

currently don't have any exceptionally talented students. Students with above-average grades are allowed to participate in various contests and projects and, when it comes to the teaching process itself, the treatment of these students usually depends on the individualized approach of each teacher.

In one-third of the secondary professional schools and in one-half of the grammar schools, the entering student's level of knowledge is determined through testing, which is carried out by the school before the start of the school year. However, in at least 10% of the schools, there is no testing of entering students and the students start to learn their chosen foreign language from a beginner's stage. An alarming finding was the fact that in one-third of the inspected secondary vocational schools, there is a lack of continuity between the teaching process that the student undergoes at primary school, and that which takes place in secondary school. A quarter of the inspected schools expressed dissatisfaction with the level of foreign language training that their students obtained at primary school.

The schools that put the greatest emphasis on the level of knowledge of their graduating students are grammar schools, business academies and hotel schools – i.e. the schools where a foreign language exam is a mandatory part of graduation. More than half of these schools also participate in the graduation-dry-run type testing programme. In those schools where a foreign language exam isn't a mandatory graduation requirement, the level of knowledge achieved by the graduating students is most frequently tracked by using the testing tools of the Centre for Education Results Recognition (CERMAT).

Thirty grammar schools and fifteen secondary professional schools and secondary vocational schools prepare foreign language evaluations. These are mostly focused on evaluating the existing conditions and the involvement of students in motivational activities. Less frequently, they also examine the language proficiency of the graduating students (10 of the schools).

Most of the schools have been implementing individual steps designed to improve the quality of their foreign language programmes. Most frequently, these have involved the allocation of additional time for studying a foreign language and the introduction of a foreign language as an optional course (16 of the schools). Some of the steps taken have involved trying to improve the material resources available for the teaching process. Only a fraction of the inspected schools had taken a more comprehensive approach to this subject area, focusing their efforts on not only on the continuing education of their teachers, but also on implementing modern teaching methods, standardizing performance reviews and support for learning professional terminology.