

In 2007/2008 the Basic School Benesova in Trebic - the **Vysocina Region** - implemented a project of cooperation with four schools from Austria, and also one school from Slovenia, Slovakia and Hungary - *Using Non-verbal Communication*.

The **South Moravian Region** managed to support the teaching of foreign languages very well. The projects of Brno (*English Language Teaching in Selected Schools in Brno*) ensure equal opportunities in basic education with a focus on pupils with SEN.

The provision of optional and vocational subjects in basic schools in the **Olomouc Region** targeted the development of language and information competences.

The basic school in Ostrava-Zabreh in the **Moravian-Silesian Region** carried out a project - *English across Subjects of the 1st Grade of the Primary level* - aimed at teaching English using ICT from the 1st grade of basic school. English is being taught within this project in an interactive natural way across all subjects. The project involves the use of interactive boards, data projectors, three PCs for pupils, e-learning programmes, their own presentation, teaching aids and guidance sheets.

Quite a large number of teachers in the **Zlin Region** participated in language within *The Gate to Languages* project and the majority of participants evaluated the project as being beneficial.

C.1.3 Secondary Education

In the years 2005-2008 the Czech School Inspectorate monitored foreign language teaching, teaching methods and the qualifications of teachers with the aim of checking the course and impacts the curricular reform has had on secondary schools. In the school year 2005/2006 observations were carried out in a selected sample of 145 secondary schools; in the following year 2006/2007 CSI monitored 183 secondary schools, of which 55 were secondary general schools (gymnazium) (SGSs), 119 were secondary technical schools (STSs) and nine were secondary vocational schools (SVSs). In the school year 2007/2008 observations were carried out in a selected sample of 32 secondary schools, of which 10 were secondary general schools, 19 were secondary technical schools and three were secondary vocational schools. The aim of the summary analysis from the years 2005 until 2008 was to find out how secondary schools were able to extend the teaching of foreign languages and to what extent the provision of schools corresponds to the changes of the interest of students and the needs of school-leavers to compete in the European labour market. CSI tried to identify what measures aimed at improving and modernising the teaching of foreign languages had been adopted by secondary schools and in what types of projects schools were involved during the last three school years, whether the schools' approach towards this task was comprehensive and wide-ranging and what areas were most developed.

In the school years 2005/2006 and 2006/2007 students of secondary schools were more and more interested in learning foreign languages, mainly English, and in view of the priority to offer the English language the number of schools which provided parallel instruction in two or more foreign languages decreased. In the school year 2005/2006 almost all secondary schools (99%) provided parallel teaching of two or more foreign languages while in the school year 2007/2008 only 73% of schools taught two or more foreign languages.

In the school years 2005/2006 and 2006/2007 the same number of schools developed a strategy for teaching foreign languages; of these more than a half were secondary general schools, but only 10 secondary technical schools and two secondary vocational schools. In the school year 2007/2008 almost 68% of SSs developed a strategy for the development of foreign language instruction. When developing the strategy, two thirds of schools were building (in addition to other things) on their self-evaluation of foreign language teaching at