

Annex 3 - Guiding questions for the country overview reports

- What is the general status of education in country? – Key stats including performance on international benchmarking tests if available
- What is the official status of English?
- What is the current English language education policy (as a subject and/or as a medium of instruction?)
 - What is the history / origin of English within the education system?
 - A timeline of English language teaching in school / HE systems
 - How is English language learning operationalised within the school system?
Commenting on:
 - Key government departments / bodies
 - Key position papers / documentation in relation to the teaching and learning of English
 - Language in education policy
 - English language teaching at different levels within the education system
 - Differences between government and private sectors
- How does English sit alongside other languages / within the multilingual context?
- Is there any interaction between English language levels / perceptions of status and gender?
- How are English language subject teachers trained – pre-service and in-service?
- What CPD is available for English language subject teachers and to what extent are they able to avail themselves of it?
- What levels of language proficiency do teachers have?
- What type of curriculum / resources are available for the teaching/learning of English?
- How is ICT used to support the teaching/learning of English?
- What assessment systems are in place to measure English language levels of students?
- What role does English learned in basic education play in preparing students for higher education or future employment – is this different for different sectors / groups within society?
- What are the main challenges with the implementation of effective English language teaching?
 - To what extent has the Covid-19 pandemic impacted on the teaching and learning of English?
- What does the future seem to hold for the teaching and learning of English in this country?