

the level of the school. Strategies stemmed from conceptual documents, mainly from the National Plan for Teaching Foreign Languages. Schools mostly concentrated on evaluating conditions and involving students in motivating activities; however, they less often dealt with the results of students. In the years 2005/2006 and 2006/2007 secondary schools increased the number of lessons of foreign languages, especially with regard to the reform of the state school-leaving examination, and they started to apply up-to-date forms and methods of work. Schools also endeavour to prepare students for future work by strengthening terminology, developing communicative skills and to a lesser extent they try to prepare their students for internationally recognised examinations.

The majority of secondary schools adopted functional measures in order to improve the teaching of foreign languages in 2005-2007. The measures most frequently aimed at increasing the number of lessons for teaching foreign languages and introducing optional English lessons. Some of the measures focused on improving the material conditions of teaching. Only a minimal number of schools moved towards improving teaching in a comprehensive way and implemented measures targeted at the further education of teachers, applying modern contemporary methods, unifying classification and strengthening technical language. In the school year 2007/2008 measures were aimed at supporting instruction in schools, increasing teachers' qualifications and preparing the reformed school-leaving examination (maturita). The adopted measures were successfully implemented in 2007/2008 and as far as measures leading to the improvement of material conditions are concerned 100% success was reported.

The majority of schools had established guidance committees, commissions dealing with one subject or guidance associations for foreign language teaching. The content and scope of their work differs from school to school. Some secondary schools deal particularly with organisational matters – school trips, competitions or the selection of textbooks and drafting plans of topics to be taught. In some other schools teachers coordinate instruction on the basis of the developed school strategy for teaching foreign languages, uniform criteria for evaluations of students, and comparative tests. More and more schools taught foreign languages according to uniform sets of textbooks. In the school year 2006/2007 language teachers in SGSs were involved in developing school education plans (one third of secondary general schools). Insufficient cooperation of teachers was obvious mainly in schools where instruction was implemented by external trainers or pensioners. Teachers who worked together within guidance bodies strove to unify teaching documents and classification, the organisation of events, support of students with SEN, and the development of SEPs.

Observations of CSI in the school years 2007/2008 showed that secondary schools, when compared to the previous year, improved the consistency of foreign language teaching with basic schools. Almost 87% of SSs and even 90% of SGSs ensured the required consistency in 2007/2008. Almost all schools, with the exception of two schools, used, when ensuring the consistency of teaching, results arising from the observations relating to the requirements for consistency of teaching. They usually tested the language knowledge attained by pupils in basic schools – almost two thirds of secondary schools. Secondary schools also used previous classification – almost one quarter of schools. It must be said that admission examinations serve to ensure the consistency of teaching only exceptionally. Inspection observations in the school year 2007/2008 demonstrated that nearly 77% of schools evaluated the level of foreign language teaching on the basis of the results of testing of the “output” level of foreign language knowledge of pupils. Secondary general schools, secondary business academies, and hotel service related schools focused more on monitoring the output level than other schools, since students of these schools take a compulsory school-leaving examination in a foreign language.