

Although the majority of the schools (115) are taking individual steps that are designed and implemented to support their language courses, these steps aren't based on any systematic evaluation of their foreign language study programmes. Most of these steps relate to human and material resources and the continuing education of the teachers. Only a few of them focus on improving the quality of the existing education and training processes and motivational activities. Other steps relate to adjustments to class schedules by increasing the availability of additional study hours for foreign languages, the availability of foreign language classes as optional courses and after-school activities, as well as engaging in international partnerships.

4.3 Secondary Education

Of the total of 145 examined secondary schools, more than half of the grammar schools, but only 10 of the secondary professional schools and 2 of the vocational schools had an existing concept plan for foreign language studies, which reflected the concept materials available in this area ('National Plan for Teaching Foreign Languages', the 'Common European Reference Framework' and the 'Framework Educational Programme'). In addition to these schools, others were also able to increase the amount of time they devoted to teaching foreign languages and to implement modern teaching methods – mostly in relation to the changes accompanying the redesign of the existing state graduation model exam. Some of the schools were able to respond to the current labour market needs by introducing optional courses that taught foreign languages. The schools are also trying to prepare their students for their future career choices by teaching them professional terminology, practicing communication skills and – to a somewhat lesser extent – by preparing them for internationally recognized testing.

Most of the schools have set up their own curriculum committees and methodology committees for foreign language programmes. The activities of these committees vary – some deal mostly with organizational matters, such as school trips, contests, the selection of textbooks and the preparation of thematic plans. In other schools, the teachers are coordinating the teaching process based on the school's individual strategy for teaching foreign languages, based on their own evaluation criteria, comparison testing and on teacher classroom visits between schools. The number of schools that use a standardized textbook series is increasing. The teachers at grammar schools have been involved in the preparation of their school educational programmes (18 grammar schools). A lack of teacher cooperation