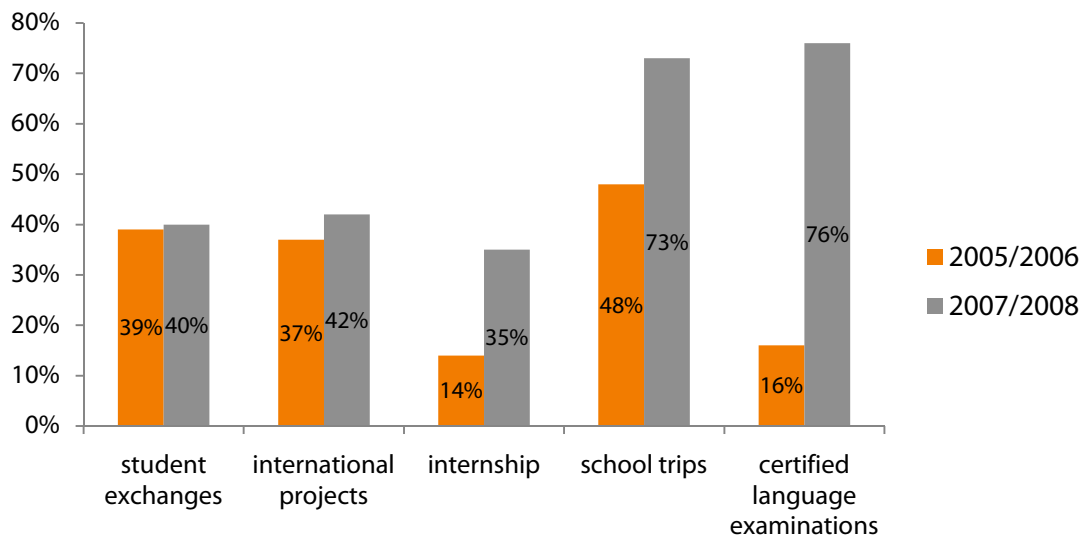


47% of fully qualified English teachers participated in professional development. Almost one fifth of all English teachers in secondary schools participated in training courses designed to improve work with students with SEN in 2007/2008. As regards the group of university educated teachers qualified for teaching a certain language, 38% of English teachers attended courses aimed at students with SEN. Observations carried out in 2007/2008 showed that 41% of English teachers had some experience from an English-speaking country, 31% teachers participated in short-term studies in an English-speaking country. 23% were involved in EU projects focusing on English, and 18% participated in a visiting fellowship related to the English language.

As regards the German language, unqualified teachers only very rarely used an opportunity to further improve their knowledge of German in 2007 /2008. They neither attended *MEJA* nor *the Gate to Languages* courses. In the school year 2007/2008 58% of qualified German teachers participated in further education aimed at enhancing their knowledge of the German language. In total 29% of all German teachers in secondary schools in 2007/2008 participated in further education courses aimed at work with students with SEN. Findings also showed that more than 58% of German teachers gained some experience in a German speaking country, 52% of German teachers participated in short-term studies in a German speaking country, 27% were involved in EU projects implemented in the German language and one quarter of German teachers participated in visiting fellowships focusing on the German language.

The findings collected from observations carried out in 2005/2006 showed that students of secondary general schools most often participated in motivating activities organised by schools beyond their curricula. 43% of SSs cooperated with schools abroad and 37% of schools were involved in international projects. Students of 14% SSs participated in work placements and short term attachments abroad.

**Diagram 8: Motivating activities implemented in the monitored secondary schools during 2005-2008**



198 students received certified diplomas as their knowledge was very good. Despite the variety of activities one fifth of secondary schools did not offer any activity enabling their students to use their language skills in authentic situations. In the school year 2007/2008 inspections found that more than 13% of SSs excellently developed up-to-date methods of teaching for the development of key competences of students. It is positive that more than 23% of SSs in 2007/2008 were favourably evaluated with regard to the provision of