

In nearly two-thirds of the inspected primary schools, the students have a choice in their selection of a foreign language – usually they can choose between English and German. The interest in learning English is increasing among students (usually resulting in a lower number of students enrolling in German classes). Larger schools generally are able to offer more foreign language study choices (this is especially true of schools with expanded language programmes and schools having the staff with the necessary qualifications). In those schools in which students don't have the option of choosing a foreign language, this lack of choice is mostly due to a low number of students, a lack of qualified staff or the growing lack of interest in learning German. In the case of primary schools with a limited curriculum, there is an important relationship between the foreign language programmes provided at that school and those offered at the respective magnet school.

In 45% of the schools, the foreign language studies that are provided for the integrated students were included in the school educational programme. In 9 cases, the schools had the use of a teacher's assistant. Other frequently used forms of support provided to these students in an effort to respect their particular needs were the tolerating of learning difficulties, less strict performance rankings and grading, occasional after-school assistance and intervention on the part of the teacher, respecting the student's preference for an emphasis on the verbal or written form of the language and sometimes the need to give a student additional time to complete a task. Only 6 out of the total number of schools inspected worked with 10 exceptionally talented students. Two of these students were moved to a higher grade after completing the necessary exams and the remaining students are being worked with on an individual basis. In one way or the other, the schools have been trying to offer various special options to more talented students – including the chance to participate in special projects.

The coordination of the teaching process, which takes place at the first and at the second primary school levels, is handled through a collaboration between the teachers working at the two levels. This collaboration is handled through methodology committees and by working together with magnet schools. To test the knowledge of the students when leaving school, the schools use their own tests, the available textbook tests or standardized commercial tests; and, in some cases, the schools don't test the students at all. When evaluating the student's level of knowledge at the exit stage, it is uncommon for primary schools to work with the language skill classifications established in the 'Common European Reference Framework', analyzing the results and then adopting and implementing measures called for from the analysis of the data.