and advisers.
- Pre-service training at college or university is strongly focused on primary school English.
- Other.

22. How free are teachers and schools in the state primary sector to choose which types of materials to use? Please choose the option which reflects the situation best.

- I have no information on this topic.
- There is no school budget for books or other materials so teachers must make their own.
- Teachers make their own materials in addition to any published materials that they use.
- Teachers may use any published materials (local or international) provided that they are within the school budget.
- Official approval and which appears on a list of permitted works.
- There is only one approved set of course materials and this is written and published specially for schools in this country or region.
- There is only one approved set of course materials but this was not written and published specially for schools in this country or region.
- Other.

Have you any comments about the materials that are used in your country for teaching English in public primary schools? If so, please type them in the box below. If you have no comments, please go directly to the next question.

- 23.** In your country, what is the proportion of private primary schools providing mainstream education? This category includes all schools where fees are paid to private owners whether or not the curriculum is controlled by state authorities. Please select the option which best reflects the situation.
- I have no information on this topic.
 - There are no private primary schools.
 - There are few private primary schools (less than ten per cent) of the total of primary schools.
 - There are some private primary schools (between ten per cent and 30 per cent of total primary schools).
 - There is a considerable number of private primary schools (more than 30 per cent of total primary schools).
 - Other.
- 24.** Is attendance at a private primary school expensive or within the means of ordinary people? Please select the option that reflects the situation best.
- I have no information on this topic.
 - Only wealthy parents can afford to send their children to private primary schools.
 - Even parents with average incomes can afford to send their children to private primary school.
 - Even parents with low incomes can afford to send their children to private primary school.
 - Other.
- 25.** Is there any difference between the English language teaching in public primary schools and private primary schools? Please select the options that reflect the situation best:
- I have no information on this topic.
 - In private primary schools children start English at an earlier age than they do in public primary schools.
 - In private primary schools children start English at the same age as they do in public primary schools.
 - In private primary schools children start English at a later age than they do in public primary schools.
 - In private primary schools children get more hours of English teaching.
 - In private primary schools children get about the same number of hours of English teaching.
 - In private primary schools children get fewer hours of English teaching.
 - In private primary schools children learn with a better quality of materials.
 - In private primary schools children learn with materials that are about the same quality as those in public primary schools.
 - In private primary schools children learn with a worse quality of materials than those in public primary schools.
 - In private primary schools the teachers are generally considered to be better than those in public primary schools.

- In private primary schools the teachers are generally considered to be about the same quality as those in public primary schools.
- In private primary schools the teachers are generally considered to be not so good as those in public primary schools.
- Other.

Have you any further comments about English teaching in private primary schools? If so, please type them in the box below. If you have no comments, please go directly to the next question.

26. In your country how many children attend English lessons for primary school aged children in private language institutes/'cram schools'? Please select the option which best reflects the situation.

- I have no information on this topic.
- More than 60 per cent of primary school children attend this type of class.
- Between 40 per cent and 59 per cent of primary school children attend this type of class.
- Between 20 per cent and 39 per cent of primary school children attend this type of class.
- Some, but fewer than 20 per cent of primary school children attend this type of class.
- No or almost no primary school children attend this type of class.
- Other.

Do you have any comments about private language institute attendance by primary aged children in your country? If so, please type them in the box below. If you have no comments, please go directly to the next question.

27. Is it an official requirement that children's English is formally assessed at the end of state primary school? Please select the option that reflects the situation best.

- I have no information on this topic.
- No, there is no requirement for formal assessment.
- Yes, assessment is required and it is by a test or exam provided by a national or local authority outside the school.
- Yes, assessment is required and it is by a test or exam provided by an international examination body.
- Yes, assessment is required and it is by a means devised within the school.
- Other.

28. If you answered 'Yes' to the question above about assessment, could you please select the boxes below that reflect the situation in your context. If you answered 'No' please go to the next question.

- I have no information on this topic.
- Assessment in English at the end of primary school is used to decide who may go to secondary school.
- Assessment in English at the end of primary school is used to decide which type of secondary school a pupil may go to.
- Assessment in English at the end of primary school has no consequences for secondary school entry.
- Assessment in English at the end of primary school provides a certificate which is useful for employment purposes.
- Assessment in English at the end of primary school is used to evaluate the quality of the primary school.
- Other.

29. In your context, is there a level of English that children are officially expected or required to reach by the time they leave primary school? Please select the options which describe the situation most accurately. The levels (A1–B2) are expressed according to the Common European Framework:

- I have no information on this topic.
- There is no stated level for children to reach by the end of primary school.
- The required level is A1.
- The required level is A2.
- The required level is B1.
- The required level is B2.
- There is a locally set examination or test with its own standards that cannot be referred to the Common European Framework.
- Other.

30. What other support do children in your country have for learning English? Please tick the options which apply. In each case choose:

- 1.** In almost all cases (90 per cent plus); **2.** Very frequently (70 per cent – 89 per cent of cases); **3.** Frequently (50 per cent – 69 per cent); **4.** Quite often (30 per cent – 49 per cent); **5.** Not very often (20 per cent – 39 per cent); **6.** Rarely less than (20 per cent of cases); **7.** No information given.

- Parents buy learning materials for children to use at home.
- Parents employ private tutors (one-to-one).
- Parents employ private tutors (small groups).
- Parents send children to special clubs for learning English.
- Parents send children to special camps and residential courses in-country.
- Parents send children abroad to improve their English.

Have you any comments about other support for children learning English in your country? If so, please type them in the box below. If you have no comments, please go directly to the next question.

31. What arrangements are made to help children make a successful transition between English learning at primary school and the secondary level of schooling (e.g. junior high or middle school)? In each case choose:

- 1.** Always; **2.** Often; **3.** Quite often; **4.** Sometimes; **5.** Rarely; **6.** Never; **7.** No information given.

- Teachers from the two levels of schooling meet to discuss the transition.
- Children are given special 'bridging' courses to help them to make the transition.
- Teachers in the new school are well informed about the type of work that has been done at primary/elementary school.
- Publishers make sure that their course materials for the next level of school contain revision material that covers what children should have learned at primary/elementary school.
- Information on children's levels from externally provided formal testing at the end of primary school is passed to the new school.
- Information on children's levels from school-based assessment is passed to the new school.
- When children start their new school they are treated as absolute beginners in English.

Do you have any comments about transition from elementary to secondary school as concerns English Language Teaching in your country? If so, please type them in the box below. If not, please go to the next item in the survey.

Thank you very much for help with this survey. If you have additional comments or information on any matter related to the survey, please type them into the box below.

You do not need to give personal details, but if you would like to hear about the findings of this research in due course, please type your email address here so that I can contact you in future.

If you would be willing for your name to appear in the Acknowledgements List for any future reports on this research, please type it in the box below. We will not make use of your name in any other way without your express permission.

Although you have been invited to put your contact details in this form to make it possible for follow-up communications to take place, this is not obligatory. Further, unless you expressly give me permission to acknowledge your help in this survey, I shall not make your identity known to anyone else.

This publication provides an overview of recent policy decisions in the area of teaching English to primary school children in a wide variety of countries and regions. The report, based on information from experts in 64 contexts, addresses syllabuses and curricula, the time dedicated to English teaching, materials, teacher qualifications, and assessment. It also considers the relationships between public and private sector English teaching and the growing trend to offer English teaching at pre-school level. The analysis and discussion of these themes and the raw data in the individual context report sheets are a valuable source of information on, and insight into, primary school English language learning worldwide.

Shelagh Rixon, who carried out this survey, was, until 2010, an Associate Professor at the University of Warwick where she co-ordinated the young learner components of the MA in English Language Teaching. She has worked in a number of countries supporting teachers of English at both primary and secondary school levels and is author and editor of a number of research publications and books for teachers.

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