

In the school year 2006/2007 more than half of secondary schools participated in testing known as *Maturita nanečisto* (i.e. a trial version of a school-leaving examination), and a year later almost 65% of schools participated and as far as secondary general schools are concerned 80% of them took part in this kind of testing. In schools where a foreign language is not a compulsory subject of a school-leaving examination CERMAT testing was the most frequent manner of detecting the output level of students' knowledge of foreign languages. When assessing the output level of knowledge of foreign languages more than 32% of secondary schools used the Common European Framework of Reference. Schools' own comparative tests were used by 42% of secondary schools in the year 2007/2008. Apart from normal classification, secondary vocational schools usually do not assess the output level of the knowledge of their students. 71% of secondary schools monitored how their students find their place in society and how they compete in the labour market.

In the school year 2007/2008 moderate improvement in the share of university graduates was reported in comparison with the year 2005/2006. In the school year 2007/2008 about 75% of all English teachers and the same percentage of German teachers were university graduates. The proportion of teachers whose education corresponded with the subject they were teaching and the type of school where they were teaching was only 30% of English teachers and 38% of German teachers. The share of native speakers was very low in 2005/2006 (3% of all teachers of foreign languages in secondary schools) and their share in teaching accounted only for 0.3%. The share of native speakers increased thanks to the creation of better conditions for their hiring. Thus in 2007/2008 the share of native speakers, when compared to 2005/2006, was considerably higher. The proportion of native speakers in teaching English was 8% (nine teachers); however, there was only one native speaker teaching German and two native speakers teaching French.

Secondary general schools displayed the best conditions for teaching foreign languages as the share of teachers whose education corresponded to the subject and type of school varied in 2005/2006 from 82% (English) to 88% (French). All teachers in secondary general schools who teach foreign languages without appropriate university education (seven altogether) enhanced their professional qualifications in 2005/2006 and studied in higher education institutions. As regards other secondary schools the shares of teachers with appropriate education in the area of foreign languages in 2005/2006 were as follows: 46% (English), and 58% (German). In the school year 2007/2008 even better conditions as regards appropriately educated teachers were reported from 60% of the monitored secondary general schools, where staffing was evaluated as above-standard.

In the years 2005-2008 secondary schools responded to curricular reform and in comparison with previous years their participation in further education markedly increased. Teachers of secondary schools concentrated on changes arising from the reform of the content and objectives of language education. Teachers in secondary general schools and secondary technical schools, in compliance with the need for reform of the school system, participated in methodology related training courses. In the school year 2006/2007 teachers of languages were trained for work with students with SEN in eleven monitored secondary schools. Teachers of 11 SGSs and 16 STSs attended language courses. Several secondary schools stated that the provision of further education for teachers of the German language is not sufficient. Interest in further education is lower in SVSs, with the most frequent reason being difficulty in accessing training centres and the high number of external teachers.

In the school year 2007/2008 CIS found that one third of unqualified teachers of English in secondary schools were completing their university qualifications for teaching English, 29% of unqualified teachers passed an international examination in English and 24% of unqualified teachers improved their knowledge of the English language by attending language courses. Unqualified teachers attended *JAME* and *MEJA* courses only very rarely.