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ZADÁNÍ DIPLOMOVÉ PRÁCE

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Zásady pro vypracování

Diplomantka se ve své práci bude zabývat problematikou ověřování výstupů středního vzdělávání v anglickém jazyce, a to z pohledu přípravy studentů. V teoretické části nejprve představí obecný cíl cizojazyčné výuky, komunikační kompetenci, a následně bude diskutovat, jak je tento cíl konkretizován pro střední vzdělávání, specificky pro gymnázia. Po úvodu do problematiky testování cizího jazyka se diplomantka zaměří na testy tzv. *proficiency*, které ověřují dosažení určité, předem definované úrovně komunikační kompetence. Představí koncepci maturitní zkoušky v České republice s akcentem na zkoušku z anglického jazyka, model státní maturitní zkoušky pro aktuální školní rok a výběr ze schválených mezinárodních zkoušek z anglického jazyka, které mohou profilovou část maturitní zkoušky nahradit. Závěrečná kapitola teoretické části bude zaměřena na kontexty učení se anglickému jazyku (formální, neformální, informální) z hlediska studenta střední školy.

V rámci empirické části diplomantka realizuje dotazníkové šetření na vybraném gymnáziu s cílem zjistit, pro jakou zkoušku z angličtiny se rozhodují a jak se na ni připravují.

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ANNOTATION

This diploma thesis deals with students of upper secondary general education and their preparation for standardised tests in English. The first chapter of the theoretical part introduces formal education through the aims of foreign language teaching. The focus is on the aims of teaching, communicative competence, classification of education in the Czech Republic, and teaching English in upper secondary general schools. The second chapter deals with the verification of English language learning outcomes through various types of tests, with an emphasis on the proficiency test, the State English Maturita exam and selected standardised tests replacing the School English Maturita exam. The third chapter deals with non-formal and informal contexts of foreign language learning of Czech students in the upper secondary general schools. The practical part of the diploma thesis is based on quantitative research using the technique of a questionnaire. The research aim is to find out what type of standardised test the students of the selected upper secondary general school choose and how they prepare for it.

KEYWORDS

standardised test, Cambridge Assessment English, International English Language Testing System, Test of English as a Foreign Language, formal education, non-formal education, informal education, preparation, students.

NÁZEV

Příprava studentů na standardizované testy z anglického jazyka

ANOTACE

Tato diplomová práce se zabývá přípravou studentů gymnázia na standardizovaný test z anglického jazyka. První kapitola teoretické části popisuje formální vzdělávání skrze cíle učení se cizího jazyka. Důraz je kladen na cíle výuky, komunikační kompetenci, klasifikaci vzdělávání v České republice se zaměřením na střední školy, konkrétně gymnázia. Druhá kapitola se zabývá ověřováním výsledků vzdělávání v anglickém jazyce skrze různé druhy testů se zaměřením na tzv. profiency test, státní maturitní zkoušku z anglického jazyka a vybrané druhy standardizovaných testů. Třetí kapitola se zaměřuje na neformální a informální kontexty učení se cizímu jazyku u studentů gymnázia. Praktická část je založena na kvantitativním výzkumu pomocí dotazníkového šetření. Cílem výzkumu je zjistit, pro jakou standardizovanou zkoušku se studenti rozhodují a jak se na ni připravují.

KLÍČOVÁ SLOVA

standardizovaný test, Cambridge Assessment English, International English Language Testing System, Test of English as a Foreign Language, formální vzdělávání, neformální vzdělávání, informální vzdělávání, příprava, studenti.

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LIST OF ABBREVIATIONS

CAE – Cambridge Advanced English

CEFR – Common European Framework of Reference for Languages

CERMAT – Center for Learning Outcomes

ESOL – English for Speakers of Other Languages

FCE – First Certificate in English

FEP EE – Framework Education Programme for Elementary Education

FEP SGE – Framework Education Programme for Secondary General Education

IELTS – International English Language Testing System

ISCED – International Standard Classification of Education

MEYS – Ministry of Education Youth and Sports

SEP – School Education Programme

TOEFL – Test of English as a Foreign Language

TOEFL iBT – Test of English as a Foreign Language Internet-Based Test

TOEFL iTP – Test of English as a Foreign Language Institutional Testing Programme

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INTRODUCTION

Various English language exam certifications are growing in popularity not only among students but also among the working public. The increase in the number of certified exams can be due to various educational and professional benefits for those who list them on their resumé. Currently, in the Czech educational context, certain certified exams can even be passed instead of the official final exam (Maturita). Therefore, this diploma thesis deals with students' preparation for standardised tests in English with the main focus on finding what type of standardised test the students choose and how they prepare for it.

The reason why I chose to write my thesis about student's preparation for English certified exam is that I myself, as a student of English, took three higher-level certified exams during my studies at an upper-secondary school and later at university. When I was studying for these exams, I found that I prepared for particular parts and tasks of the exam differently – paying more attention to certain parts than others. I also used different ways of preparation, not relying solely on formal education at school, but informal as well. It was interesting to compare my experience and motivation to that of other students, the respondents of my questionnaire. Moreover, as an English tutor, I might prepare students for international exams in future, and the thesis offers insight into what motivates students to take these exams as well as the types of preparation which students find most engaging. In my experience, the most efficient and successful ways of learning a language are those that are engaging for the students.

While there is available data on how many students pass international exams as opposed to the School English Maturita exam, it is also important to focus on the reasons why students decide to take them or, on the other hand, prefer not to take them. Another important factor that needs to be considered is how useful and efficient formal education is in terms of exam preparation from the perspective of the students. The thesis provides relevant information in regard to these issues which might serve as a starting point to a further discussion of how to formally prepare students for certified exams in efficient ways.

The diploma thesis is divided into a theoretical and a practical part. The first chapter of the theoretical part deals with the aims of foreign language teaching, focusing on the aims of teaching in formal education and the communicative competence as the aim of the language learning process. Subsequently, upper secondary general education in the Czech Republic is described, particularly teaching English at upper secondary general schools and the Framework Education Programme.

The second chapter of the theoretical part is quite an extensive chapter that deals with the verification of English language exams. Firstly, the chapter describes the types of tests with an emphasis on the proficiency test. Then, it moves on to the State English Maturita exam through which the students verify their English language learning outcomes. Then, the selected standardised tests from three organisations – Cambridge Assessment English, International English Language Testing System and Test of English as a Foreign Language – are described.

The last chapter of the theoretical part contains non-formal and informal contexts of foreign language learning of students in upper secondary education.

The practical part of the diploma thesis is dedicated to the questionnaire which aims to find out what type of standardised test the students of the selected grammar school choose and how they prepare for it. The empirical part consists of three main chapters. The first chapter describes the research design, i.e., the description of the selected grammar school, research aim, and methodology. It is followed by an analysis and interpretation of the collected data and lastly, there is a summary of the research outcomes.

THEORETICAL PART

1 THE AIMS OF FOREIGN LANGUAGE TEACHING

The first part of this chapter analyses the aims of foreign language teaching with an emphasis on language, educational and pedagogical aims. The following subchapter describes communicative competencies in relation to upper secondary education. The last subchapter deals with the classification of education and curricular documents in the Czech Republic, particularly upper secondary education, which is the focus of the research part of the thesis. It is necessary to point out that the first chapter deals with formal education as the context of foreign language learning. Non-formal and informal education is described in greater detail in Chapter 3.

The educational process is a complex phenomenon, which is determined by various factors such as the learner, the teacher, the curriculum, the aim of teaching or teaching aids and organizational forms of teaching. These components are interrelated and all play a part in the dynamics of the teaching process. The aims are the most important factor as far as teaching is concerned. Skalková (2007, 20) explains that aims are closely connected with the culture of a specific society. At the same time, Skalková (2007, 120) confirms that when specifying the general aims, attention must be paid to the content of the curriculum as well as the development of the pupil's personality. According to Choděra (2013, 74–75), the types of foreign language teaching aims are: language aim, educational aim and pedagogical aim.

1.1 The Aims of Teaching

The aims of teaching belong to the most basic pedagogical categories. (Hendrich 1988, 85) Pasch et al. (1998, 44) explain that the aims of teaching are “the educational intensions that the educational system chooses as fundamental reference points in the preparation and planning of teaching.” Moreover, Hendrich (1988, 87) states that the aim of teaching must respect the needs and interests of the society, but also pedagogical-organizational and material conditions. According to Zormanová (2014, 54), teaching aims are affected by the living conditions of society and, at the same time, include the knowledge and understanding of a particular topic and the values and attitudes related to it, productive activity, and practical skills. In the past, there were many didactic approaches that discussed teaching aims differently. For instance, Beneš (1970, 7) focused on practical aims that teach the language from the point of practical skills; and educational-formative aims for personality formation through language. For Rivers (1981, 9), the purpose of teaching a foreign language is to develop an intellectual, deepen

cultural knowledge, the ability to read comprehensively and communicate with foreign language speakers. Hendrich (1988, 86) classifies teaching aims into the following types: language aim (also called communicative aim), educational aim (informative aim), and pedagogical aim (formative aim).¹

1.1.1 The Language Aim

The language aim of foreign language teaching is the acquisition of a foreign language to serve as an instrument of communication (Hendrich 1988, 89). It develops communication skills and the ability to put them to practice. The result is the acquisition of communicative competency by the learner and the ability to deal with practical situations in a foreign language. (Choděra 2013, 74–75) Hendrich (1988, 89) states that the realization of the language aim presupposes the acquisition of four main complex speech skills: listening, speaking, reading comprehension and writing. He explains that the language aim varies according to the pupils' needs and for that reason, it is necessary to provide a reliable basis for the development of the pupils' communicative skills in accordance with their future needs. (Hendrich 1988, 90)

1.1.2 The Educational Aim

The educational aim is the “internalization of knowledge about extra-linguistic facts related to knowledge.” It includes, for instance, the knowledge of realia, cultural specificities of a given country or the differences between the mother tongue and the target language. (Choděra 2013, 75) Moreover, Hendrich (1988, 93) states that comparing foreign language phenomena with those of the pupil's mother tongue leads to a deeper understanding of the structure of the foreign language but also of the structure of his or her own mother tongue. Learning about realia provides pupils with the knowledge of the political, economic and social conditions of the country whose language they are learning. Thanks to this knowledge, the pupils can compare the situation in a foreign country with their own country, which broadens their cultural and political horizons. (Hendrich 1988, 94)

1.1.3 The Pedagogical Aim

The pedagogical aim focuses on the pupils' development of “personality traits, character, beliefs, and moral-volitional qualities.” Its role is also to establish a positive relationship to the foreign language and culture. (Choděra 2013, 75) Furthermore, Hendrich (1988, 95) explains

¹ It is necessary to point out that the term ‘communicative competence’ did not exist for Beneš or even for Hendrich, so they did not reflect it in their works.

that the pedagogical aim also develops reasoning, scientific worldview, or even aesthetic sensibility.

1.2 Communicative Competence

This subchapter deals with the communication competence which is broadly accepted as the aim of the language learning process. For the purpose of the thesis, the model of communicative competence used in the Common European Framework of Reference for Languages (CEFR) (Council of Europe 2003) is chosen to define the individual components of the communicative language competence.

According to Tarvin (2015, 2), the communicative competence is defined as the ability to communicate in a way that is appropriate for the specific culture while being able to make meaning and accomplish social communication and tasks through extended interactions that are fluent and efficient. Dell Hymes defined the term communicative competence in contrast with Chomsky's theory which distinguishes between 'competence' as the speaker's knowledge of his or her language and 'performance' as the actual realization of the language in specific situations (Brown 2000, 30). Hymes does not agree with this distinction and explains that linguistic theory needs to be seen as more general with the emphasis on the incorporation of communication and culture. Hymes's theory of communicative competency describes "what a speaker needs to know in order to be communicatively competent in a speech community." (Richards and Rodgers 2014, 87–88) There are several other models of communicative competence formulated by various other researchers including Halliday (1975); Widdowson (1978); Canale and Swain (1980); Cummins (1980), or Council of Europe (2003). (Brown 2000, 246; Richards and Rodgers 2014, 88-89)

The Model of Communicative Language Competence

The model of communicative language competence defined by the Council of Europe (2003, 13) consists of several components: linguistic, sociolinguistic and pragmatic. Each of these three components comprises knowledge, skills, and the use of language.

Linguistic competencies consist of six further competencies: "lexical, grammatical, semantic, phonological, orthographic and orthoepic" (Council of Europe 2003, 109). The first lexical competence is the ability to use items of vocabulary such as fixed expressions and single word forms (Council of Europe 2003, 110–111). The grammatical competence is the ability and knowledge to use "the grammatical resources of a language." It is seen as a set of principles

that the learner is able to understand and express using well-formed phrases in meaningful sentences. (Council of Europe 2003, 112–113) Semantic competence focuses on “the learner’s awareness and control of the organisation of the meaning.” It consists of lexical, grammatical, and pragmatic semantics. (Council of Europe 2003, 115–116) The phonological competence deals with the knowledge and skills in perception and production, for instance, phonemes, allophones, the phonetic features distinguishing phonemes, the phonetic composition of words, sentence phonetics, and phonetic reduction (Council of Europe 2003, 116–117). The orthographic competence focuses on pronunciation, reading, and spelling. It includes, for instance, the knowledge of spelling conventions and intonation, the ability to resolve ambiguity, etc. (Council of Europe 2003, 117–118)

Sociolinguistic competences deal with the knowledge and skills that are required when dealing with the “social dimension of language use” (Council of Europe 2003, 118). Furthermore, they affect communication between two participants from different cultures (Council of Europe 2003, 113). The sociolinguistic competence consists of five components. The first one, “linguistic markers of social relations,” involves the use and choice of greetings, address forms, expletives, and conventions for turn-taking (Council of Europe 2003, 119). “Politeness conventions” concern the use of positive and negative politeness and the appropriate usage of ‘please’ or ‘thank you.’ Another component is “expressions of folk wisdom” dealing with proverbs, idioms, etc. The component “register differences” focuses on varieties of language, for instance, frozen, formal, informal language, etc. The last component is “dialect and accent” which focuses on the recognition of social classes, national origin, ethnicity, etc. (Council of Europe 2003, 119–121)

Pragmatic competences concern “the learner’s knowledge of principles according to which messages are organised, structured, used to perform communicative functions and sequenced according to interactional and transactional schemata.” Pragmatic competences consist of “discourse, functional and design competence.” Discourse competence is the learner’s ability to produce coherent sentences. (Council of Europe 2003, 123) Functional competence deals with the usage of spoken discourse and written text for particular reasons and purposes. Furthermore, the participants are motivated to interact in order to move the communication further. (Council of Europe 2003, 125)

To be a proficient user of the language, the linguistic, sociolinguistic and pragmatic competence should be practised because they create the complexity of the communicative competence.

1.3 Classification of Education in the Czech Republic

The provision of education in the Czech Republic is governed by the basic principles contained in the Charter of Fundamental Rights and Freedoms and is free of charge (1992). Czech education is divided into four levels: preschool, primary, secondary and tertiary education. Each level is further divided. (Zormanová 2014, 73–74) The levels of education correspond to the categorization of the international classification of education, ISCED (International Standard Classification of Education), which is issued by UNESCO. There are 9 levels of education ranging from 0 to 8. (OECD 2011)²

For the purpose of this thesis, only upper secondary general schools are described, since the practical part of the thesis focuses on students attending this type of school.

1.3.1 ISCED 3 Upper Secondary Education

According to the European Commission (European Commission 2021), upper secondary education includes three types of schools: upper secondary general school, upper secondary technical school, upper secondary vocational school.

Upper Secondary General School

According to the National Programme for the Development of Education, also called White Paper (MEYS 2001), upper secondary general education is a preparation for further study in tertiary education such as universities, but also “offer[s] content and subjects that are useful for working life and for some occupations.” Therefore, the curriculum includes broad general education elements with selected specialized elements. (MEYS 2001, 56) It conforms to the

2

- ISCED 0 = Early childhood education: infant schools, kindergartens, day care centres
- ISCED 1 = Primary education: from 1st class to 5th class at primary schools
- ISCED 2 = Lower secondary education: 6th class to 9th class at primary schools
- ISCED 3 = Upper secondary education: high schools, conservatories
- ISCED 4 = Post-secondary non-tertiary education: extension study, abbreviated study for obtaining education with an apprenticeship certificate or school leaving examination
- ISCED 5 = Short-cycle tertiary education: higher professional education
- ISCED 6 = Bachelor’s or equivalent level: bachelor’s degree at university
- ISCED 7 = Master or equivalent level: master’s degree at university
- ISCED 8 = Doctoral or equivalent level: doctoral studies at university (Czech Statistical Office 2016)

Framework Education Programme for Secondary General Education that is further described in Chapter 1.4.1.

1.4 Teaching English in Upper Secondary General Schools in the Czech Republic

The Framework Education Programme for Secondary General Education (FEP SGE) issued by MEYS in 2021 focuses on the concretization of state requirements by defining the basic framework in the form of the aims, context, and expected outcomes in the field of secondary general education in the Czech Republic. For the purpose of the thesis, the main focus is on the expected outcomes of foreign language learning, in this case, English. As the School Education Programme (SEP) is based on FEP SGE, the focus is also on the expected outcomes of foreign language learning in SEP of an upper secondary general school, where the practical part of this thesis was conducted. It is further described in Chapter 4.1.2.

1.4.1 Framework Education Programme for Secondary General Education

FEP SGE is designed for four-year grammar schools and the upper stage of six-year and eight-year grammar schools. The term ‘grammar school’ will be used in the thesis as synonymous with upper secondary general education.

To start with, it is necessary to point out that FEP SGE is for four-year grammar schools and for the upper stage of six-year and eight-year grammar schools. Therefore, the lower stage of six-year and eight-year grammar schools use the Framework Education Programme for Elementary Education (FEP EE) (FEP SGE 2007, 7). However, FEP EE is more frequently modified, and for that reason, elementary schools use FEP EE that was written in 2005 and modified in 2017. Moreover, in 2021 the FEP EE from 2017 had a revision to meet the needs and dynamics of living in the 21st century. The new FEP EE focuses on informatics and the development of pupils’ digital literacy as a key competence. (FEP EE 2021, 8) However, it is necessary to point out that this revision is not in FEP SGE.

According to FEP SGE, education at this level should “provide the pupils with key competencies and general overview on the level of a person who has finished secondary education.” Grammar schools prepare the pupils for university and other tertiary education, but also for professional specialisation and civic life. (FEP SGE, 2007, 8) They offer the pupils a “demanding and motivating study environment” with opportunities to acquire key competencies. Grammar schools do not aim to teach pupils the greatest possible amount of knowledge, data, and facts, but to provide them with the knowledge, skills, attitudes, and values useful in their personal, civic and professional life. Moreover, grammar schools aim to help

pupils to “incorporate information into a meaningful context of everyday practice” and be able to develop their knowledge, skills and to think creatively throughout their lives. (FEP SGE 2007, 8)

The aims of education at four-year grammar schools and the upper stage of six-year and eight-year grammar schools are:

- to provide pupils with key competencies on the level that FEP SGE requires;
 - to provide pupils with a wide knowledge base that FEP SGE requires;
 - to prepare the pupils for their lifelong learning, professional, personal, and civic lives.
- (FEP SGE 2007, 8)

Key Competencies

Key competencies are “a set of knowledge, skills, abilities, attitudes, and values” that play an important role in the pupil’s personal development. (FEP SGE 2007, 8–9) They improve the pupils’ active participation in the society and play a role in their future success in life. It is necessary to point out that not every pupil is able to reach all the key competencies at the same level as it depends on individual abilities. The pupil’s personal progress should be assessed by the teacher. Also, grammar schools define the teachers’ methods and procedures to achieve the development of key competencies in the School Education Programme (SEP).

According to FEP SGE (FEP SGE 2007, 9) the key competencies of four-year grammar schools and the upper stage of six-year and eight-year grammar schools are:

- learning competency;
- problem solving competency;
- communication competency;
- social and personal competency;
- civic competency;
- entrepreneurial competency.

FEP SGE (FEP SGE 2007, 11–12) is divided into eight educational areas. However, for the purpose of this thesis, only the area of ‘Language and Language Communication’ with an emphasis on ‘Foreign Language’ is further discussed. Each educational area is further divided into characteristics, objectives and the content of the educational area. The thesis focuses on the expected outcomes defining “which levels of subject matter the students should achieve by

the end of their grammar school education.” Therefore, the formulated expected outcomes in the FEP SGE are interconnected with the creation of individual SEP. (FEP SGE 2007, 11–12)

Language and Language Communication – Foreign Language

Within the educational area of ‘Language and Language Communication’ with an emphasis on ‘Foreign Language,’ the pupils improve their use of language as a tool for communication. Moreover, the pupils also acquire the “principles of its usage in various communication situations,” for instance, in spoken or written communication. The pupils develop their knowledge of linguistics and stylistics as well as the communication competency. All developments are under the teacher’s guidance and encouragement that helps pupils to actively participate in communication. FEP SGE builds on the knowledge, skills and competencies that the pupils acquired during their elementary education, particularly “linguistics, sociolinguistics and pragmatic knowledge.” (FEP SGE 2007, 12) FEP SGE starts with the A2 level and aims at attaining the B2 level (FEP SGE 2007, 13). All the educational content, expected outcomes and subject matter such as language means and functions, communicative function of the language and textual types, thematic areas and communication situations, and realia from FEP SGE are available in Appendix 1, Figures 26–32 (FEP SGE 2007, 16–19). FEP SGE (FEP SGE 2007, 19) concludes that by attaining the B2 level, the pupils demonstrate a wide knowledge of vocabulary, as well as the ability to express their opinions without reducing the content of communication. The pupils are able to use complex sentences with minor mistakes which do not hinder understanding and can express themselves clearly and politely with regard to the corresponding register. (FEP SGE 2007, 19)

2 VERIFICATION OF ENGLISH LANGUAGE LEARNING OUTCOMES

As the thesis focuses on the verification of secondary education outcomes, the chapter describes the types of tests with an emphasis on proficiency tests. The following chapter deals with the Czech Maturita Exam with, specifically the English language part. The last part of the chapter focuses on selected international English exams which replace the English Maturita exam.

2.1 Types of Tests

Throughout the learning process, students might want or need to know their level and progress in the English language. There are many types of tests depending on their needs. Authors who focus on testing, test types, designing tests, etc., include Brown and Abeywickrama (2019), Harmer (2007, 2012), Hughes (2003), and McNamara (2000). According to McNamara (2000, 4), testing has changed dramatically and become less impositional. Nowadays, tests are conceived “not so much to catch people out on what they do not know, but as a more neutral assessment of what they do” (McNamara 2000, 4). The thesis provides a description of a number of selected types of tests. The first described test that students can take is the placement test, which is given to the students who have studied the language before and whose purpose is to “find out what students know, but also what they do not know.” Thanks to the placement test, the students find out their language level and can be placed into an appropriate language group. (Harmer 2007, 166; Harmer 2012, 194) Another type is the achievement test whose content must correspond to what has been taught in a particular course. Its purpose is to find out how successful the students have been in achieving objectives. There are two types of the achievement test – the progress achievement test that measures the progress that students are making during the course and the final achievement test focusing on the students’ knowledge at the end of the course. (Hughes 2003, 12–13) Another type of test is the diagnostic test. According to Hughes (2003, 15), its purpose is to identify the learner’s strengths and weaknesses. Diagnostic tests focus on students’ needs and “elicit information on what students need to work on in the future.” (Brown and Abeywickrama 2019, 10) The thesis mainly focuses on the proficiency test, which is described in greater detail in Chapter 2.1.1.

It is necessary to point out that a useful test should contain desirable qualities, such as validity, reliability, practicality, and beneficial backwash (Hughes 2003, xi). According to Hughes (2003, 26), the test is valid “if it measures accurately what it is intended to measure.” A valid test contains a proper sample of the language skills, structures, etc. that have been taught in the

language course (Hughes 2003, 26). Moreover, validity also means that if the teacher wants to measure writing skills, the test should not contain a large amount of reading, but the focus should be primarily on writing skills (Harmer 2012, 195).

According to Brown and Abeywickrama (2019, 29), the test is reliable if it is “consistent and dependable.” A reliable test shows similar results even though the test is given to matched students at a different time (Hughes 2003, 36). Moreover, the test should have inter-rater and intra-rater reliability. Intra-rater reliability means that one examiner gives the same scores repeatedly on the same performances. Inter-rater reliability is “the agreement between the scores produced by different raters scoring the same responses.” (Livingston 2018, 15)

The author of the test should keep in mind its practicality. The test should not take too long to complete but also to mark. It is also necessary to think of “the physical constraints of the test situation.” For instance, in the speaking part, there should sit not only the examiner but also the interlocutor. (Harmer 2007, 167)

The backwash effect is defined by Hughes (2003, 1) as “the effect of testing on teaching and learning,” which can be “harmful or beneficial.” The backwash effect is seen when the teachers teach only for the test, its content, and testing techniques rather than to practice language skills (Harmer 2007, 167; Hughes 2003, 1). However, Brown and Abeywickrama (2019, 40) claim that standardised tests can have a positive and negative backwash effect. The negative side of backwash is that students “focus on simply gaining an acceptable score rather than improving language abilities.” However, the positive side is that the students can improve their competencies in certain language-related tasks (Brown and Abeywickrama 2019, 40). A beneficial backwash in a test positively influences what and how the learners learn, but also the teachers and their teaching methods. Beneficial washback gives feedback for future development and not just a single letter grade or numerical score. It also gives the learners a chance to prepare for the test and to show their “peak performance” during the test. (Brown and Abeywickrama 2019, 40)

2.1.1 Proficiency Test

According to Hughes (2003, 11), proficiency tests “measure people’s ability in a language.” Moreover, McNamara (2000, 7) and Harmer (2012, 195) add that a proficiency test measures the student’s ability at a particular time and “look to the future situation of language use without necessarily any reference to the previous process of teaching” as it is common, for instance, in achievement tests. The test content is based on specific criteria that students need to fulfil. The

student is ‘proficient’ in a language when he/she can use the language sufficiently for a particular purpose. (Hughes 2003, 11) Brown and Abeywickrama (2019, 12) point out that the proficiency test is summative and norm-referenced and so the student’s performance is measured against a norm with score and percentile, so there is no possibility of providing diagnostic feedback. The examples of the most known proficiency tests are British Cambridge English for Speakers of Other Languages (ESOL), International English Language Testing System (IELTS) and American Test of English as a Foreign Language (TOEFL), whose function is “to show whether candidates have reached a certain standard with respect to a set of specified abilities.” (Hughes 2003, 12)

2.2 State English Maturita Exam

This subchapter shortly deals with the concept of the Czech school leaving exam called Maturita, which the pupils of upper secondary education take as their final exam, the main emphasis being on its English part. The focus is on didactics tests, written and oral. It is necessary to point out that due to the COVID-19 pandemic, Maturita was modified for pupils who took the exam in 2020 and 2021. The State English Maturita exam and its structure for the school year 2021/2022 was monitored until 31st January 2022. However, it is likely to change due to the COVID-19 pandemic situation. The thesis does not deal with any such potential future changes.

2.2.1 State English Maturita Exam – Didactic Test

The didactic test consists of two parts, namely listening, and reading and language competence. The level is B1 according to CEFR. (Maturita z angličtiny 2021a) The structure remained the same in 2020 and 2021 when the schools were closed due to the COVID pandemic and students had fewer opportunities to practice the tests with the teacher. The only change is that until 2020, the students had 100 minutes for the test. More precisely, they had 40 minutes for the listening part and 60 minutes for the reading part. However, as of 2021 they have 110 minutes, 40 minutes for listening and 70 minutes for reading. (Maturita z angličtiny 2021a)

The didactic test contains 64 tasks. The student can receive up to 95 points and the limit of success is 44%, that is 42 points. Each task has only one correct answer and for no answer or incorrect answer, no negative points are awarded. The student must write his/her answers into an answersheet. (Cermat 2021, 1) The listening part has four parts. The first part consists of short recordings that describe given pictures. The students have a multiple choice (A, B, C, or D) to choose the correct picture. For each correct answer, the student can receive 2 points.

(Cermat 2021, 2–3) The second part is a dialogue and the student has to choose if the given 8 sentences are true or false according to the recording. For each correct sentence, the student receives 1 point. (Cermat 2021, 4) The third part is a long recording focusing on a particular topic. The student has to answer 8 questions with up to three words. The student can receive 2 points for each correct answer. (Cermat 2021, 5) The last listening part are four short recordings. Each recording has one question with a multiple choice (A, B, C, or D). Each question has only one correct answer. The student can receive 2 points for each correct answer. (Cermat 2021, 6) All recordings are played twice (Maturita z angličtiny 2019). The reading part consists of four parts. The first part includes five short texts, each of which includes a question with a multiple choice (A, B, C, or D). Each question has only one correct option and the student can get 2 points for each correct answer. (Cermat 2021, 8–9) The second part is an extensive text on a given topic and the student has to mark 10 sentences true or false. Each correct answer is worth one point (Cermat 2021, 10–11). The third part is an extensive text on a particular topic with 5 questions. However, each question contains a multiple choice (A, B, C, or D). In each question, only one answer is correct and the student can receive 2 points for each correct answer. (Cermat 2021, 12–13) The last part of reading is multiple matching. The student has to read 8 short paragraphs on a given topic and correctly match them to 5 people. Each correct answer is worth 2 points. (Cermat 2021, 14–15) Language competence has only one part in the state didactic test. The student has to read an extensive text, in which 15 words are missing. The words are given in a multiple choice (A, B, C, or D). In each choice, only one answer is correct. The student can receive 1 point for each correct answer. (Cermat 2021, 16–17)

2.2.2 State English Maturita Exam – Writing Part

The written part of the state Maturita exam is at the B1 level according to CEFR. However, in 2020 and 2021, the writing part was cancelled due to the COVID-19 pandemic and lockdown. (Maturita z angličtiny 2021b) Each text has a precise assignment. The text should be at least 200 words long. Depending on the assignment, the student writes one task with 200 words or two tasks, in which one task is 120–150 words long and the second task is 60–70 words long. The student should be familiar with the text type, such as a letter to a friend, a formal letter, a notice, an article, a narration, an e-mail, a description, etc., and its characteristics. The student should also be familiar with the corresponding style and use an appropriate degree of formality. (Maturita z angličtiny 2021b)

2.2.3 State English Maturita Exam – Speaking Part

Until 2022, the State Maturita exam in English and its speaking part was prepared by CERMAT and it had several parts, such as a short introduction of yourself, open questions, description and picture comparison, Maturita question and discussion. The speaking part lasted 15 minutes and the students had 20 minutes for preparation. (So good languages 2018) However, as of 2022 the speaking part is created by individual secondary schools, so the structure can be different than in previous years. However, the school should introduce the format to students, who should be familiar with it. The timing remains the same as in previous years. Furthermore, the students can use a dictionary, teaching materials, such as pictures, maps, excerpts of texts. (Maturita z angličtiny 2021c)

2.3 Standardised Tests replacing the School English Maturita Exam

As the practical part of the thesis also focuses on which standardised tests the pupils take, this subchapter describes the most common types and their structures. In recent years, MEYS recognizes standardized language certificates as a replacement for the profile part of the Maturita exam. There are six levels according to CEFR: A1, A2, B1, B2, C1, and C2, A1 referring to the beginner level and C2 to mastery of a particular language (Council of Europe 2003, 23). This chapter is based on school years 2020/2021 and 2021/2022 for which the Center for Learning Outcomes (CERMAT) provides information on their website. For the school year 2020/2021, MEYS (2020, 1) issued that language exams demonstrating language skills on a B1 level or higher would be recognized. According to this regulation, the pupils would not be restricted from taking a B1 level exam even if the level attained in their language classes was B2. However, the headmaster of the school was able to issue such a restriction. As of 2021/2022, MEYS (2021a, 1) issued that the minimal level of the standardised test must be based on the school's Framework Educational Programme. In the case of upper secondary general education, this would mean that the lowest level would be B2 for the first language and B1 for the second. However, for vocational schools with Maturita, the lowest level is B1. Moreover, MEYS (2021a, 1-3) adds new types of standardised tests that can replace the language exam in the Maturita exam. Furthermore, the pupils can replace one obligatory foreign language Maturita exam, as well as one optional foreign language Maturita exam (Center for Learning Outcomes 2021). A list of standardised tests that can replace the English Maturita exam are available in Appendix 2, Figures 33–36.

In the following subchapters, three types of standardised tests are described: Cambridge Assessment English, IELTS, and TOEFL, which receive the widest recognition by the students.

There is also an extensive variety of textbooks, exercises books and language courses which specialise in these standardised tests.

2.3.1 Cambridge Assessment English

Since the pupils of upper secondary general education have to take a B2 level exam or higher, this subchapter deals with this level of standardised tests offered by Cambridge Assessment English. The focus is on Cambridge B2 First, previously known as the First Certificate in English (FCE), and Cambridge C1 Advanced, known as Cambridge Advanced English (CAE).

Cambridge Assessment English is a department of the University of Cambridge, which offers qualifications and tests for learners and teachers of English. Cambridge Assessment English also offers “comprehensive preparation, support materials and resources for learning and teaching English.” The qualifications and tests can be done in over 130 countries and 2,800 examination centers. (Cambridge Assessment English 2021a) To understand how the test makers and assessors mark tests, the Cambridge Assessment English published the book *Principles of Good Practise* (Cambridge Assessment English 2021b). The book is available online and it is briefly described in this thesis. It mainly deals with validity, reliability, practicality, and quality. The book points out that the tests are fair and do not give any group of candidates an advantage over other groups (Cambridge English Language Assessment 2016, 7). It states that, the test makers create the tests to be understandable and give the candidates clear, accurate descriptions of given tasks (Cambridge English Language Assessment 2016, 10). Furthermore, Cambridge English Language Assessment (2016, 13) explains that they obtained certification ISO 9001 proving their quality and accountability that helps candidates to rely on their assessment systems. The test makers cooperate with the Association of Language Testers in Europe (ALTE) to maintain validity of their tests. ALTE focuses on the improvement of standards and coherence in language qualifications.

Also, to ensure validity, the test makers focus on the usefulness and purpose of the tests. They give reasons and evidence to support each claim. (Cambridge English Language Assessment 2016, 20–21) Test makers deal with reliability. For that purpose, the reading, listening, and use of English are objectively scored tests, i.e., they are not subjectively assessed. The assessor only receives answer keys with all the correct answers. Furthermore, the answers are marked by a person and not by a machine. (Cambridge English Language Assessment 2016, 26) For reliability in the writing part, the assessor has to fulfil minimal professional requirements that allow him/her to mark the texts. Furthermore, the assessors are monitored. To assess the

speaking part, the assessors have to go through a yearly training course and be familiar with the assessing scale. (Cambridge English Language Assessment 2016, 27–28) Practicality is also dealt with. For instance, the test makers discuss if the given time is sufficient or if the candidates should have more or less time. (Cambridge English Language Assessment 2016, 30).

First Certificate in English

The First Certificate in English (FCE), also known as B2 First, is intended for test-takers at an upper-intermediate level. FCE is “accepted by a wide range of educational institutions for study purposes” and can also be used as proof of an adequate language level of English for industrial, administrative or service-based employment. A successful completion of the test certifies that the test-taker has practical language skills in written and spoken discourse for everyday purposes (Cambridge Assessment English 2019, 3). FCE focuses on four key language skills, namely reading, writing, listening and speaking. It also aims at the candidate’s “understanding of the structure of the language.” All four parts are equal in the marking of the overall performance. FCE takes approximately three hours and thirty minutes and is marked using a scale of three grades. Grade A is the highest one with 180 to 190 points, for which the test-taker will receive a certificate stating that he or she demonstrated a C1 level of English. Grade B and Grade C show that the test-taker successfully passed and will receive a B2 level certificate. Those who receive 140 to 159 points will obtain a B1 level certificate. A score of fewer than 139 points means that the candidate will not receive any certificate. (Cambridge Assessment English 2019, 5)

– Reading and Use of English

Reading and Use of English takes one hour and fifteen minutes. It has seven parts with fifty-two questions in total. The candidate can receive up to seventy points. There is a different task type in each part: multiple-choice cloze, open cloze, word formation, key word formation, multiple choice, gapped text, and multiple matching. (Cambridge Assessment English 2019, 7) In multiple-choice cloze, each question includes four options only one of which is correct. In the open cloze part, there are gaps which must be filled in with a particular missing word. In word formation, there are gaps which must be filled in with a word that is formed from a stem word using a prefix or suffix. In key word formation, there are sentences that have to be rephrased using a given word. Multiple choice is a reading part, in which there are questions with four options and one correct answer. In the gapped text, the candidate must choose which sentences fit the gaps in a longer text. The last part, multiple matching, focuses on reading, in

which the test-taker reads a series of statements which have to be matched to the section of the text in which the information can be found. (Cambridge Assessment English 2021c)

– Writing

Writing has two parts and takes eighty minutes (Cambridge Assessment English 2019, 27). The first task is to write an essay based on the given prompts. In the second writing task, the test-taker chooses one out of three options, such as writing an article, a letter, a report, a review or a story. (Exam English 2019) The test-taker can receive up to forty points for writing, twenty for each part (Cambridge Assessment English 2019, 27).

The required length of the essay in the first part is 140 to 190 words and it must be discursive with grammatically correct English, neutral or formal in register. The test-taker is expected to agree or disagree with a statement, express opinions on the particular subject, compare and contrast ideas and opinions, provide examples and reasons and draw conclusions. (Cambridge Assessment English 2019, 27-28) The candidates are assessed according to four criteria: content, communicative achievement, organisation and language (Cambridge Assessment English 2021d).

In the second writing task, the candidate can choose the type of text he/she wants to write about. The text should be 140 to 190 words long and the candidate should read the instructions and questions carefully, because “every element in the question is essential for effective task achievement.” Also, the candidate should pay attention to the appropriate register. (Cambridge Assessment English 2019, 28)

In both writing parts, the test-taker must be able to adequately respond to questions based on general topics, such as health, sport, music, etc. (Cambridge Assessment English 2019, 28). The examiners assess four criteria: content, communicative achievement, organisation, and language. The examiner can give up to 5 points. However, the examiner gives a separate mark for each criterium, showing the “learner’s areas of strength and weakness in the four different areas of assessment.” (Cambridge Assessment English 2021b, 7) If the candidate gets 5 points, it shows that he/she answered the given task appropriately and, at the same time, in a logically coherent way with a wide range of vocabulary. If the student gets 1 to 2 points, it shows that the student's writing comprehension is at B1 level. (Cambridge Assessment English 2020, 7)

– Listening

The listening part has four tasks with thirty-five minutes of recordings and five minutes to transfer answers onto the answer sheet. The test taker can receive up to thirty points for thirty questions. There are four different task types: multiple choice, sentence completion, multiple matching and multiple choice. The candidate fills in the missing words or chooses the correct answer from the given options. The recordings feature a variety of voices and accents to represent the diversity that the candidate can encounter in the international English-speaking world. (Cambridge Assessment English 2019, 52)

The first task is a multiple-choice exercise in which the listener hears eight short monologues and has to identify the speakers' feelings, opinion, agreement between speakers, etc. Each recording is played twice. (Cambridge Assessment English 2019, 52–53)

Sentence completion is a task that takes up to four minutes. The listener has to fill in the missing information. The answers are up to three words long and do not need to be rephrased. The recording is played twice. (Cambridge Assessment English 2019, 52–53)

The third listening task is multiple matching in which the correct options must be chosen based on five short monologues. The recorded speakers comment on the same topic, such as travelling, and the test-taker has to choose what each speaker said. However, there are three extra options. The recording is played twice. (Cambridge Assessment English 2019, 52–53)

The last listening task is multiple choice, in which a four-minute dialogue is played. The candidate has seven questions with multiple choice answers which focus on opinions, attitudes, specific information, etc. (Cambridge Assessment English 2019, 52–53)

– Speaking

In the speaking part, there are two candidates and two examiners. Speaking has four parts and takes fourteen minutes. There are two examiners, the interlocutor and the assessor. While the interlocutor conducts the test, the assessor is there to focus on the candidate's performance and level of proficiency. If the number of test-takers is uneven, there are three test-takers instead of two during the examination, however, the format remains the same, only with longer timing. (Cambridge Assessment English 2019, 72). The speaking part consists of four different tasks: interview, long turn, collaborative tasks, and discussion. It is necessary to point out that "each part of the test focuses on a different type of interaction: between the interlocutor and each

candidate, between the two candidates, and among all three” (Cambridge Assessment English 2019, 72).

The first task is a two-minute interview that focuses on the test-taker’s ability to use social and interactional language and introduce himself/herself. The candidate is asked to talk about familiar topics such as work, leisure time, future plans, etc. In this task, the candidates do not talk to each other. (Cambridge Assessment English 2019, 72)

The second speaking task is a ‘long turn’ in which each candidate speaks for a minute about a topic based on a comparison of photographs and then comments on the other candidate’s topic. (Cambridge Assessment English 2019, 71–72)

The third speaking task is a conversation between the candidates who have to discuss an issue based on visual prompts. The focus is on the ability to exchange ideas, express and justify opinions, agree and disagree, suggest, speculate, evaluate, and negotiate to reach a decision. The test takers have up to four minutes for this task. They have to summarize their discussion in the end; however, they are not penalised for not reaching an agreement. (Cambridge Assessment English 2019, 71–72)

The last speaking task is a discussion on the topic related to the previous collaborative task (Cambridge Assessment English 2019, 72). Discussion is up to four minutes long and the aim is to express and justify candidates’ opinions, agree or disagree and speculate about the topic (Cambridge Assessment English 2019, 71). In this task, the interlocutor asks the candidates questions to test their ability to discuss issues in greater depth. (Cambridge Assessment English 2019, 72)

Certificate in Advanced English

Cambridge Certificate in Advanced English (CAE), currently known as C1 Advanced, is a C1 level qualification. It takes approximately four hours and contains four parts: reading and use of English, writing, listening and speaking. The candidate receives a C1 level certificate if he/she scores 180 to 199 points. If the candidate manages to score more than 200 points, he/she will receive a C2 level certificate. However, if the candidate scores 160 to 179 points, he/she will receive a B2 level certificate. Candidates who score fewer than 159 points will not receive a certificate. (Cambridge English Assessment 2021e)

As the test format is very similar to FCE, the thesis will only focus on the differences between these two tests. Most importantly, CAE is a higher-level test, so the test-takers are expected to

show greater language skills corresponding to the C1 level. Furthermore, according to Kenny and Newbrook (2014, 4), the questions are task-based and resemble real-life situations that the candidates might encounter.

- Reading and Use of English

Reading and use of English has eight parts in contrast to FCE which has seven parts, and it is fifteen minutes longer. The first four parts focus on the use of English with various task types, such as multiple-choice, open cloze, word formation and key word formation. The candidate should be familiar with various idioms and fixed phrases, and accurately use a variety of grammatical and lexical structures. The remaining four parts focus on reading skills. There are three longer reading texts with questions and one short reading focusing on understanding opinions across a variety of texts. Reading and use of English carries 40 percent of the final mark. (Kenny and Newbrook 2014, 4)

- Writing

Writing in CAE has two parts like FCE, but it is ten minutes longer. Each task should be 220 to 260 words long. The first task is an essay, while in the second task the candidate can choose to write a report, review, letter, email, or proposal and use the appropriate layout and register. Writing carries 20 percent of the final mark. Both writing tasks have the same criteria and points for marking. (O'Dell 2020, 8; Kenny and Newbrook 2014, 4)

- Listening

CAE listening has a similar format to FCE listening: multiple choice, sentence completion, multiple choice and multiple matching. It consists of four parts with thirty questions and takes forty minutes. The candidate should be able to listen for opinions, feelings, main points, etc. (O'Dell 2020, 9; Kenny and Newbrook 2014, 4–5)

- Speaking

Like FCE, CAE has four speaking parts and takes fifteen minutes. There are two examiners, one of whom does not take part in the discussion, only providing an assessment. There are two candidates, however, a group of three candidates can be put together if necessary. The speaking test format is similar to FCE: general conversation, 'long turn', collaborative task and discussion on topics related to the previous collaborative task. The candidate should be able to speak about himself/herself, describe photographs using comparison and speculation, discuss

with a partner, express and justify opinions and ideas at a C1 level. (O'Dell 2020, 9; Kenny and Newbrook 2014, 5)

2.3.2 International English Language Testing System

International English Language Testing System (IELTS) is an English language test focusing on listening, reading, writing, and speaking. The test is widely recognised by schools, employers, and governments, especially in English-speaking countries for those who want to study, work or live there. (IELTS 2021a) The test taker can choose from two types of the test: IELTS Academic and IELTS General Training. IELTS Academic measures the candidate's level of English and its suitability for academic environment. The IELTS General Training test is designed to evaluate proficiency in the everyday workplace and social context (IELTS 2021b). The difference between IELTS Academic and IELTS General Training is that in IELTS Academic the content of the reading and writing part is suitable for students of undergraduate or postgraduate studies. However, the listening and speaking part are the same in both types of tests. (IELTS 2019a, 3)

IELTS is graded on the scale of 0 to 9, nine being the highest grade. However, MEYS (2021a, 2) issued that the pupils of upper secondary general education have to score at least 5.5 for the certificate to be recognized. The scores from 5.5 to 6.5 show that a candidate is at a B2 level. The candidate within this range is referred to as a 'modest user' (5) or a 'competent user' (6). It means that he or she is able to use complex language with minor inaccuracy and grasp the overall meaning with occasional misunderstanding. If the candidate scores 7 or 8, the attained level is C1, and the candidate is a 'good user' (7) or a 'very good user' (8). He or she can handle complex language, understand reasoning and argumentation, with occasional misunderstanding in unfamiliar context. The highest C2 level corresponds to a score between 8.5 and 9. The candidate is an 'expert user' who shows a complete understanding of the language with accuracy and fluency. (IELTS 2021a)

As there is no official information published by IELTS markers on the reliability or validity of their tests, two articles were found and are discussed. The first article is written by Hashemi and Daneshfar (2018), the second one by Aljohani (2016). The writers focus on reliability, validity but also on authenticity. Concerning reliability, Hashemi and Daneshfar (2018, 46) point out that assessors have to go through comprehensive training and receive qualifications. Hashemi and Daneshfar (2018, 46–47) describe that in the reading part of ILETS, the test makers use 'Cronbach's alpha' that "highlights that the grades accomplish adequate levels of

reliability.” Moreover, Aljohani (2016, 212) considers the reading part reliable due to the clear instructions and no ambiguity that may lead to a misunderstanding. The listening part and its reliability are not discussed in either article. Regarding validity, according to Aljohami (2016, 212), the content of each part of IELTS is relevant to the test-taker and relies on empirical evidence. IELTS test is also authentic in that the topics are relevant and derived from real life. Furthermore, the test makers’ goal is for the language to be as natural as possible.

IELTS Academic and IELTS General Training

As the listening and speaking part are similar in both types of the tests, only the reading and writing part are described individually for each test type.

– Listening – IELTS Academic and IELTS General Training

The listening part takes forty minutes. Altogether, there are four parts with forty questions (IELTS 2021). The parts are divided according to difficulty, the fourth part being the most difficult. (IELTS Advantage 2021) The first part is a gap-filling of a dialogue. The second part is choosing the correct option (A, B, C, or D) and completing sentences with no more than two words. The recordings feature people talking about non-academic subjects. However, in the third part, the speaker is an academic person talking about an academic subject. In the last part, the candidate has to fill in one word into a table. The speaker is a lecturer speaking about academic subject matter for an extended period of time. It is necessary to point out that, unlike in FCE or CAE, each recording is played only once. (IELTS Advantage 2021, IELTS 2021c)

– Speaking – IELTS Academic and IELTS General Training

Speaking takes up to fourteen minutes and contains three parts. In contrast to FCE and CAE, there is only one examiner and one candidate. Therefore, the speaking part is recorded for subsequent marking. (IELTS 2019b, 5) In the first part, the test taker is asked to answer questions about general topics such as family or leisure time. In the second part, the candidate talks about a given topic and has one minute to prepare his/her talk in advance and write down notes. (IELTS 2019b, 5) The last part goes back to the previous topic and the examiner asks additional questions which give the candidate an opportunity to express ideas and opinions about abstract issues. (IELTS 2019b, 5)

– Writing – IELTS Academic

Writing in IELTS Academic consists of two tasks and takes sixty minutes. According to IELTS (2019, 3a), “topics are selected to be of general interest and suitable for test takers entering undergraduate or postgraduate studies or seeking professional registration.” The first text should be at least 150 words long. Its aim is to describe, summarise or explain given information in candidate’s own words. The second text should be at least 250 words long. The candidate writes an essay on a given topic, argument or problem. The candidate should pay attention to the form and style and the intended reader of the text. (IELTS 2019a, 3; IELTS 2019b, 5)

– Writing – IELTS General Training

Writing in IELTS General Training consists of two tasks based on topics of general interest and takes sixty minutes. The first task is to write a letter in the appropriate register and describe a situation or request some information. The letter should be at least 150 words long. (IELTS 2019a, 3) The second task is an essay which can be more personal than in the Academic writing task. The candidate writes an essay on a given topic, expressing “a point of view, argument or problem.” The essay should be at least 250 words long. (IELTS 2019b, 5)

– Reading – IELTS Academic

Reading in IELTS Academic includes three parts with forty questions that are a variety of types, such as multiple-choice, true/false/not given, matching information and headlines, matching sentence endings, short answer questions, etc. Each section includes one long text focusing on topics of general interest. Even though the texts are authentic material from books, journals, etc., they are “appropriate to, and accessible to, test takers entering undergraduate or postgraduate courses or seeking professional registration.” (IELTS 2019a, 4)

– Reading – IELTS General Training

The reading part in IELTS General Training also consists of three parts with forty questions, and takes sixty minutes altogether. (IELTS 2019a, 4) The question types, such as multiple-choice, true/false/ not given, etc. are similar to the IELTS Academic reading part (IELTS 2019a, 4). The first reading task includes two or three short factual texts that focus on everyday life. The second task primarily focuses on work-related issues such as applying for jobs, etc. The last reading task is a longer and more complex text focusing on a topic of general interest. (IELTS 2019a, 4)

2.3.3 Test of English as a Foreign Language

Test of English as a Foreign Language (TOEFL) offers various types of exams. However, MEYS (2021a, 2) acknowledges only TOEFL iBT, TOEFL iTP, and TOEFL Junior exams, in which the test-takers have to obtain a certain number of points. For the exact number of points, see Appendix 2, Figures 35 and 36. This subchapter briefly focuses on the structure of TOEFL exams. TOEFL test makers have not published any guidebook or a webpage discussing the validity or reliability of TOEFL tests. No article dealing with these topics was found. Only Wainer and Lukhele (1997) published a report focusing on reliability, which is however outdated due to a later change in format and therefore will not be discussed.

TOEFL iBT

Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) focuses on reading, writing, listening and speaking, in which the speaking part is recorded and sent to an external examiner for assessment. Moreover, the whole exam is administered online (Jazykové zkoušky 2011). The candidate can receive up to 30 points in each part, 120 points altogether. (ETS Global 2019) However, MEYS (2021a, 2) acknowledges certificates of pupils of upper secondary general education with a minimum of 72 points.

– Reading

TOEFL iBT takes three hours. The reading part has three sections with ten questions in each. The reading part takes approximately seventy minutes. The aim is to test the candidate's ability to understand university-level texts. (ETS 2019, 14) The question formats are multiple-choice, choose the correct answer or insert a sentence into the correct position (ETS 2019, 14).

– Listening

The listening part takes approximately sixty minutes and includes up to four recordings of lectures that are up to five minutes long. For each recording, the candidate has six questions. There are also up to three conversations that are up to three minutes long, with five questions per conversation. (ETS 2019, 20) The aim is to find out whether the candidate is able to understand academic lectures and conversations (ETS 2019, 14).

– Writing

The writing part, which takes fifty minutes, consists of integrated writing and independent writing. Integrated writing means that the task includes both a written text and a recording to

which the candidate has to respond in an essay form with a minimum of 150 words. (ETS 2019, 31) In independent writing, the candidate expresses his/her own opinion in an essay based on his/her own knowledge or experience. (ETS 2019, 31) Independent writing takes thirty minutes and it should be at least 300 words long (ETS 2019, 32).

– Speaking

The speaking part is done via computer. That means that the candidate's responses are recorded and sent to ETS for assessment (ETS 2019, 26). The speaking takes approximately seventeen minutes and there are four tasks. The first task is an independent task, and the other three are integrated tasks. The aim is to test the candidate's ability to speak English effectively in an academic setting or outside the classroom, that is, in situations that students might encounter in their everyday life. (ETS 2019, 24) In the independent task, the candidate expresses his/her opinions or defends a personal choice between two contrasting opinions on a given topic (ETS 2019, 24-25). The integrated tasks are not only based on speaking but also on listening and reading. In the following sections, the candidate has to comment on, summarise or paraphrase the information on a given topic (ETS 2019, 24–25).

TOEFL iTP

The Test of English as a Foreign Language Institutional Testing Programme (TOEFL iTP) is a test in which listening, reading, and structure and written expression are assessed. For that reason, this exam is not fully acknowledged as TOEFL iBT (Jazykové zkoušky 2011). TOEFL iTP has two types of tests - level 1 and level 2. Level 2 is for beginner to intermediate candidates. Level 1 is for intermediate to advanced candidates (ETS 2021a). As MEYS (2021a, 2) does not acknowledge TOEFL iTP level 2., only TOEFL iTP level 1 will be described in this thesis. In this test, upper secondary general education candidates have to receive at least 543 points in the test to be recognized by MEYS (2021a, 2).

– Listening

The listening part takes thirty-five minutes and has three sections with fifty questions altogether (ETS 2016). The first task is played once, and it is a short conversation between two people. The candidate has to choose the correct answer from the given options (ETS 2021b). The second task is a longer conversation that is recorded once. The candidate has to choose the correct answer from the given options. (ETS 2021b) In the last section, the candidate hears several

conversations and has to choose the correct answer from the given options. The recording is played once. (ETS 2016, 12)

– Structure and Written Expression

The Structure and Written Expression part takes twenty-five minutes and has forty questions (ETS 2021a). The aim of this part is to assess the candidate’s “ability to recognize language that is appropriate for standard written English” (ETS 2021a). In the structure section, the candidate has to fill in the correct answers from the given options to complete sentences (ETS 2021a). In the written expression section, there are sentences in which four words or phrases are underlined, and the candidate has to identify which underlined word or phrase is incorrect and must be changed to correct the sentence (ETS 2016, 13).

– Reading

The reading part consists of fifty questions and takes fifty-five minutes. The aim is to measure the test-taker’s ability to read and understand short passages on academic topics. (ETS 2021c) The candidate has to read several short passages and choose correct answers from the given options (ETS 2016, 14).

TOEFL Junior Standard Test and TOEFL Junior Speaking Test

TOEFL Junior test has two parts which can be taken separately: TOEFL JUNIOR Standard test which focuses on listening, reading, language form and meaning; and TOEFL Junior Speaking test which measures the candidate’s ability to communicate in English (ETS 2018, 2). However, MEYS (2021a, 2) only acknowledges the certificate if both parts are completed. Furthermore, the pupils of upper secondary general education have to receive at least 850 points in the Junior Standard test and at least 14 points in the Junior Speaking test in order to achieve a B2 level. According to ETS (2018, 2), TOEFL Junior focuses on the pupils of secondary and upper secondary education and their level of proficiency in English.

– Listening

The listening part consists of forty-two questions and takes forty minutes (ETS 2018, 5). It contains three listening sections. The first task is a recording of a conversation between a student and the school staff. Each conversation has one question, and the candidate has to choose the correct answer from the given options. (ETS 2018, 11) The second task is based on shorter conversations. Each conversation has at least three questions that the test taker has to

answer by choosing the correct answer from the given options. (ETS 2018, 12) The last part consists of talks or discussions based on academic subject matter, each of which contains at least four questions in which the candidate chooses the correct answer from the given options. All the recordings are played only once. (ETS 2018, 13)

- Language Form and Meaning

Language Form and Meaning consists of forty-two questions and takes twenty-five minutes (ETS 2018, 5). The aim is to measure the candidate's proficiency in grammar and vocabulary in context (ETS 2021d). In this task, the candidate has to choose the correct answer from the given options to fill in the sentence using correct grammar and vocabulary (ETS 2018, 15).

- Reading

The reading part consists of forty-two questions and takes fifty minutes (ETS 2018, 5). The aim is to measure the candidate's ability to read and understand academic and non-academic texts in English (ETS 2021e). The first task is to read an information leaflet or announcement and answer the given questions. Each question has four options. The following two texts are short stories in which the author must choose the answers to the questions. Each question has four options. (ETS 2018, 18–22)

- Speaking

The TOEFL Junior Speaking test contains four tasks and takes eighteen minutes. The speaking part is done via computer, so the instructions are delivered by the computer and the candidate's responses are recorded and sent to ETS. (ETS 2018, 28) The aim is to measure the candidate's ability to communicate in English at school. In the first 'read aloud' task, the candidate has to read a given text aloud. In the second task, the test taker prepares and tells a story according to six pictures. In the third task, the test-taker listens to a conversation of a teacher or a group of pupils and summarizes its content. The last task is listening to a teacher talking about an academic subject and summarizing it in the candidate's own words. In each task, the candidate has time to prepare. (ETS 2018, 28)

| | | Listening | | Use of English + Reading | | Writing | | Speaking | |
|-----------|----------------------|-----------|--------|--------------------------|--------|---------|-------|----------|-------|
| | Name, level | Time | Parts | Time | Parts | Time | Parts | Time | Parts |
| Cambridge | FCE (B2) | 40 min | 4 (30) | 75 min | 7 (52) | 80 min | 2 | 14 min | 4 |
| | CAE (C1) | 40 min | 4 (30) | 90 min | 8 (56) | 90 min | 2 | 15 min | 4 |
| IELTS | Academic (B2-C2) | 40 min | 4 (40) | 60 min | 3 (40) | 60 min | 2 | 14 min | 3 |
| | General (B2-C2) | 40 min | 4 (40) | 60 min | 3 (40) | 60 min | 2 | 14 min | 3 |
| TOEFL | iBT (B2) | 60 min | 4 (24) | 70 min | 3 (30) | 50 min | 2 | 17 min | 4 |
| | iTP (B2) | 35 min | 3 (50) | 80 min | 4 (90) | - | - | - | - |
| | Junior Standard (B2) | 40 min | 3 (40) | 75 min | - (84) | - | - | - | - |
| | Junior Speaking (B2) | - | - | - | - | - | - | 18 min | 4 |
| State | State Maturita (B1) | 40 min | 4 (24) | 70 min | 4 (40) | 60 min | 1/2 | 35 min | 4 |

Figure 1 Individual Tests - Timing, Parts and Questions (Kadlecová, 2021)

Figure 1 shows the individual standardised tests, the timing and number of parts. The number in the brackets indicates how many questions there are in the individual sections. It can be seen that the timing and number of parts and questions of individual tests is very similar when the tests are from the same organisation. It is important to point out that all the standardised tests

are B2 level and higher according to CEFR while State Maturita is B1 level. However, as it is seen in Figure 1, State Maturita has a similar timing, or even higher in some sections, such as in the speaking part.

3 NON-FORMAL AND INFORMAL CONTEXTS OF FOREIGN LANGUAGE LEARNING OF CZECH STUDENTS IN THE UPPER-SECONDARY GENERAL EDUCATION

This last chapter only focuses on non-formal and informal education because formal education and its aims are described in greater detail in Chapter 1. For the purpose of the practical part which focuses on the students' preparation for a standardised test in English, this theoretical chapter focuses on non-formal education also known as shadow education³, and informal education of English of the students of upper-secondary general education in the Czech Republic. All three contexts are a necessary part of the preparation for standardised tests.

3.1 Non-Formal Education for Students of Upper-Secondary General Education

According to Kotásek (in Walterová 2002, 10–11), non-formal education is a part of lifelong learning that is not organised by schools but by other organisers such as language schools. Non-formal education focuses on the acquisition of life experience, skills, and attitudes, that are based on a comprehensive system of values. Even though non-formal education has existed for years, its outcomes have not been recognised through lifelong learning until recently. The first national project focusing on non-formal education was 'Keys for Life' established by the National Institute of Children and Youth in 2009. Its main aim was the recognition of the outcomes of non-formal education (MEYS 2021b). Another national project focusing on non-formal education was 'Project K2 - Quality and Competitiveness in Non-Formal Education' established by the Ministry of Education, Youth and Sports and the National Institute of Children and Youth. The aim was to start qualitative changes in non-formal education facilities as a fundamental trend for a sustainable development of non-formal education. Another of its goals was targeted support of personal development and its planning, including the recognition of the results of shadow education in the Czech Republic. The project took place from 2014 to 2015. (MEYS 2021c)

The term shadow education was coined by Bray (2009) who formulated its characteristics of. Czech authors who focus on private supplementary education are, for instance, Šťastný (2014, 2016, 2017) or Černá et al. (2016). However, Černá et al. (2016) focuses mainly on shadow education of English learning. Šťastný (2014) deals with shadow education in Europe, however,

³ The terms non-formal education, shadow education, private lessons and private supplementary tutoring are going to be used as synonyms even though there is a difference between them. Shadow education activities are paid, while non-formal education activities are not necessarily paid.

his research does not include the Czech Republic, because not enough data on Czech shadow education was available at the time. Šťastný (2014, 358) points out that in upper-secondary general education, there is a higher probability of shadow education due to the fact that in this type of school, there are often “students with better family background and educational aspirations.” Due to a lack of data to prove this assumption, Šťastný (2016) did research “to identify the reasons for seeking out private supplementary tutoring.” The following section provides a detailed description of the reasons for enrolling in private supplementary education researched by Šťastný (2016) and Černá et al. (2016).

3.1.1 Reasons for Non-Formal Education of Students of Upper-Secondary Education

Šťastný (2016) conducted his research in the context of upper secondary education. He focused on all areas of education, but English language learning played the main role. Also, Černá et al. (2016) conducted her research in the context of elementary and upper secondary education. The thesis deals only with the data related to upper secondary education.

Šťastný (2016, 8) focuses on two types of non-formal education: private supplementary lessons and preparatory courses for university. The research was done regarding the last year of upper secondary education. The participants were from technical schools and academic schools⁴. The reasons why students took private supplementary lessons were the following:

- to improve their marks;
- they did not understand the subject matter explained by the teacher;
- they had neglected learning and self-preparation;
- to prepare for the school-leaving examination;
- parents forced the student to attend it;
- to learn more than is taught at school;
- to prepare for the university entrance test;
- their classmates attended the lessons;
- other reasons.⁵ (Šťastný 2016, 9)

Šťastný (2016, 10) found that foreign languages were the subject of private lessons more often than math. Furthermore, some students indicated that they took private language lessons to prepare for an examination, certificate, etc. However, private math lessons usually focused on explaining what the students did not understand at school. (Šťastný 2016, 10)

⁴ Academic school is synonymous with upper secondary general education.

⁵ The reasons are given from the most common to the least common.

The second conducted research was to find out the reasons why students take preparatory courses for university entrance examinations. The reasons were the following:

- to get familiar with the exam format;
- to get some useful tips and tricks;
- to learn more than is taught at school;
- the entrance exams curriculum was not taught at school;
- the school quality was not high enough for exam preparation;
- parents wanted the student to attend the preparatory course;
- classmates attended the course;
- a lower price compared to individual private lessons;
- other reasons.⁶ (Šťastný 2016, 10-11)

Šťastný (2016, 13) found that for students in private lessons and preparatory courses the mother's highest attained education played a more significant role than the father's. Another factor was the family income. The students from wealthier families have more opportunities for non-formal education than students from poorer families. Furthermore, students who have more siblings do not take private lessons as often as students from smaller families, because the parents of smaller families do not "have to distribute financial resources among more children." (Šťastný 2016, 13) Šťastný (2016, 13) found that girls participated in non-formal education more often than boys.

In the research of Černá et al. (2016, 56–86), the authors focused on various contexts of learning English such as formal, non-formal and informal. For the purpose of this chapter, only non-formal education is discussed. Moreover, the participants were students at the stage of leaving secondary school and they discussed their experience with shadow education in primary and secondary education. For the purpose of the thesis, only findings from secondary education will be discussed. According to Černá et al. (2016, 56), a non-formal context "complements the formal education of some learners." Non-formal learning of English can be done by "language schools, cultural and educational centres, clubs, or by individuals." Černá et al. (2016, 79–80) found that mainly students in the secondary education took part in language courses and private lessons. The main reasons why students of secondary education participated in non-formal education were the following:

- the students wanted to improve their understanding of the curriculum;
- to prepare for various examinations;
- as a hobby;

⁶ The reasons are given from the most common to the least common.

- the students wanted to further improve their English skills beyond the required level. (Černá et al. 2016, 79)

The other minor reasons are that the students participated in non-formal education due to their friends' participation, to improve their marks and because their parents wanted them to attend private lessons (Černá et al. 2016, 79).

The findings of Černá et al. (2016, 79) concerning non-formal education of English are in some way similar to Šťastný (2016, 9) and his findings concerning non-formal education of all education areas. To combine these findings, the students attended non-formal education mainly to improve their knowledge of the subject matter, as a preparation for examinations or to learn beyond the required level and knowledge. Černá et al. (2016, 56) points out that the advantage of shadow education is that there is “more space for learners” and at the same time “it can be tailored specifically to the needs of the learner.” According to Šťastný (2017, 34), shadow education has a positive impact on students, because there is a high flexibility or a greater individualisation of teaching. Private lessons can improve the students' understanding of various skills and knowledge above their possibilities. However, one of the negative aspects of shadow education is that it deepens inequality in education because not every family can afford private tutoring (Šťastný 2017, 34).

3.2 Informal Education of English Language of Students of Upper-Secondary Education

This subchapter deals with the context of informal education as well as the research done by Černá et al. (2016, 80–84) that focuses on the students of secondary education and their involvement in learning English through informal education.

According to Černá et al. (2016, 57), students in informal education “deliberately participate in activities which require the use of English; however, improving their English may not be the aim.” Furthermore, the Council of Europe (2021) calls informal learning ‘experiential learning’ due to the fact that it is involuntary, incidental learning and also at the same time an “inescapable part of daily life.” According to Černá et al. (2016, 56), the informal context complements the formal and non-formal context. The duration of informal education only depends on the student's decision of doing the particular activity without the strict time frame of school language lessons (Černá et al. 2016, 57). Furthermore, it is necessary to point out that in informal English learning, the extent of student involvement depends on the particular student. (Černá et al. 2016, 80) Sockett (2014, 9) also points out that informal learning is an

“unintentional by-product of other activities rather than a deliberate activity occurring without a curriculum.”

The research done by Černá et al. (2016, 80–84) had participants who were students at the stage of leaving secondary school who discussed their experience of informal education in primary and secondary education. For the purpose of the thesis, the findings of participants from secondary school are further described. Černá et al. (2016, 81) found that secondary school students were more involved in learning English through informal context than basic school pupils, for instance, through reading books and magazines, or even meeting English speaking friends face to face. In the survey, the students were given questions which they had to answer using the following range: never, occasionally, weekly, daily, and no answer. When analysing the results of the survey, it is clear that the most frequent activities associated with English learning are related to pop culture (listening to songs, watching series). Along with browsing the Internet, these activities are the three most commonly done by students on a daily basis. All three activities are related to the easy access to English content online. Moreover, when online and face to face communication is compared, the students obviously have more opportunities to speak to people in English online. 28.1 percent do so on a daily basis compared to the 5.3 percent who meet their English-speaking friends in person every day. The total number of students who communicate in English online is also greater than those who speak to someone in English face to face at least occasionally.

According to Černá et al. (2016, 83–84), the reason why these findings are important is that formal education and materials used in formal English learning such as textbooks need to keep up with what makes English learning interesting for students outside school. Adapting these materials to the students’ interests can make them more accessible and motivating because they are more relevant to them.

PRACTICAL PART

4 RESEARCH DESIGN

In the practical part of the thesis, the information and findings from the theoretical part are used and applied. The practical part is divided into three chapters. Chapter 4 of the thesis deals with the research background such as the description of the selected school, aim, and methodology of the research. Chapter 5 focuses on the analysis and interpretation of data. Chapter 6 summarises the research outcomes.

4.1 Description of the Selected Grammar School

This subchapter shortly describes the selected grammar school with a focus on English in which the research was done. It also deals with the school education programme of the selected grammar school with the emphasis on English language outcomes.

4.1.1 Characteristics of the Selected Grammar School with a Focus on English

The selected grammar school is in the town Chotěboř and it is a modern developing school that is in the international project called ‘World School’ and participates in various activities connected with it.⁷ There are 32 teachers, however, only 4 of them are approved English teachers. Concerning the English language, the school has 4 approved English teachers. According to Smejkal et al. (2013, 149), the English teachers aim to teach students to work systematically with foreign language, to get rid of the fear of using a foreign language in practice and think in the foreign language. Furthermore, the school uses British student books and workbooks which are updated every 5-8 years (Smejkal 2013, 145). The students who want to graduate or are interested in the English language, can participate in an English language seminar or even in an optional subject FCE that prepares them for the Cambridge B2 exam from their third year or seventh year of their upper secondary general education. Not only do the students work with British student books, they also get magazines focusing on English, such as Gate. The students can also participate and compete in various English competitions, such as Olympics in English, Best in English, National Literary Award For Young Writers and other competitions. Every year, the school organises a trip to an English theatre in Pardubice or Prague. Furthermore, the students perform a play in English during the Open Day at their school. The school organises various tours and international cooperation with foreign schools. So far, the students have visited England, Wales, Scotland, Ireland and London many times.

⁷ In order to maintain the anonymity of the selected grammar school, the citation and sources are not included in the texts.

The students stay in English speaking families where they can practice communicating in real life situations. The students have to speak in English during international student exchanges in France or Sweden. The school tries to have English native speakers in the staff. However, the last native speaker was employed by the school in the year 2014/2015. English language is partially used in other subjects through the method of content and language integrated learning in biology, chemistry or informatics. Figure 2 shows how many students passed a standardised test from 2015/2016 to 2020/2021. 2015/2016 was the first school year in which the students who received certificates at B1 level and higher did not have to take a School English Maturita exam. Figure 2 shows that every year, more students passed a standardised test. It is seen that in the eighth year⁸, some students achieved B1 to C1 levels. In the eighth year, there was a higher diversity of levels. However, in 4.A the students passed more standardised tests at B2 and mainly at B1 level. However, there was a decline in passing standardised tests in the school year 2020/2021 for two main reasons. The first reason is that the headmaster wanted at least a B2 level standardised test as a substitute for the School English Maturita exam. The second reason for the decline was that the oral part of the School English Maturita exam was cancelled due to the COVID-19 pandemic, which might have been the reason for the lack of motivation to take a standardised test.

| Year | 4.A | | | | | | 8.A | | | | | | Total |
|---------|-----------------------|--------------------|----|----|----|----|-----------------------|--------------------|----|----|----|----|--------------------------|
| | Students in the class | Standardised tests | C2 | C1 | B2 | B1 | Students in the class | Standardised tests | C2 | C1 | B2 | B1 | Total standardised tests |
| 2015/16 | 34 | 1 | | | 1 | | 28 | 4 | 1 | 2 | 1 | | 5 |
| 2016/17 | 25 | 8 | | | 2 | 6 | 27 | 11 | | 2 | 8 | 1 | 19 |
| 2017/18 | 24 | 9 | | | 4 | 5 | 26 | 14 | | | 7 | 7 | 23 |
| 2018/19 | 27 | 16 | | | 4 | 12 | 31 | 19 | | 2 | 6 | 11 | 35 |
| 2019/20 | 33 | 20 | | 3 | 8 | 9 | 27 | 20 | | 3 | 8 | 9 | 40 |
| 2020/21 | 31 | 4 | | | 4 | | 32 | 12 | | 1 | 11 | | 16 |

Figure 2 The Number of Standardised Tests at the Selected Grammar School since 2015. (Kadlecová 2021)

⁸ The terms 'the eighth year' and 8.A are going to be used as synonyms

4.1.2 School Education Programme of a Selected Grammar School

The aim of this subchapter is to focus on the SEP of the selected grammar school in which the practical part is done. The emphasis is on the English language subject, Seminar of English language and an optional subject focusing on FCE for the pupils of four-year grammar schools and the upper stage of eight-year grammar schools.

Due to the fact that FEP SGE is only the general framework for education, each grammar school creates its own SEP. According to FEP SGE, schools “can enrich [the FEP SGE] framework on the basis of their own educational plans, the needs and interests of the pupils as well as the regional conditions.” (FEP SGE 2007, 8)

Foreign Language - English

In the SEP of the selected grammar school, the starting point for English language teaching is the A2 level attained at the elementary and lower stage of secondary education according to FEP EE. Due to this fact, the pupils of four-year grammar schools and the upper stage of eight-year grammar schools continue learning a foreign language as ‘intermediate’. The pupils who had a different first foreign language, start learning English as ‘beginners’ and they attain the level of language in FEP SGE as their second foreign language. (SEP 2021a, 37) The aim of teaching a foreign language is for the pupils to attain a B2 level, and prepare for internationally recognized standardized tests such as FCE. The English classes in four-year grammar schools and the upper stage of eight-year grammar schools are divided into groups. The pupils have three lessons per week during their four-year studies. English teachers use a variety of teaching materials, for instance, student books, workbooks, songs, games, recordings, but also authentic materials such as leaflets, brochures, photographs, etc. Moreover, schools organise language and sightseeing trips to English-speaking countries. The pupils also participate in language competitions or see films and theatre performances in English. The pupils also read and complete tasks in a magazine for students of English called *Bridge*. (SEP 2021a, 47) In their lessons, the pupils learn six key competencies, but also cross-cutting themes intertwined with the subject. More information on the key competencies is provided in Appendix 3, Figures 37–39. In the SEP of the selected grammar school, there are yearly outcomes that the pupils should fulfil each year during their study. The tables of each year are similar in their outcomes, curriculum, and cross-cutting themes. However, there are some parts, specifically in the four-year study outcomes that are learned one year later in contrast with the upper stage of the eight-

year study. (SEP 2021a, 50–57) All the tables related to yearly outcomes are available in Appendix 4, Figures 40–47.

English Language Seminar

The English language seminar is for pupils of the third and fourth year of four-year education and also for pupils of the seventh and eighth year of eight-year education. The seminar takes two lessons per week. The aim is to “provide pupils with confidence in the active use of the curriculum taught in the previous years.” Through various discussions about related topics, role-play and making various presentations and their defences, the pupils improve their interactive skills while revising grammar and expanding their range of vocabulary. (SEP 2021b, 6) The discussed themes and topics are from everyday life. The pupils in the fourth year learn about and discuss English speaking countries and their history, geography, economics, etc. Furthermore, at the end of the seminar, the pupils should gain knowledge and overview of “language styles and their application in appropriate situations.” The key competency to solve problems and civic competency are expanded in the English language seminar. The pupils enter various communication roles, in which they respond adequately, leading to effective problem solution. (SEP 2021, 6) The civic competency is expanded through various discussions about the comparison of life and traditions in English speaking countries. Moreover, the pupil “subconsciously takes a certain attitude and respect for the traditions of our nation, but also respect for the differences in the traditions of other cultures.” (SEP 2021b, 6–7) All the tables related to the yearly outcomes of the English language seminar are available in Appendix 5, Figures 48–49.

FCE – Optional Subject

The last seminar which focuses on English in the selected grammar school is the optional subject focusing on FCE. This subject is aimed at the pupils of the third year of the four-year study and the seventh year of the upper stage of the eight-year study. The aim is to prepare the pupils who are interested in taking a standardised B2 level test. The pupils are prepared for the First Certificate in English or a similar certificate. This seminar has two lessons per week, in which the aim is to revise and deepen the gained grammatical and lexical competencies and pass a B2 level test. (SEP 2021b, 73) The table related to the yearly outcomes from the FCE seminar is available in Appendix 6, Figure 50.

4.1.3 School Maturita Exam in English Language

The selected grammar school has School English Maturita Exam which can be replaced by a standardised test at least at B2 level according to CEFR. The standardised tests that replace School Maturita in English are listed in Appendix 2. The School English Maturita exam consists of a written and oral part. The eighth year and 4.A have the same exam. In the oral part, the students have to choose one out of 25 topics. The topics are listed in Appendix 7. In the written part, the students have to write a text with 200-230 words according to the given register. The text types are formal and informal letter or e-mail, characteristics, narration, reflection, review, and description.

4.2 Research Aim

According to the theoretical framework of the diploma thesis, the aim of the empirical part is to find out what type of standardised test the students choose and how they prepare for it. It is necessary to point out that the thesis does not deal with the individual students' learning strategies. Based on the research aim, the research questions were formulated as follows:

- Q1: How many students from 4.A and the eighth year have taken or will take the English standardised test?
- Q2: What standardised test do the students choose as the most common?
- Q3: What is the main reason why students take a standardised test?
- Q4: Why are some students not interested in taking a standardised test?
- Q5: Would students appreciate financial support from the headmaster after passing the standardised test at B2 level or higher?
- Q6: Are the students less motivated to take a certified exam instead of the School English Maturita exam because the recognized level is higher than it used to be (B2 instead of B1)?
- Q7: Do most students attend the optional FCE subject in preparation for a standardised test?
- Q8: Do most students attend language schools or private lessons in order to prepare more intensively for a standardised test?
- Q9: Do most students prepare for a standardised test through informal education, such as films and games in English, online conversations in English, etc.?
- Q10: How many months do students prepare for the standardised test and how many hours per week?
- Q11: For which part of the standardised test do students mainly prepare?

Q12: Which part of the standardised test is the most difficult for the students?

Q13: For which type of test task do students mainly prepare in each part of the standardised test?

4.3 Research Methodology

This subchapter deals with the research methodology of a diploma thesis. The subchapter focuses on a questionnaire as a tool. There is a description of piloting a questionnaire on selected students in 4.A and in 8.A at the selected grammar school. Also, there is a description of changes in the questionnaire after piloting and its final structure.

For the practical part, it was necessary to have answers from as many students as possible from 4.A and the eighth year. There are 64 students altogether and precisely 32 students in each class which is why a questionnaire was chosen as the main research tool. As Gavora (2010, 121) claims, a questionnaire is a tool for receiving information from a large number of respondents. Before everything started, the cover e-mail was sent to the headmaster of the selected grammar school asking for permission to do research in the form of a questionnaire in his school. The covering e-mail is in Appendix 8. The pilot questionnaire was completed in November and it is described in greater detail in Chapter 4.3.1.

The questionnaire was handed out to students in the eighth year and 4.A during the subject of Civics on 15th December 2021. December was chosen because it is the most appropriate month for the last sign-up and preparation for a standardised test because the students have to submit their results in standardised tests till 31st March to the headmaster if they do not want to take the School English Maturita exam. Each student received a questionnaire in paper form. The questionnaire distribution, collection, and instructions took approximately 20 minutes in each class. Even though the total number of students in 4.A is 32, 2 students were absent on the day the questionnaire was distributed. Nobody was absent from the eighth year. In total, there were 62 respondents. More precisely, 32 students from the eighth year and 30 students from 4.A. The Czech version of the questionnaire is in Appendix 9. A selected filled questionnaire is in Appendix 10. The English version of the questionnaire is in Appendix 11.

After receiving the data from the respondents, all data were processed through various graphs which show results that are evaluated in Chapter 5.

4.3.1 Used Research Tool – Questionnaire

Even though the questionnaire deals with English language, it is written in Czech for a better understanding of questions and answers. Its introduction contains a description of the questionnaire, the author of the questionnaire and a request to fill it out as well as a thank you in advance for respondents' cooperation. The respondents are acquainted with the aim of the questionnaire and the allotted time. The questionnaires are anonymous. The students only provide information about their sex (female or male) and class (4.A or 8.A).

Before piloting, the questionnaire contained 17 questions, 5 of which were sub questions related to respondent's answer. The piloting took place on 26th November 2021, it lasted 30 minutes, and there were 3 students from 4.A and 3 students from the eighth year. The respondents got instructions on how to answer the questionnaire. Through piloting it was found that some parts of the questionnaire were confusing. According to Gavora (2010, 128), the questionnaire should contain navigation because, in some cases, the respondents do not answer all the questions but only those that are for them. For that reason, it is necessary to include sentences such as '*now continue to question X*'. The questionnaires had already contained 'navigation,' but the instructions were not easy to follow so it was recommended to use bold letters to highlight them. Also, using block letters was recommended to highlight what the respondents are asked to do such as '*if YES, choose*'. The piloting respondents also recommended including '*do not know*' in question 5 related to financial support after successfully passing a standardised test at B2 level or higher. After discussing the structure and questions with the piloting respondents, it was found that they missed a question if the increase of the B2 level from the B1 level discouraged them from taking a standardised test instead of the School English Maturita exam. For that reason, this question was added.

The questionnaire contains 18 main questions and the first two questions are subdivided into subsections 1a, 1b, 2a, 2b, and 2c. The questions are closed and semi-closed. According to Gavora (2010, 124), closed answers include prepared answers that are done according to the researcher's experience or problem knowledge based on literature. There are 17 closed questions. The remaining 6 questions include semi-closed answers. According to Gavora (2010, 126), it means that the question offers answers and an open option in which the respondent writes his/her answer that is not included in the list of answers.

The questions in the questionnaire are written according to the theoretical part and based on the description of the selected grammar school. The first set of questions 1, 1a, 1b, 2 and 2a deals

with standardised tests that are described in Chapter 2.3 in the theoretical part. Question 3 deals with First Certificate in English (FCE), which is described in Chapter 2.3.1. Question 4 focuses on the structure of the State Maturita Exam in English that is described in Chapter 2.2 in the theoretical part. Questions 5, 6, 7, 8 and 9 focus on formal education at the selected grammar school. Formal education is described in Chapter 1 of the theoretical part and the selected grammar school is described in Chapter 4.1 of the practical part. Questions 10, 11 and 12 deal with non-formal and informal education in preparation for a standardised test. Questions 10 and 10 are related to Chapter 3 in the theoretical part. Questions 13 through 18 focus on the preparation for a standardised test, especially First Certificate in English (FCE), which is described in Chapter 2.3.1 of the theoretical part.

5 ANALYSIS AND INTERPRETATION OF DATA

This chapter focuses on the analysis and interpretation of the collected data. The findings are represented in graphs and tables. The diploma thesis contains total number of standardised tests at the selected grammar school since the school year 2015/2016 (see Figure 2). The results of the questionnaire are presented separately for 4.A and 8.A students to see the differences between these two classes. However, for a better visualisation, the figures also include the total number of respondents in each answer. It is necessary to point out that questions have either only one or more possible answers. For that reason, the results for questions with multiple possible answers are not given in percentages. Secondly, the number of students cannot always be given in percentages since not all of the questions are necessarily answered by all of the students. For instance, some questions are only intended for those who have already taken a certified exam.

5.1 Question 1 - Have you already passed a certified English exam?

| 1. Have you already passed a certificate English exam? | 8.A | 4.A | Total |
|--|-----|-----|-------|
| Yes | 8 | 13 | 21 |
| No | 24 | 17 | 41 |

Figure 3 Question 1 - Have you already passed a certified English exam? (Kadlecová 2021)

The first question was asked to determine how many students have taken the English standardised test. Of the total of 62 students, 21 students (33, 9%) have already taken a certified exam, more precisely, 8 students from 8.A and 13 students from 4.A. The rest, 41 students (66, 1%) have not taken the exam, namely 24 students from the eighth year and 17 students from 4.A. To compare it with the previous years, in Figure 2, it can be seen that in the past there had always been more standardised tests taken by students in the eighth year than in 4.A. This school year, 4.A has a greater number of tests so far. However, it is necessary to bear in mind that students can still take the certified exam till 31st March which is the deadline for submitting the results to the headmaster due to the School English Maturita exam.

5.1.1 Question 1a - If YES, select which certified exam you have already passed.

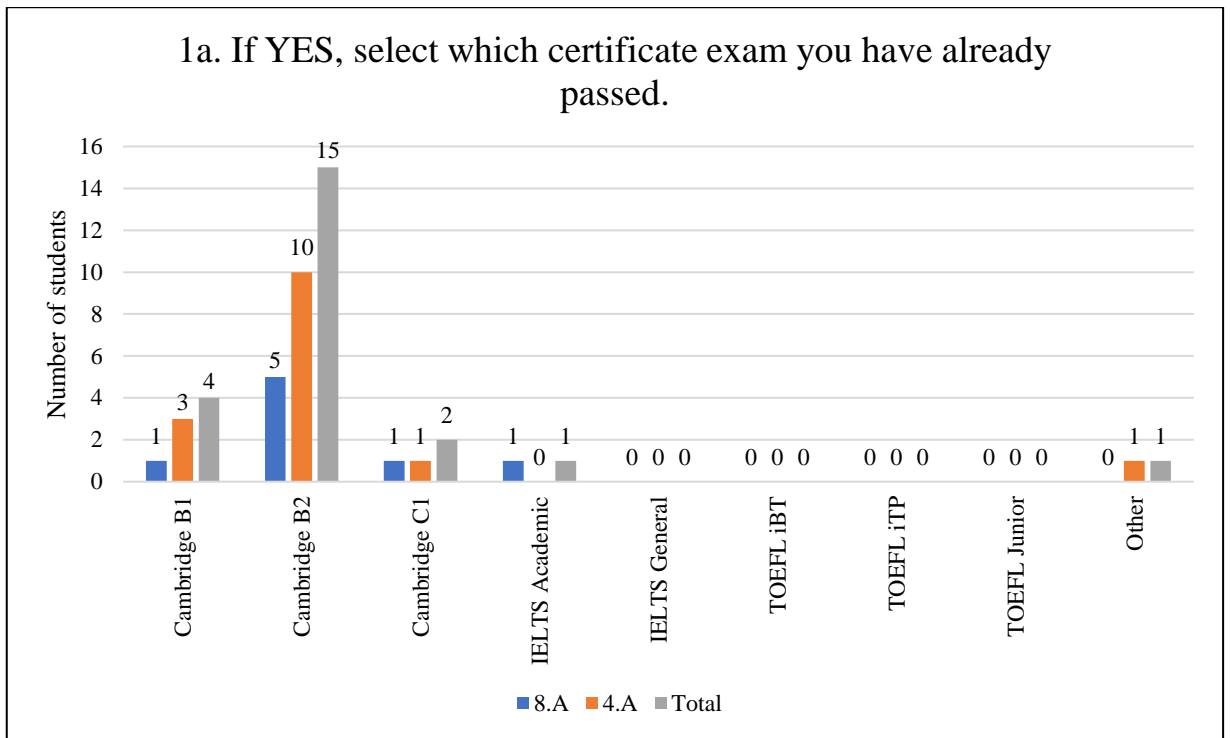


Figure 4 Question 1a - If YES, select which certified exam you have already passed (Kadlecová 2021)

Question 1a was answered only by students who answered that they had already taken the certified exam in Question 1, that is, 21 students altogether. Also, it is necessary to point out that there are more possible answers in this question due to the fact that some students could have passed more than one certified exam. It is seen that Cambridge B2 is the dominant exam. 5 students from the eighth year and 10 students from 4.A have taken Cambridge B2. The second most common test is Cambridge B1. 1 student from the eighth year and 3 students from 4.A have taken Cambridge B1. Only one student from 8.A and one student from 4.A have taken Cambridge C1. However, only one student from the eighth year has taken IELTS Academic. Also, one student from 4.A chose another option, which was Cambridge A2.

5.1.2 Question 1b - If YES, with what result?

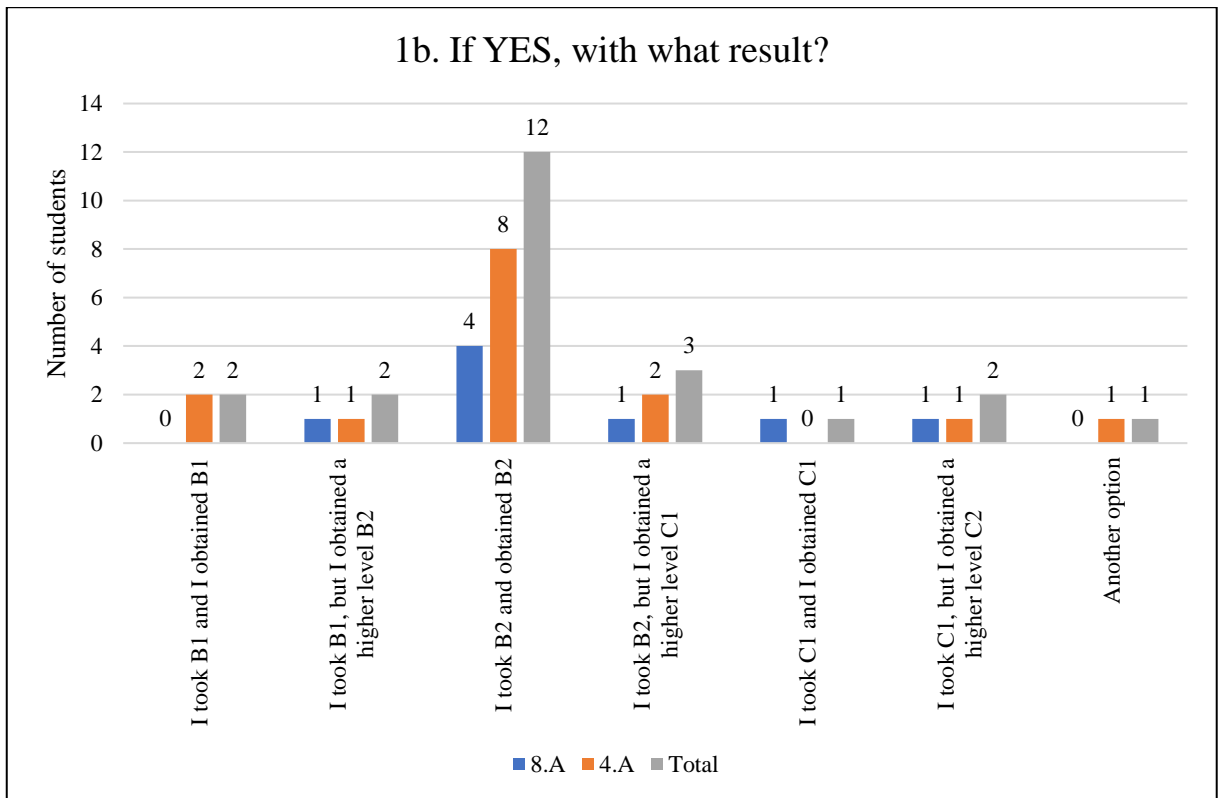


Figure 5 Question 1b - If YES, with what result? (Kadlecová 2021)

This question was for students who have already taken the certified exam. It is necessary to point out that there are more possible answers because some students could have already taken more than one exam. The most commonly obtained level was B2. This level was obtained by 4 students from the eighth year and 8 students from 4.A. However, B2 level was also achieved by 2 students, one from the eighth year and one from 4.A, thanks to a high score in a B1 level certification. 2 students from 4.A obtained B1 level. 2 students from 4.A and 1 student from 8.A obtained C1 level thanks to a high score in B2 certification. 1 student from the eighth year obtained C1 when he/she passed C1 certification. 1 student from the eighth year and 1 from 4.A received C2 level when they took a C1 level exam. 1 student from 4.A chose another option and added that he/she obtained B1 level when he/she passed A2 certification. To compare it with previous years, as can be seen in Figure 2, not as many students take B1 level certified exams as they did in previous years, especially in 2018/2019. C1 and C2 exams are taken by the same number of students, however, there is a slight increase in 4.A.

5.2 Question 2 - Are you planning to take a certified English exam?

Question 2 and subquestion 2a deal with whether the students plan to take a certified exam and what type they will take. Depending on the selected answer in question 2, the students filled subquestions 2a, 2b, and 2c based on the questionnaire navigation. See the questionnaires in Appendix 9 or 10 for more detail on questionnaire navigation.

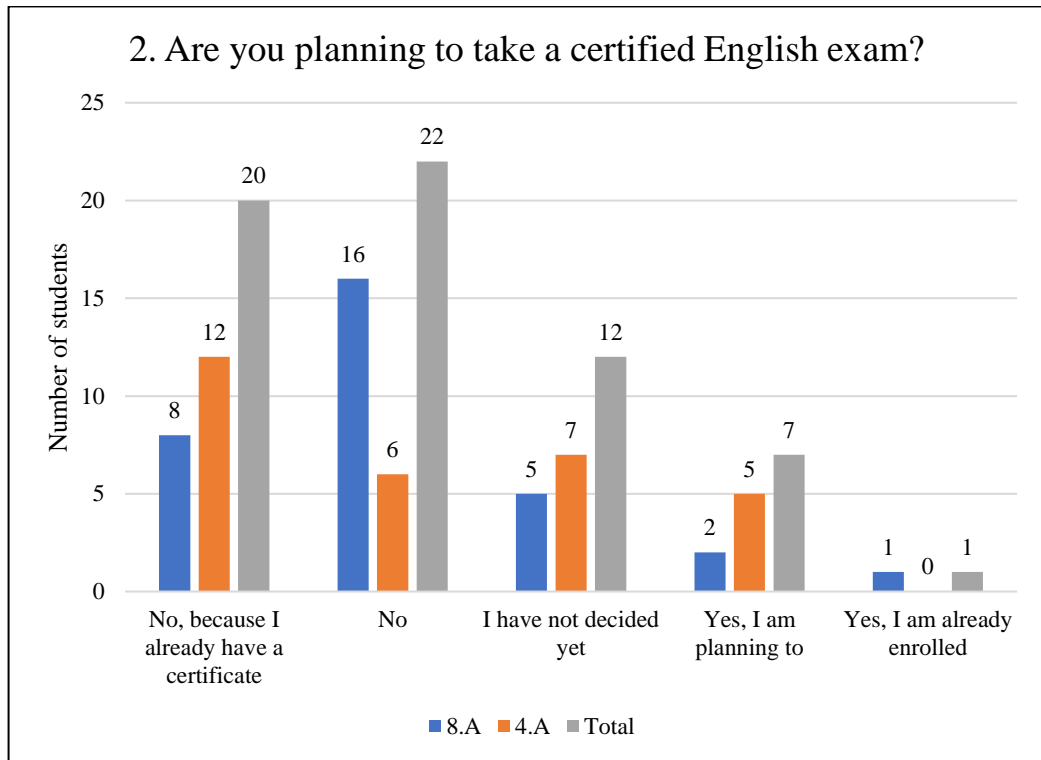


Figure 6 Question 2 - Are you planning to take a certified English exam? (Kadlecová 2021)

As it was already discussed in question 1, 21 students, more precisely 8 from the eighth year and 13 from 4.A, have taken a certified exam. However, in question 2 there are only 20 students who answered that they were not going to take a certified exam because they already had a certificate. It was found that a student from 4.A who passed Cambridge B1 was planning to take another certified exam. Furthermore, 16 students from 8.A and 6 students from 4.A are not planning to take a certified exam. 5 students from 8.A and 7 students from 4.A have not decided yet whether to take the exam or not. However, 2 students from the eighth year and 5 from 4.A are planning to take the test. Also, 1 student from the eighth year is already enrolled. It is seen that 4.A not only has a greater number of taken tests but also a higher number of students planning to take them and those who have not yet decided whether to take them.

5.2.1 Question 2a - What certified English exam are you going to take?

This subquestion was answered by those students who answered that they were already enrolled, were planning to or had not decided yet but were more likely to do so in Question 2.

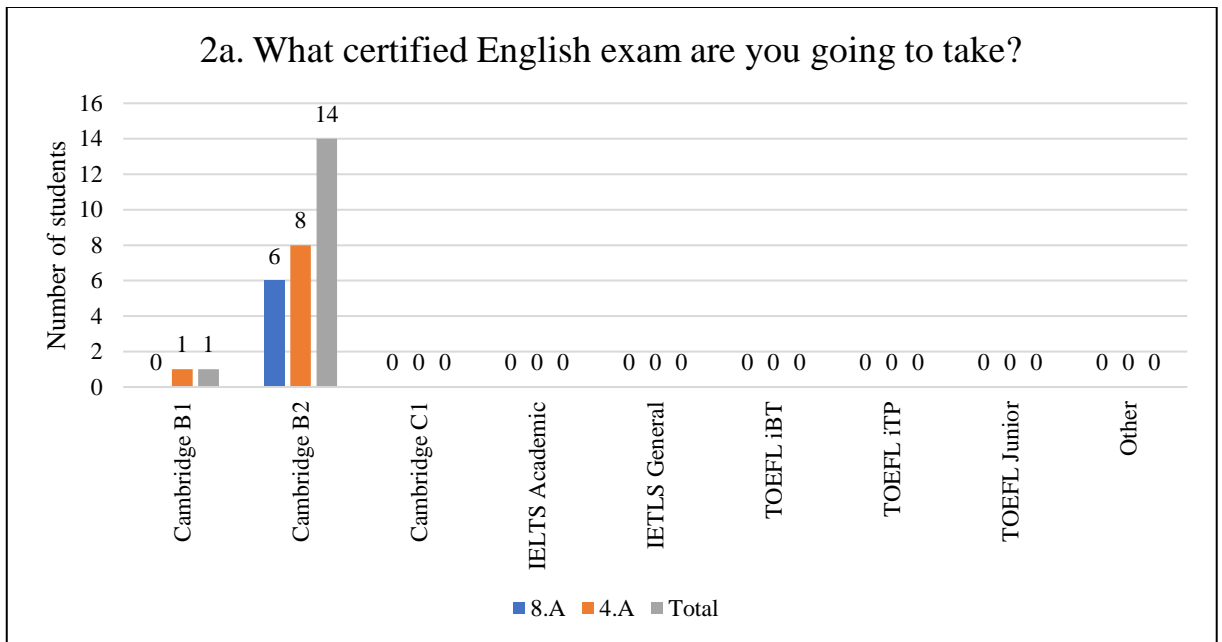


Figure 7 Question 2a - What certified exam are you going to take? (Kadlecová 2021)

In Figure 7, it is seen that 1 student from 4.A is going to take Cambridge B1. However, the biggest interest is in taking Cambridge B2. 6 students from the eighth year and 8 students from 4.A are interested. However, nobody is interested in taking other certified exams such as Cambridge C1, IELTS Academic or General, TOEFL iBT, iTP or Junior or other exams.

5.2.2 Question 2b - Choose one main reason why you have taken or want to take a certified English exam?

This subquestion was asked to find out the main reason why the students take certified exam. It was answered by students who already had a certificate, had not decided yet but they were more likely to do so, were planning to or were already enrolled.

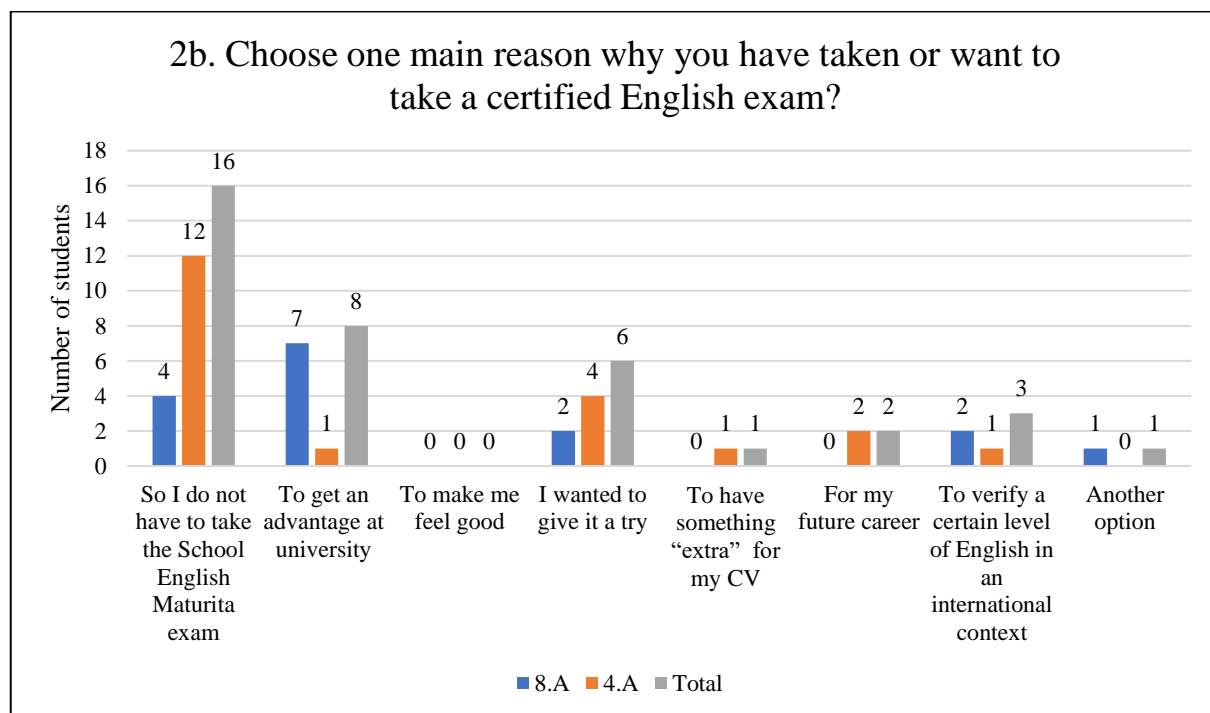


Figure 8 Question 2b - Choose one main reason why you have taken or want to take a certified exam? (Kadlecová 2021)

The highest number of respondents, that is, 16 students, chose the main reason for taking the exam to avoid taking the School English Maturita exam. However, there is a big difference between the classes. There were 4 students from the eighth year and 12 students from 4.A. However, it was the other way round regarding an advantage at university. It was chosen as the main reason by 7 students from the eighth year and only 1 student from 4.A. Through this finding, it is seen that students from 4.A take the test mainly so as not to take the School English Maturita exam and 8.A students take the exam mainly to get an advantage at university, for example, to get more points in the entrance test, waiver of taking the entrance test, etc. Another finding is that 2 students from the eighth year and 4 from 4.A take the test because they wanted to try it. 2 students from the eighth year and 1 student from 4.A took the exam because of verification of a certain level of English in an international context. Only 1 student from 4.A chose as the main reason that he/she wanted to have something "extra" for his/her CV. 1 student

from the eighth year chose another option and wrote that he/she took the exam to study abroad. Nobody chose to make him/herself feel good as the main reason.

5.2.3 Question 2c - Choose one main reason why you have not taken any standardised test.

This subquestion was intended for the students who answered that they were not planning to take a certified exam or had not decided yet but were less likely to take the test in Question 2 to find out why they were not interested in taking it.

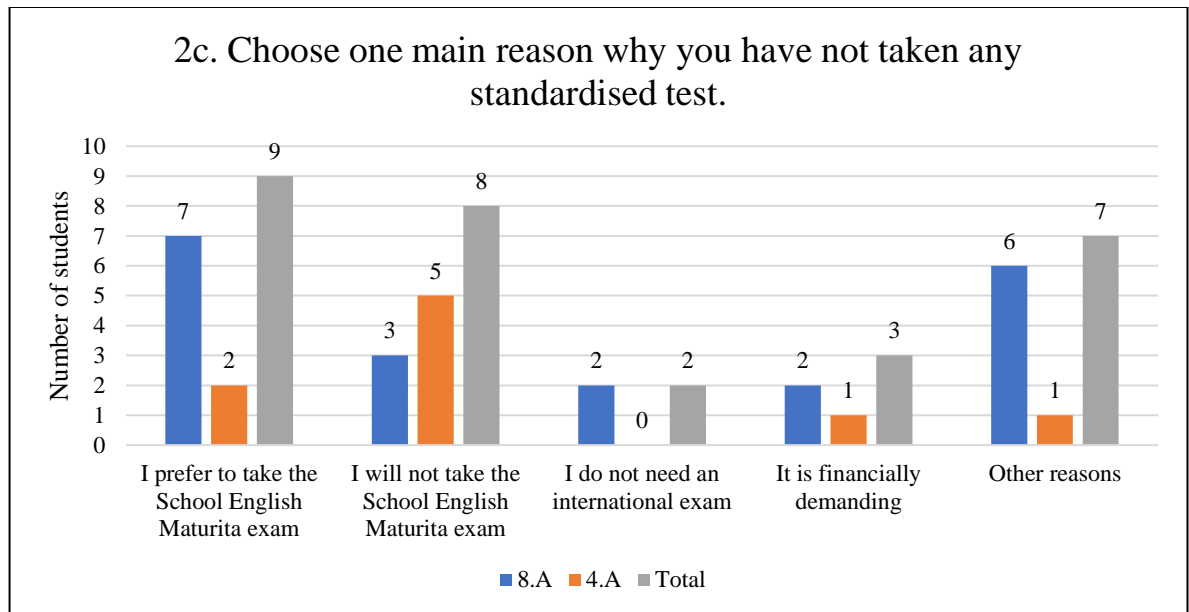


Figure 9 Question 2c - Choose one main reason why you have taken any standardised test. (Kadlecová 2021)

The highest number of respondents answered that they preferred to take the School English Maturita exam, namely 7 students from 8.A and 2 students from 4.A. Furthermore, 3 students from the eighth year and 5 students from 4.A chose the option that they were not taking the English School Maturita exam. The third most common answer was other reasons and students wrote their reasons. 4 students from the eighth year wrote that they were afraid that they would not pass the exam. 2 students from the eighth year wrote that they missed the exam date. Only 1 student from 4.A wrote that he/she was afraid of failing the exam. 2 students from the eighth year and 1 from 4.A chose that the exam was financially demanding. Only 2 students from 8.A chose that they did not need an international exam.

5.3 Question 3 - Do you know the structure of Cambridge exams – the number of parts and types of tasks?

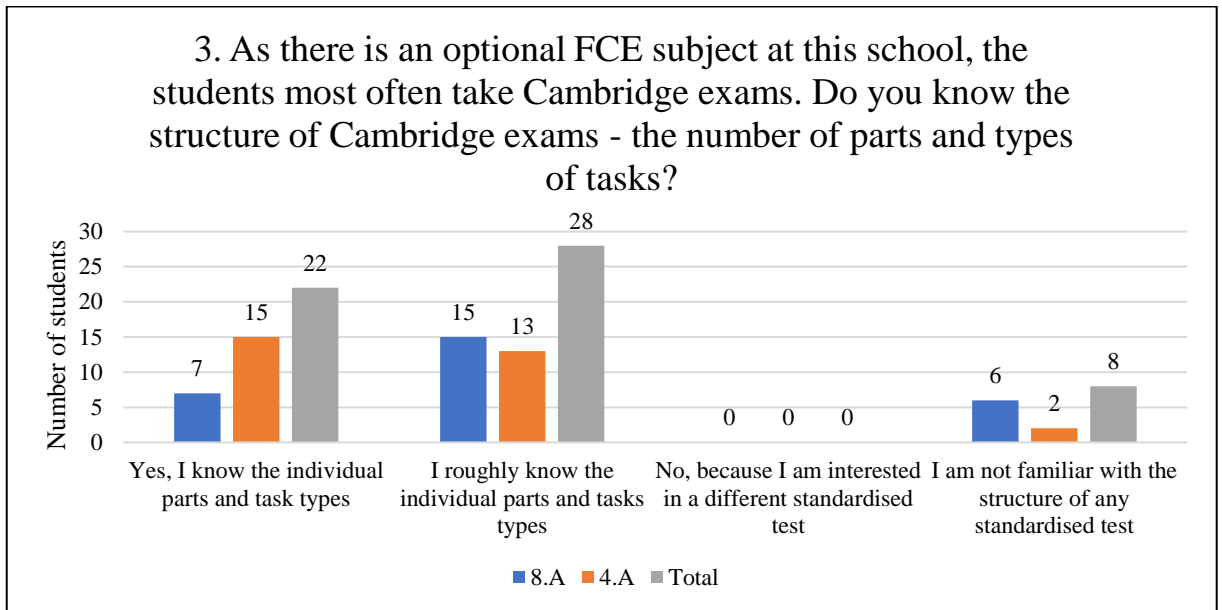


Figure 10 Question 3 - Do you know the structure of Cambridge exams - the number of parts and types of tasks? (Kadlecová 2021)

This question was asked to find out whether the students knew the structure of Cambridge exams. All respondents had to answer this question. As was already found, 21 students have taken a certified exam, 20 of which have taken a Cambridge exam and only 1 student an IELTS exam. However, in this question, 22 students, more precisely 7 from the eighth year and 15 from 4.A, knew the individual parts and task types. As expected, it was found that all those who had taken a Cambridge exam knew the structure of Cambridge exams. On closer examination, the student who had taken the IELTS exam also knew the structure of Cambridge exams. Another finding was that the student who was already enrolled for the Cambridge exam, knew the structure. 15 students from the eighth year and 13 students from 4.A roughly know the structure of the Cambridge exams. On detailed examination, it was found that this answer was given by those students who had answered in Question 2, that they were planning to take an exam or they had not decided yet. However, this option was also chosen by the students who were not planning to take the exam. 6 students from the eighth year and 2 students from 4.A answered that they were not familiar with the structure of any standardised test. On detailed examination, it was found that this option was chosen by the students who did not have a certification and were not planning to take the exam. Nobody from either class chose the option that they did not know the Cambridge exam because they were interested in a different standardised test.

5.4 Question 4 – Do you know the structure of the State English Maturita exam - the number of parts and types of tasks?

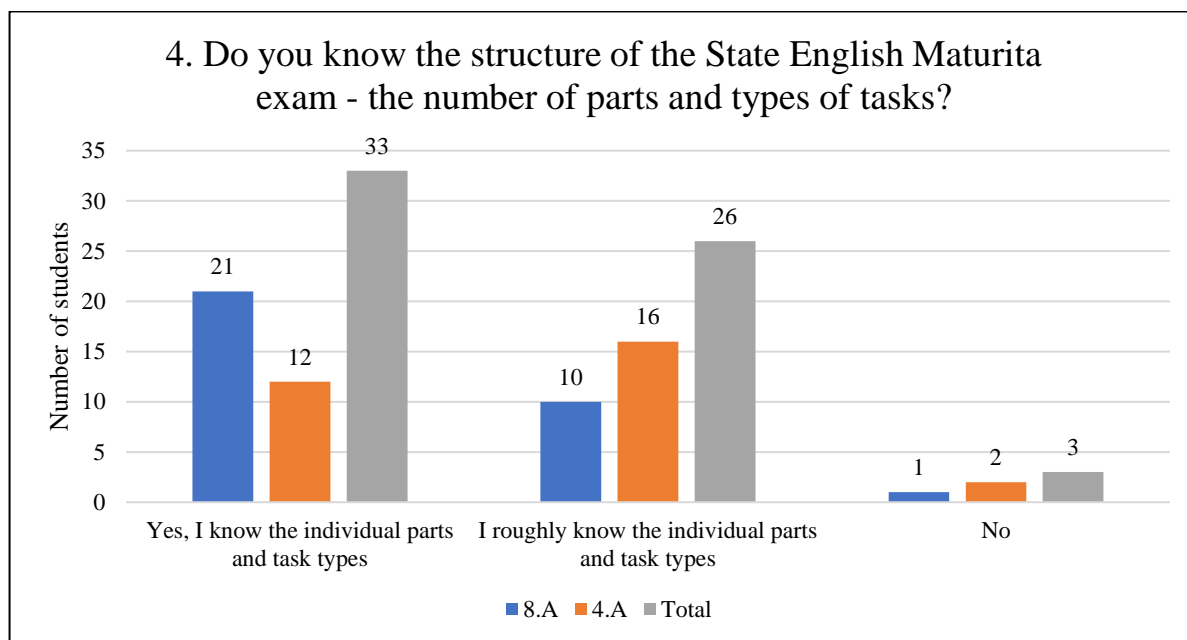


Figure 11 Question 4 - Do you know the structure of the State English Maturita exam - the number of parts and types of tasks? (Kadlecová 2021)

This question was asked to find out whether the students knew the structure of the State English Maturita exam. The reason why this question is in the questionnaire is to compare if more students know the structure of standardised tests such as Cambridge exams or the State English Maturita exam. This question had to be answered by all the respondents. The results show that 33 out of 62 students are familiar with the individual parts and task types of the State English Maturita exam, i.e., 21 students from 8.A and 12 students from 4.A. Furthermore, 10 students from the eighth year and 16 students from 4.A, 26 students in total, roughly know the structure of the exam. To compare it with Cambridge exams, it was found that more students know or roughly know the structure of the State English Maturita exam than Cambridge exams, see Figure 10. 50 students know or roughly know the structure of Cambridge exams, but 59 students know or roughly know the structure of the State English Maturita exam. Only 3 students, 1 from the eighth year and 2 from 4.A do not know the structure of the State English Maturita exam.

5.5 Question 5 - Would it be more motivating for you to take a B2 standardised test instead of the School English Maturita exam if you received financial support from the school principal or region?

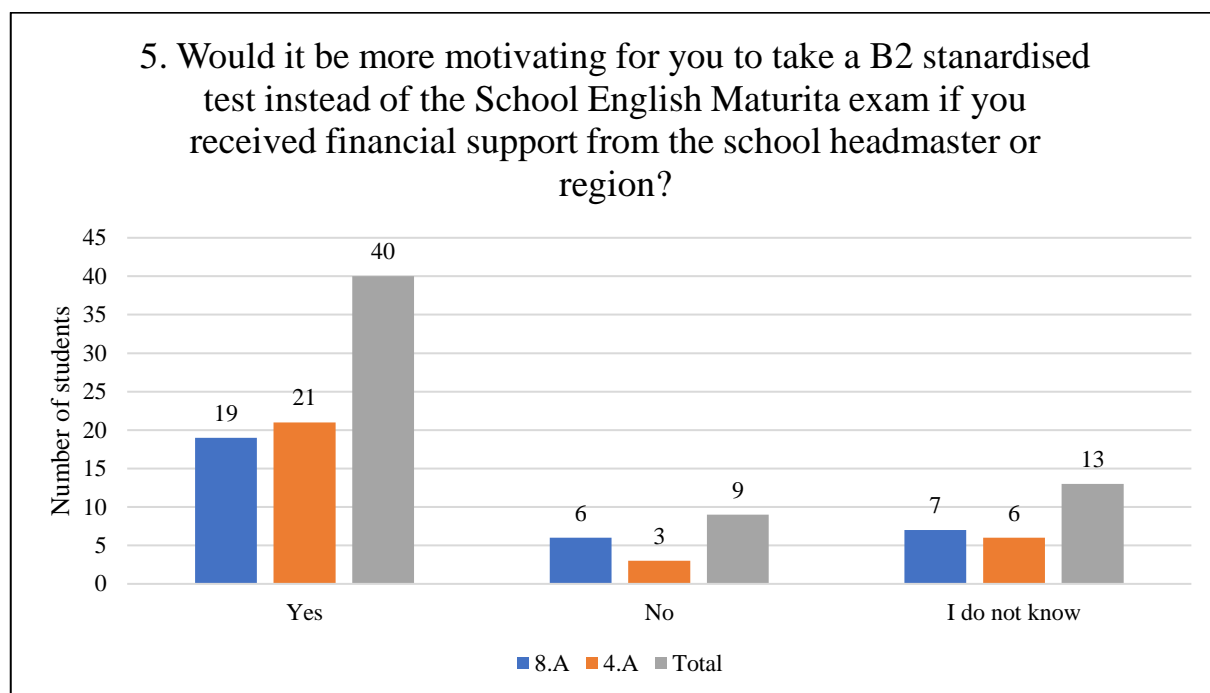


Figure 12 Question 5 - Financial support (Kadlecová 2021)

This question aims to find out whether the students would appreciate financial support from the headmaster after passing a standardised test at B2 level or higher. It was included because not everyone can afford to pay for a certified exam. All the respondents had to answer this question. Altogether 40 students, 19 from 8.A and 21 students from 4.A answered that they would appreciate financial support. However, in question 2c, see Figure 9, only 3 students chose the option that they had not taken the exam because of money. There is a significant difference which can be explained by the fact that those who would appreciate financial support take the support only as a “bonus” of passing the standardised test at B2 level or higher and not as a real motivation to take and pass the test. 7 students from the eighth year and 6 students from 4.A do not know if they would appreciate the financial support. 6 students from the eighth year and 3 students from 4.A would not appreciate financial support as a motivation for passing a certified exam at B2 level or higher.

5.6 Question 6 - Were you discouraged from taking a standardised test instead of the School English Maturita exam because only B2 level is recognized and not B1?

| 6. Were you discouraged from taking a standardised test instead of the School English Maturita exam because only B2 level is recognized and not B1? | 8.A | 4.A | Total |
|---|-----|-----|-------|
| Yes | 16 | 6 | 22 |
| No | 11 | 17 | 28 |
| I do not know | 5 | 7 | 12 |

Figure 13 Question 6 - Were you discouraged from taking a standardised test instead of the School English Maturita exam because only B2 level is recognized and not B1? (Kadlecová 2021)

The aim of the sixth question is to find out whether students are less motivated to take a certified exam instead of the School English Maturita exam because the recognised level is higher than it used to be. All students had to answer this question. 28 students in total answered that they were not discouraged from taking the exam because of a higher level. More precisely, it was 11 students from 8.A and 17 students from 4.A. On detailed examination, it was found that it was the students who had already passed the examination, see Figure 3, and those who had enrolled for it or were planning to, see Figure 6. 12 students answered that they did not know. On closer examination, it was discovered that it was those respondents who had answered in Question 2 that they had not decided yet if they would take the exam, see Figure 6. 22 students, 16 from the eighth year and 6 from 4.A, answered that they were discouraged from taking the exam. For the students who had not passed or were not going to take the exam, this was the last question in the questionnaire. It was 28 students in total, 19 from the eighth year and 9 from 4.A.

5.7 Question 7 - If you have passed a certified exam or you are preparing for it, have you relied (do you rely) solely on studying in regular English language lessons?

| 7. If you have passed a certified exam or you are preparing for it, have you relied (do you rely) solely on studying in regular English language lessons? (Count regular English lessons and English language seminar. Do not count the optional FCE subject.) | 8.A | 4.A | Total |
|--|-----|-----|-------|
| Yes | 4 | 5 | 9 |
| No | 9 | 16 | 25 |

Figure 14 Question 7 - Do you rely solely on studying in regular English language lessons? (Kadlecová 2021)

The rest of the questions were answered by 34 students. These were the students who had passed the test, were preparing for it, had enrolled, or had not decided yet but were more likely to do so. The aim of this question was to find whether students rely solely on their regular English lessons and English language seminar in their preparation. It was found that 25 students out of 34 students did not rely only on these lessons. Only 9 students, 4 from the eighth year and 5 from 4.A solely relied on English lessons and seminars when preparing for the examination.

5.8 Question 8 - Are you preparing for a certified exam in regular English lessons?

| 8. Are you preparing for a certified exam in regular English lessons? | 8.A | 4.A | Total |
|---|-----|-----|-------|
| Yes | 0 | 0 | 0 |
| No | 13 | 21 | 34 |

Figure 15 Question 8 - Are you preparing for a certified exam in regular English lessons? (Kadlecová 2021)

This question was asked to find out whether the students prepared for standardised tests in regular English lessons or if the English teachers relied on the fact, that exam candidates would attend the optional FCE subject. All 34 respondents, 13 from the eighth year and 21 students from 4.A, agreed that they did not prepare for certified exams in regular English lessons.

5.9 Question 9 - Did you attend (Do you attend) an optional FCE subject?

| 9. Did you attend (Do you attend) an optional FCE subject? | 8.A | 4.A | Total |
|--|-----|-----|-------|
| Yes | 5 | 6 | 11 |
| No | 8 | 15 | 23 |

Figure 16 Question 9 - Did you (Do you) attend an optional FCE subject? (Kadlecová 2021)

The aim of this question was to find whether most students (more than half) attended the optional FCE subject in preparation for a standardised test. In Figure 16, it is seen that 23 students, 8 from 8.A and 15 students from 4.A did not or do not attend the optional FCE subject to prepare for a certified exam. Therefore, only 11 students attended or attend the optional FCE subject. This subject was attended by 5 out of 13 eighth year students and 6 out of 21 students from 4.A who passed or were preparing for the certified exam. To sum up, it can be said that students do not prepare for certification in regular lessons, see Figure 15, however, when they have an option to attend the FCE subject, they do not attend it.

5.10 Question 10 - If you did not rely (do not rely) on studying in regular English lessons, how did you (do you) prepare outside of school?

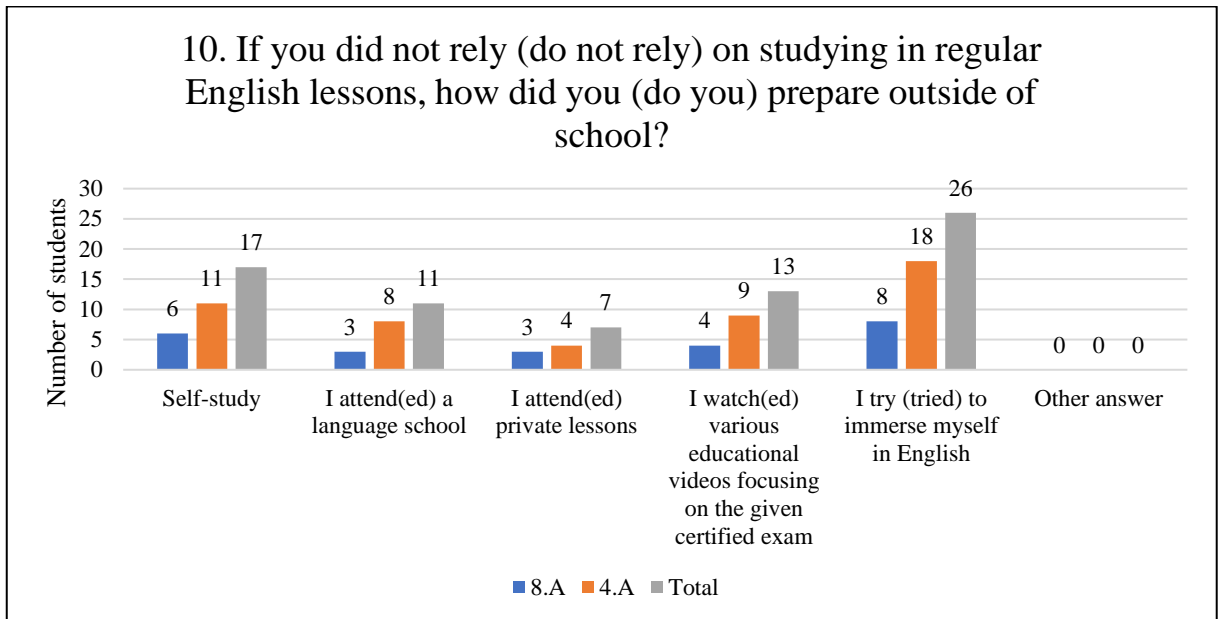


Figure 17 Question 10 - How did you (do you) prepare outside of school? (Kadlecová 2021)

The goal of the question was to find whether most students attended language schools or private lessons in order to prepare more intensively for a certified exam and if most students prepared for a standardised test through informal education. In the questionnaire, the students could choose more possible answers or add another option. In Figure 17, it is seen that 26 students out of 34 tried to immerse themselves in English through various kinds of informal education, such as films in English, series, books in English, conversations in English, etc. The majority, i.e., 8 students out of 13 from 8.A and 18 students out of 21 from 4.A chose this option. It can be said that most students prepare for an exam through informal education. The second most common answer is self-study. This option was chosen by 17 students, more precisely 6 from the eighth year and 11 from 4.A. The third most common answer is that 13 students, 4 from the eighth year and 9 from 4.A watched various educational videos focusing on the given certified exam. 11 students, more precisely 3 from the eighth year and 8 from 4.A attended a language school in order to prepare more intensively for a certified exam. 7 students out of 34, more precisely 3 from the eighth year and 4 from 4.A attended private lessons in preparation for an exam. These findings do not support the hypothesis that the majority of students attend a language school or private lessons to prepare for certified exams. None of the students listed any other type of preparation.

5.11 Question 11 - How many months before the certified exam did you (do you) start preparing for the certified exam?

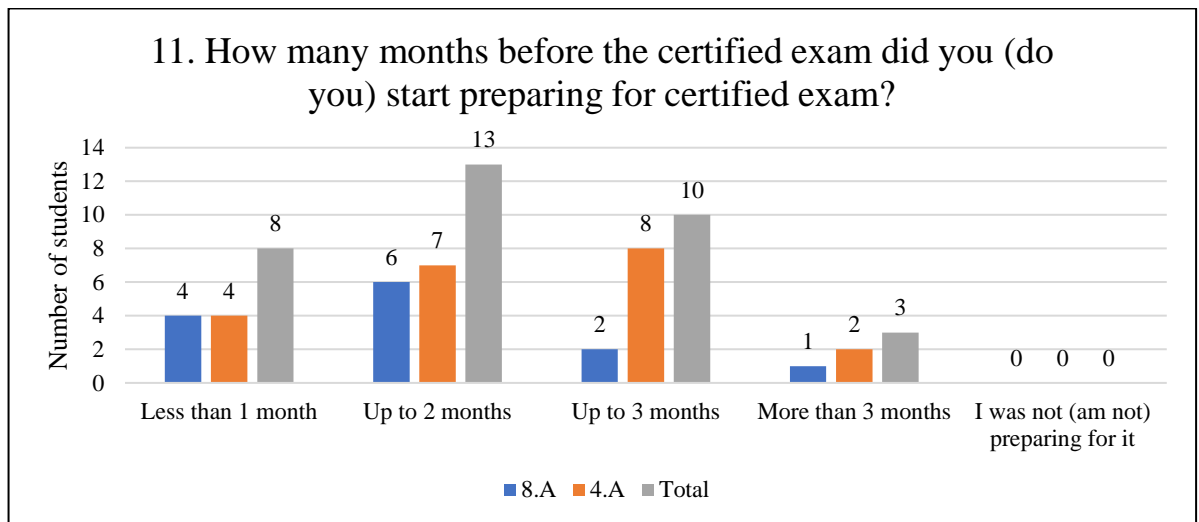


Figure 18 Question 11 - How many months before the certified exam do you start preparing for it? (Kadlecová 2021)

The aim of this question was to identify how many months in advance students prepare for a certified exam. Figure 18 shows that the dominant answer was up to 2 months in advance. It was chosen by 6 students from 8.A and 7 from 4.A. 10 students in total, 2 from the eighth year and 8 from 4.A prepared for the exam up to 3 months. 4 students from the eighth year and from 4.A prepared for less than 1 month. 3 students needed more than 3 months for preparation. Nobody answered that they were not preparing for the exam at all.

5.12 Question 12 - How many hours per week did you (do you) spend preparing for the certified exam?

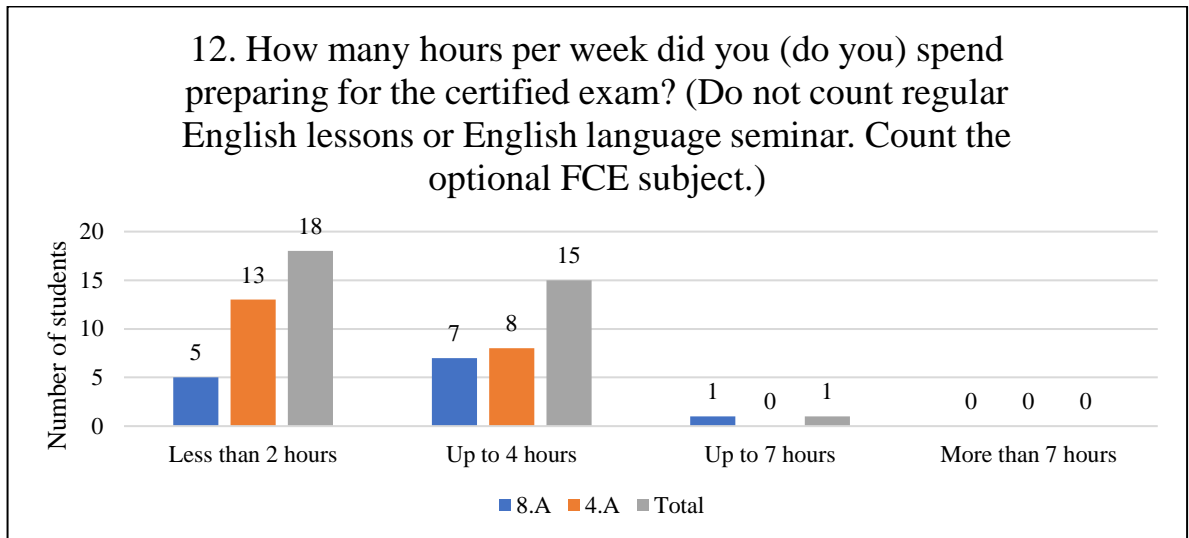


Figure 19 Question 12 - How many hours per week did (do) you spend preparing for the certified exam? (Kadlecová 2021)

This question focused on the amount of time students devoted to exam preparation. It is necessary to point out that this preparation does not include regular English lessons and the English language seminar. However, it does include the optional FCE subject. The dominant answer was less than 2 hours per week of preparation by 18 students in total, 5 from the eighth year and 13 from 4.A. On detailed examination, these 18 students were mainly those who did not attend the optional FCE subject. 15 students, 7 from the eighth year and 8 from 4.A, prepared for up to 4 hours per week for the examination. Only 1 student from the eighth year spent up to 7 hours per week in preparation for the test. Nobody spent more than 7 hours per week in preparation for the test.

5.13 Question 13 - Which part of the exam did you (do you) focus on the most in your preparation?

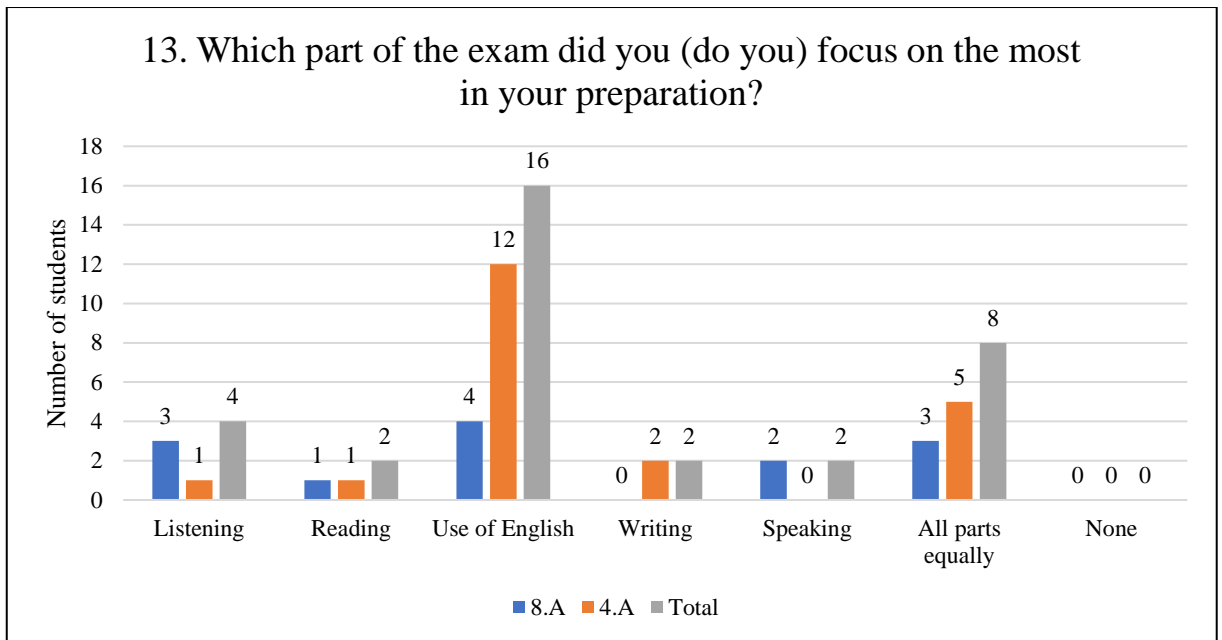


Figure 20 Question 13 - Which part of the exam do you focus on the most in your preparation? (Kadlecová 2021)

This question aimed to find which part of the test the students mainly prepared for. It is necessary to point out that students could only chose one option. 16 students out of 34 answered that they focused mainly on Use of English, in other words the grammar part. This option was chosen by 4 students from the eighth year and 12 from 4.A. 3 students from the eighth year and 5 from 4.A answered that they focused on all parts equally. 4 students focused mainly on the listening part. Concerning reading, writing and speaking, 2 students focused on each of these parts. Nobody answered that they did not focus on any part.

5.14 Question 14 - Which part of the certified exam was (is) difficult for you?

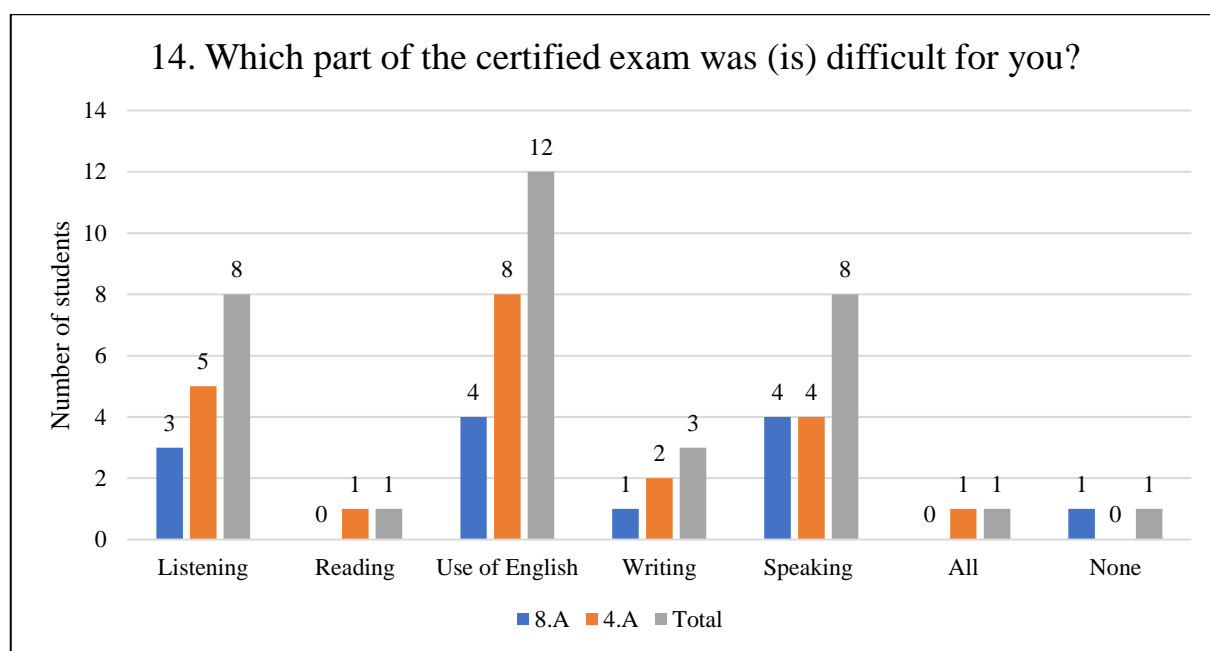


Figure 21 Question 14 - Which part of the certified exam is difficult for you? (Kadlecová 2021)

The aim of this question was to find which part of the exam is difficult for the students. The highest number of students from both classes answered that the Use of English, i.e., grammar, was the most difficult part. This option was chosen by 12 students, 4 from 8.A and 8 from 4.A. However, there is a slight drop, because in the previous question, see Figure 20, 16 students answered that they mainly prepared for this part. However, talking about the listening and speaking parts, both parts have 8 students who thought that these two parts were difficult. Compared with preparation, see Figure 20, the students did not much prepare for them. 3 students, 1 from the eighth year and 2 from 4.A considered the writing part as the most difficult part. 1 student from 4.A considered the reading part as the most difficult one. 1 student from 4.A answered that all parts were equally difficult for him/her. However, 1 student from the eighth year answered that none of the parts were difficult.

5.15 Question 15 – If you took (take) a Cambridge exam, what type of tasks in the Reading and Use of English parts did you (do you) specifically prepare for?

The aim of this question was to find for which type of test task students mainly prepared in each part of the standardised test. It is necessary to point out that the options in this and the following questions are based on Cambridge exams, especially Cambridge B2 First and Cambridge C1 Advanced due to the knowledge that the selected grammar school offers an optional FCE subject. Furthermore, multiple answers are possible in these questions. On closer examination, it was found that the student from the eighth year who passed IELTS also filled these questions concerning Cambridge exams.

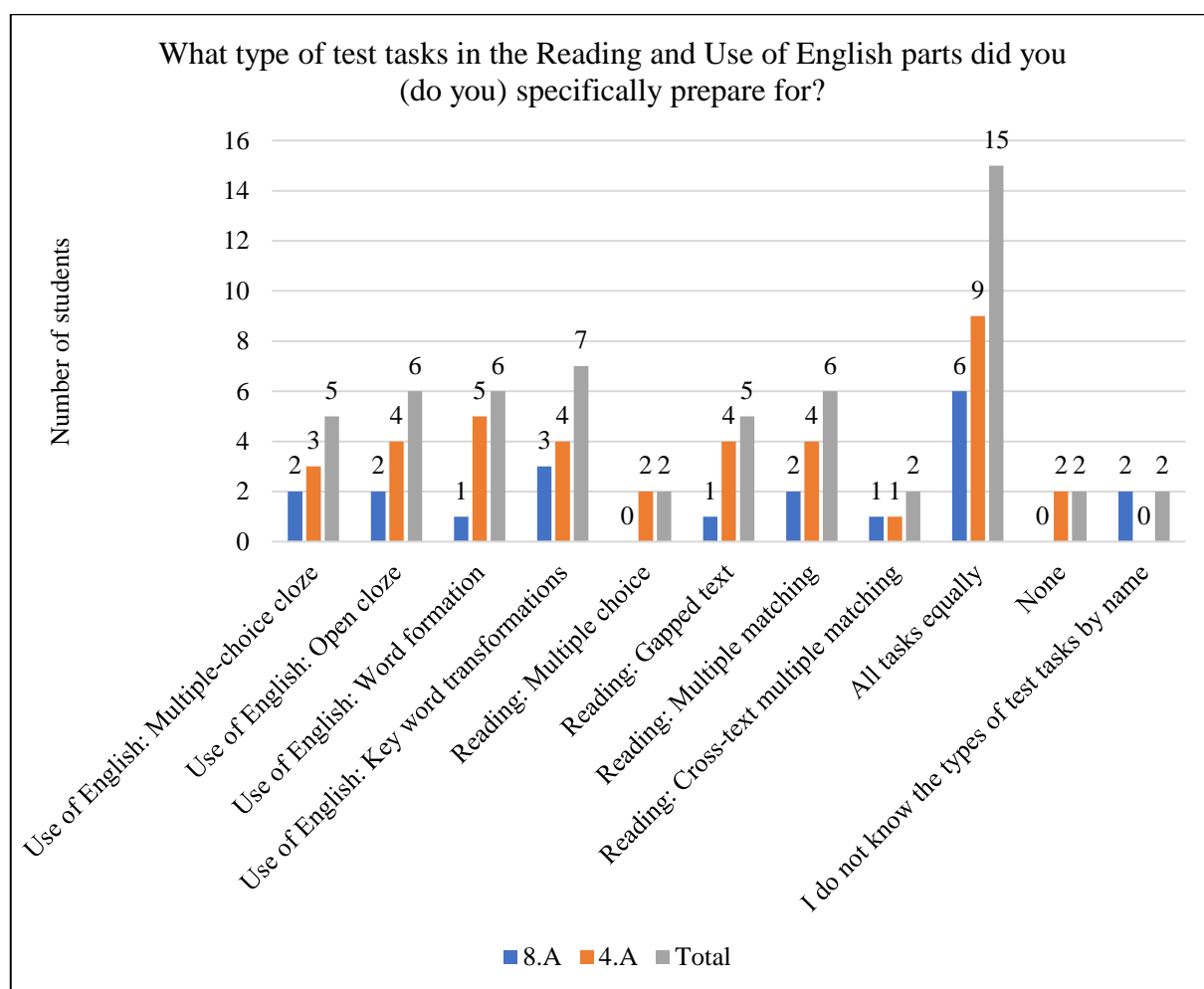


Figure 22 Question 15 - What type of test tasks in the Reading and Use of English parts did (do) you specifically prepare for? (Kadlecová 2021)

In Figure 22, it is seen that some of the tasks have a very balanced number of students. However, the dominant answer is that they prepared equally for all tasks. It was 15 students in total, 6 from 8.A and 9 from 4.A. The second most practiced task was Key word transformations in the Use of English. This task was chosen by 7 students, 3 from the eighth year and 4 from 4.A.

Altogether 6 students with a dominance of 4.A specifically prepared for Open cloze and Word formation in the Use of English and Multiple matching in Reading. 5 students in total with a dominance of 4.A chose Multiple-choice cloze in the Use of English and Gapped text in Reading for which they specifically prepared. 2 students in each test task concluded that they specifically prepared for Multiple choice and Cross-text multiple matching in the Reading part. 2 students from 4.A answered that they did not specifically prepare for any test tasks in Reading and Use of English. 2 students from the eighth year answered that they did not know the types of test tasks by name even though they had an opportunity to look into the exam while they were filling in the questionnaire. Figure 22 shows that students from 4.A pay more attention to these parts than students from the eighth year.

5.16 Question 16 - What type of test tasks in the Writing part of a Cambridge exam did you (do you) specifically prepare for?

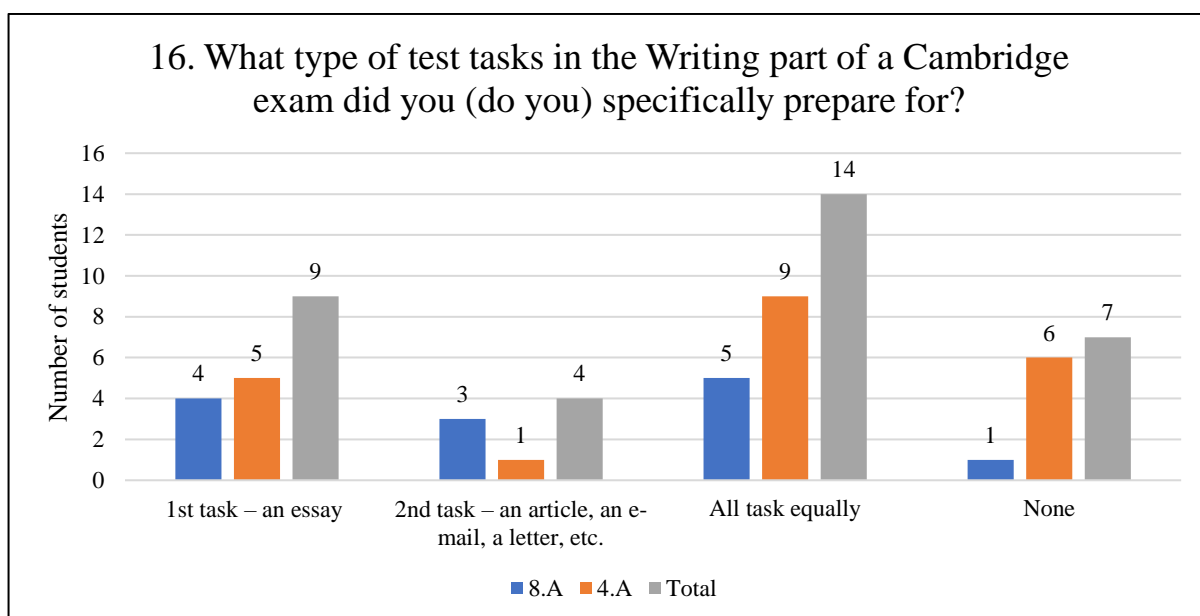


Figure 23 Question 16 - What type of tests tasks in the Writing part of a Cambridge exam did (do) you specifically prepare for? (Kadlecová 2021)

Due to the fact that the Writing part has only two tasks, the students could only choose one answer. 14 students, more precisely 5 from the eighth year and 9 from 4.A prepared for both tasks equally. However, Figure 23 shows that 4 students from 8.A and 5 from 4.A, altogether 9 students, specifically prepared for the first task which is an essay without any option of choice 7 students out of which 6 were from 4.A did not prepare for any writing test task. Only 4 students with a dominance of 3 students from the eighth year prepared specifically for the second test task in which the candidates could choose a particular text type such as an article, an e-mail, a letter, etc.

5.17 Question 17 - What type of test tasks in the Listening part of a Cambridge exam did you (do you) specifically prepare for?

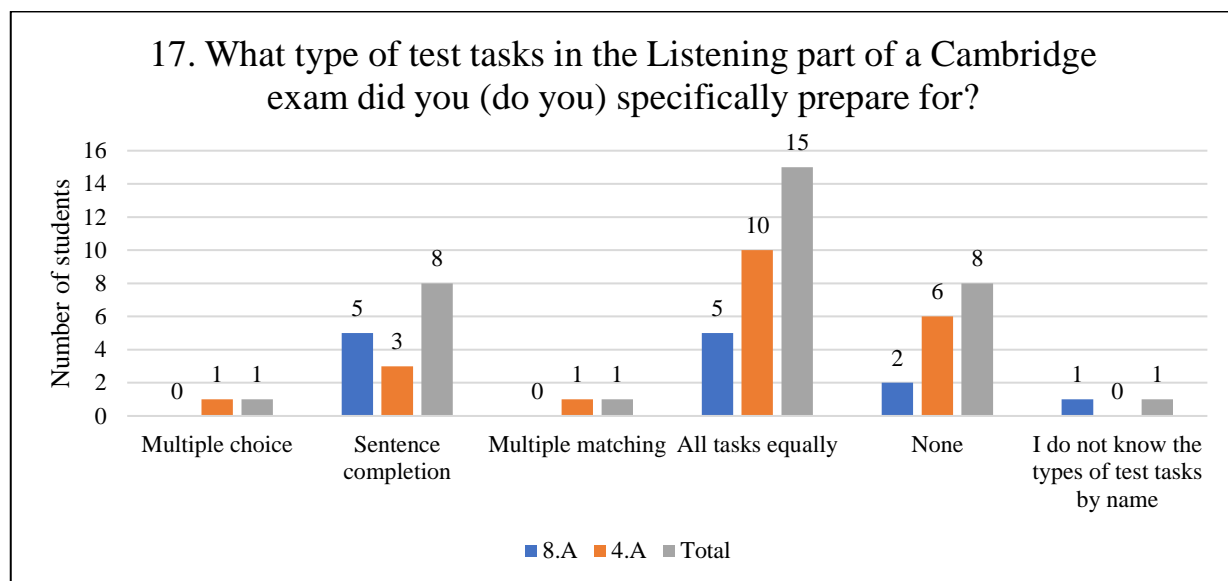


Figure 24 Question 17 - What type of test tasks in the Listening part of a Cambridge exam did (do) you specifically prepare for? (Kadlecová 2021)

For this question, students could choose more possible answers. Figure 24 shows that 15 students out of 34, more precisely 5 from 8.A and 10 from 4.A prepared in the Listening part for all tasks equally. However, 8 students with a dominance of 6 students from 4.A concluded that they did not specifically prepare for any listening test task. 8 students chose that they mainly prepared for Sentence completion. 1 student each from 4.A answered that they focused mainly on Multiple choice and Multiple matching. 1 student from the eighth year answered that he/she does not know the types of test tasks by name even though the students had an opportunity to look into the example test while they were filling out the questionnaire.

5.18 Question 18 - What type of test tasks in the Speaking part of a Cambridge exam did you (do you) specifically prepare for?

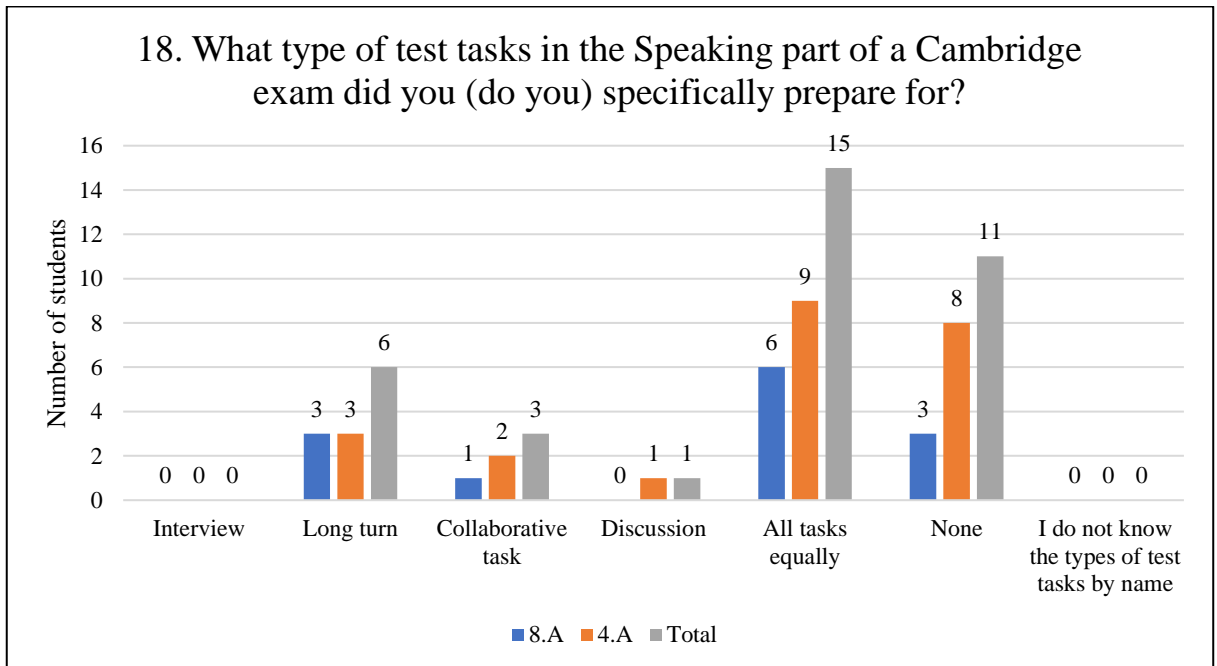


Figure 25 Question 18 - What type of test tasks in the Speaking part of a Cambridge exam did (do) you specifically prepare for? (Kadlecová 2021)

In this question students could choose more possible answers. 15 students, 6 from 8.A and 9 from 4.A answered that they prepared for all tasks equally. However, 11 students with a dominance of 8 students from 4.A, concluded that they did not prepare for any speaking test task. 6 students, 3 from each class, answered that they mainly prepared for the Long turn. 3 students chose that they focused mainly on the Collaborative task. 1 student from 4.A mainly prepared for the Discussion. Nobody prepared for the Interview.

6 SUMMARY OF RESEARCH OUTCOMES

The following chapter summarizes the results of the questionnaire by addressing the 13 research questions formulated in Chapter 4 of the thesis.

The first research question asked how many students had taken or were going to take a certified English exam. The results of the questionnaire show that there are more students who have already taken an international exam than in the previous academic year – 21 out of the 62 respondents. The overall number of exams taken in 2021/2022 is likely to be even higher, as there are 20 respondents who answered that they had not decided yet, were planning to take the test or were already enrolled. The previous school year marked a noticeable drop in the overall number of international exams taken by students, which was likely due to the COVID-19 pandemic and the measures related to it. The year 2021/2022 shows a rising tendency concerning the number of certified exams taken, especially B2 level exams, which is now the lowest level recognized instead of the School English Maturita exam. Another finding was that more students in 4.A had passed an international exam than students in 8.A in 2021/2022 so far. It is notable as the data from earlier years have shown a tendency for more international exams and higher-level exams to be taken by students of the eight-year program.

The aim of the second research question was to determine which standardized test is the most common among students. The results clearly show a prevalence of Cambridge exams, especially Cambridge B2. Only 2 out of the 23 passed certified exams were of a different type (IELTS Academic, other). Although B2 was the most favoured level among students, about a quarter of those who passed the exam obtained an even higher level (C1 or C2).

The third research question looked into the reasons why students wanted to take standardised tests. The main source of motivation for students was that the exam would be accepted instead of the School English Maturita exam (16 out of 37 students). The second main reason, mainly for students of the eight-year program, was to get an advantage at university. Interestingly, the third most common answer was unrelated to any academic or professional motivation, as 6 students chose as the main reason that they wanted to give it a try.

The fourth research question explored why some students chose not to take a standardised test. Most of the answers were connected with the School English Maturita exam. 9 students preferred to take the School Maturita Exam and were not interested in another English exam, while 8 students were not even going to take the School English Maturita exam.

The aim of the fifth research question was to gain insight into students' motivation in terms of financial incentives. According to the results of the questionnaire, most students would appreciate financial reward for passing a certified exam (40 out of 62 students). However, it is also important to point out that only 3 students were discouraged from taking the exam due to financial reasons. This means that while a financial reward might be appreciated by students as a kind of bonus, it is not their primary motivation to take the test.

The sixth research question focused on how the difficulty of the exam affected students' decision to take it. While in earlier years, B1 level exams were accepted, as of 2020/2021, only B2 level or higher exams can be taken by students instead of the School English Maturita exam. There was a sharp decline in the certified exams taken by students instead of the Maturita exam in 2020/2021 (see Figure 2). However, the change coincided with COVID-19 measures, which also played an important role. The questionnaire revealed that the higher level was an important factor in terms of motivation, as 22 students out of 62 answered that they were discouraged from taking the certified exam due to its higher level. 28 students out of 62 were not discouraged from taking the test because of a higher-level recognition for the School English Maturita exam. On detailed examination, it was found that it was those students who had already passed or were planning to take the test. Although the international exams are higher level than the School Maturita exam, many students are still motivated to take them. Question 2b (Figure 8) may provide some insight into these results, as students are also motivated by getting an advantage at university or simply finding out what their level of English is in an international context.

The answer to the seventh question, asking whether most students attended the optional FCE subject in preparation for a standardised test, is no. Only 11 out of 34 students took advantage of exam preparation organised by the school.

The aim of the eighth research question was to find out whether most students prepared for the exam using non-formal education (in private lessons or language schools). 11 students chose the option of a language school and 7 students attended private lessons. As the results of the questionnaire show, more students preferred to prepare in other ways, especially informal.

The ninth research question focused on the role of informal education in students' exam preparation. According to the questionnaire results, informal education does play a crucial role. 26 students answered that they tried to immerse themselves in English by watching films in English, reading books and magazines in English or communicating in English online.

The focus of the tenth research question was the amount of time devoted by students to exam preparation. Based on the questionnaire results, most students start preparing two or three months in advance. The majority spend less than two hours a week. Only one respondent answered that he or she studied more than four hours a week.

The eleventh research question was asked to determine which of the exam parts the students focused on the most in their preparation. The results show that the majority chose the Use of English (16 out of 34 students), which was, accordingly, considered the most difficult.

The twelfth research question addressed the individual parts of the exam in terms of difficulty. The questionnaire results show that most students considered the Use of English the most difficult (12 out of 34 students), followed by Listening and Speaking (8 students each).

The last research question was asked to find out whether students focused on any individual tasks in each part of the exam. In questions 15 through 18, students were asked which task of each part (Writing, Reading and Use of English, Listening, and Speaking) they specifically prepared for. Overall, it can be said that the majority of students did not focus on a particular task but rather chose to prepare for all tasks equally, which was the most common answer in each question. Most of those who did not choose this option, chose Key word formation in the Use of English as the task which they specifically prepare for. In the Reading part the second highest number of students chose Multiple matching as the task which they specifically prepare for. In the Writing part, the second highest number of students answered that they prepare for Sentence completion, but the same number of students answered that they do not prepare for any of the tasks. As for the Speaking part, the second highest number of students chose that they do not prepare for any of the tasks. But the third highest number of students chose that they specifically prepare for the Long turn.

To conclude, the questionnaire helped to determine which international exams students decide to take instead of the School English Maturita exam. The results gave valuable insight into students' motivation (or lack thereof) regarding these exams and also provided information about how students prepare for the exams.

CONCLUSION

This diploma thesis focused on English standardised tests taken by students of upper-secondary schools and their preparation for them. The first part of the thesis provided the theoretical background while the practical part presented research conducted by means of a questionnaire given to students at a selected upper-secondary school.

The theoretical part of the thesis offered a general overview of formal education and the aims of foreign language teaching. It focused on the communicative competence and what it means in the context of upper-secondary education, as the research part was done in an upper-secondary school. In relation to upper-secondary education, the Framework Educational Program for Secondary General Education was introduced, and its main principles and aims were summarized. Furthermore, the theoretical part presented the most important types of language tests and addressed their ability to verify the outcomes of language teaching. It focused primarily on the proficiency test, which is the type of test used in the English Maturita exam as well as the international certified exams which are recognized instead of Maturita. It provided an overview of the structure of the most widely recognised certified exams as well as the State English Maturita exam. The tests were analysed in terms of their desirable qualities, i.e., validity, reliability, practicality, and beneficial backwash. The last chapter of the theoretical part explored the ways in which students learn foreign languages and prepare for exams. It explained the concepts of non-formal and informal education and looked at the specific examples of non-formal or informal education that students choose and the reasons why they do so based on existing research by Št'astný (2016) and Černá (2016).

The practical part presented the research design and formulated 13 research questions based on which a questionnaire was composed and distributed among 62 students of the selected school. The results of the questionnaire were presented using graphs and figures and the findings were summarised and interpreted to provide answers to the research questions.

It was confirmed by the questionnaire that the overall main reason why students choose to take international certified exam is that they are accepted instead of the School Maturita Exam. This is also noticeable in the number of B1 level exams taken by students which dropped considerably in the academic year when B1 level exams were no longer recognized as a replacement for the Maturita exam.

However, the thesis mainly looks at international English exams as an alternative to the School English Maturita, this is not the only reason why upper-secondary students take these exams,

as the results of the questionnaire show. The majority of the questionnaire respondents do answer that this was the main reason, however, there were also those who decided to take the exam in view of the benefits to their future academic or professional career, or simply to try and find out what their level of English is in an international context. On closer examination of the findings, there were differences in the motivation between the two classes. Unlike students in class 4.A, students in class 8.A seemed to be more focused on getting an advantage at university, which the questionnaire revealed as their main motivation.

An interesting finding was that even though the international exams are rather costly, it does not deter students from taking them. While most students would welcome financial support, only a few decide not to take the exam due to financial reasons. What the results of the questionnaire also show is that not all students find the higher-level recognition (B2 level instead of the earlier B1) demotivating. Only about a third of the students answered that they were discouraged by the change. The main reason why the respondents of the questionnaire decided not to take an international exam was that the State English Maturita exam was sufficient for them, or they were not interested in taking any English exam (even Maturita).

The results of the questionnaire show that most students were familiar with the structure of the most popular exams, i.e., exams organised by Cambridge Assessment English. Only slightly fewer respondents were familiar with the structure of Cambridge exams than with the structure of the State English Maturita exam.

As the questionnaire revealed, most students do not rely in their exam preparation solely on their school. Furthermore, all the respondents answered that they were not preparing for certified exams in their regular English lessons. This points to an important role of non-formal and informal education. According to the findings, students relied especially on informal ways of learning.

In response to the research results, the following topic that can be examined is the individual students' learning strategies when preparing for English standardised tests. A possible question raised by the results of the questionnaire is whether the exam preparation provided by the school (in the form of a specialised FCE seminar) is efficient given the fact that many students do not take advantage of it and choose to prepare in other ways (non-formal and informal education). It might be interesting to look into the reasons why students choose other ways over formal exam preparation and compare the individual strategies.

RESUMÉ

Tato diplomová práce se zabývá problematikou ověřování výstupů středního vzdělávání v anglickém jazyce z pohledu studenta. Cíl práce je zjistit, pomocí dotazníkového šetření, pro jakou mezinárodní zkoušku se studenti vybraného gymnázia rozhodují a jak se na ni připravují. Diplomová práce se skládá ze dvou základních částí, a to z části teoretické a praktické. Cílem teoretické části je poskytnutí teoretického rámce týkajícího se formálního vzdělávání a cílů cizojazyčné výuky a komunikační kompetence s ohledem na střední vzdělávání, konkrétně gymnázia. Teoretická práce dále poskytuje vhled do druhů testů, koncepce státní maturitní zkoušky z anglického jazyka a rozbor tří mezinárodních organizací a jejich certifikovaných zkoušek z anglického jazyka. V neposlední řadě teoretická práce poskytuje vhled do neformálního a informálního kontextu učení se anglickému jazyku. Cílem praktické části je poskytnutí designu výzkumu, cílů výzkumu, metodologie, sběru dat, rozboru a interpretace získaných dat.

Teoretická část se skládá ze tří hlavních kapitol, které jsou následně rozděleny do několika podkapitol. První kapitola představuje cíle cizojazyčné výuky. Více diskutované jsou cíle podle Hendricha (1988), který dělí cíle na jazykový, vzdělávací a výchovný. Jazykový cíl je chápán jako takový cíl, kdy osvojený jazyk slouží pro komunikaci a dorozumění se. Vzdělávacím cílem je myšleno osvojení mimojazykových faktů, které jsou s jazykem spojeny, jako jsou například realie země, kde se daným jazykem hovoří. Výchovný cíl se zaměřuje na rozvoj rysů osobnosti a posilování pozitivního vztahu k cizímu jazyku. Následuje analýza komunikační kompetence, jež je v dnešní době cílem procesu jazykového učení, podle modelu, který používá Společný evropský referenční rámec pro jazyky (CEFR). Model je rozdělen do tří částí: lingvistické, sociolingvistické a pragmatické, které se dělí na další dílčí části. Jelikož se diplomová práce zabývá studenty gymnázia, je zde popsána klasifikace školství v České republice s akcentem na vyšší sekundární vzdělávání neboli střední školu, přesněji gymnázium. Cíle, kontext a očekávané výstupy jsou sepsány v Rámcovém vzdělávacím programu pro gymnázia (RVP G). Je nutné zmínit, že Rámcové vzdělávací programy jsou revidovány. Nicméně RVP G cílí na vybavení studentů klíčovými kompetencemi, mezi něž patří kompetence k učení, k řešení problémů, kompetence komunikativní, sociální a personální, občanská a kompetence k podnikavosti. Pouze jedna z osmi vzdělávacích oblastí je podrobněji zanalyzována, a to Jazyk a jazyková komunikace v oblasti cizího jazyka, kde je cílem z A2 úrovně dosáhnout úrovně B2 v anglickém jazyce podle CEFR. Student na úrovni B2 by měl mít takové vyjadřovací

schopnosti, aby se vyjádřil a rozvíjel svoji argumentaci bez nutnosti hledání a nahrazování daných slov.

Druhá kapitola teoretické části se věnuje ověřování výsledků vzdělávání v anglickém jazyce, ve které se klade důraz na profiency test, který ověřuje dosažení určité, předem definované úrovně komunikační kompetence. Kapitola se zabývá koncepcí státní maturitní zkoušky z anglického jazyka, jelikož je tato zkouška tzv. profiency test a ověřuje dosažení určité jazykové úrovně v anglickém jazyce. Důraz je kladen na všechny tři části: didaktický test, písemnou a ústní část státní maturitní zkoušky z anglického jazyka. Diplomová práce se zabývá tím, pro jakou standardizovanou zkoušku z anglického jazyka se studenti daného gymnázia rozhodují. Proto poslední část druhé kapitoly teoretické části analyzuje tři mezinárodní organizace, které zkoušky pořádají. Jelikož je možnost uznání školní maturitní zkoušky z anglického jazyka certifikátem na úrovni B2 a výš podle Ministerstva školství, mládeže a tělovýchovy České republiky, jsou analyzované dané typy zkoušek od úrovně B2. První organizací je Cambridge Assessment English, která připravuje certifikované zkoušky jako je B2 First taktéž známou jako First Certificate in English (FCE), která je na B2 úrovni podle CEFR. Druhá zanalyzovaná zkouška je C1 Advanced taktéž známa jako Cambridge Advanced English (CAE), která je na C1 úrovni. Druhou organizací je International English Language Testing System (IELTS), jejíž certifikované zkoušky jako jsou Academic nebo General jsou mezinárodně uznávány v anglicky mluvících zemích ke studiu nebo k práci. V neposlední řadě sem patří organizace Test of English as a Foreign Language (TOEFL), která pořádá certifikované zkoušky iBT, iTP nebo Juniorské zkoušky. Podle druhu a náročnosti mají vyjmenované zkoušky několik částí jako je poslech, čtení a gramatika, psaní a ústní část.

Jelikož se praktická část zabývá přípravou studentů na standardizované testy, třetí a zároveň poslední kapitola teoretické části se zabývá kontexty učení se cizího jazyka u studentů gymnázií. Tato část je v teoretické části z důvodu toho, že Rámcové vzdělávací programy necílí při formálním vzdělávání na přípravu a složení standardizovaných testů. Důraz je kladen na důvody studentů gymnázia k neformálnímu vzdělávání se v anglickém jazyce. Mezi tyto důvody patří získání lepších známek, neporozumění probíranému učivu, příprava na maturitní zkoušku anebo právě příprava na certifikované zkoušky atd., byly zjištěny průzkumem Šťastného (2016) a Černé (2016). Informálním vzděláváním v anglickém jazyce se zabývala Černá (2016), jež zjistila, že studenti se nejčastěji učí anglický jazyk pomocí poslechu hudby, sledování seriálů či prací na internetu a podobně.

Následuje praktická část diplomové práce, která se skládá ze tří kapitol. Cílem praktické části je zjistit pomocí dotazníkového šetření pro jakou standardizovanou zkoušku z anglického jazyka se studenti daných tříd na vybraném gymnáziu rozhodují a jak se na ni připravují.

První kapitola praktické části je design výzkumu. Nachází se zde seznámení se s výukou angličtiny na vybraném gymnáziu, kde ji učí čtyři aprobovaní učitelé anglického jazyka, jejichž cíl je naučit studenty pracovat systematicky v cizím jazyce, zbavit je strachu z jeho používání a naučit je myslet v daném cizím jazyce. Nacházejí se zde i počty studentů v posledních ročnících osmiletého a čtyřletého studia, kteří absolvovali certifikovanou zkoušku z anglického jazyka. Od školního roku 2015/2016 se zvýšily počty certifikací z anglického jazyka v obou třídách. Pokles nastal ve školním roce, kdy se zvýšilo uznávání certifikátů z B1 na B2 úroveň podle CEFR k uznání školní maturitní zkoušky z anglického jazyka a taktéž kvůli Covid-19 pandemii byla zrušena ústní část školní maturitní zkoušky z anglického jazyka. Následuje popis školního vzdělávacího programu se zaměřením na hodiny anglického jazyka, semináře anglického jazyka a volitelného FCE předmětu, což je příprava na certifikované zkoušky. Velmi stručně je zde vysvětlena struktura školní maturitní zkoušky z anglického jazyka. Následuje popis již zmíněného cíle výzkumu diplomové práce. Jelikož šetření bylo pomocí dotazníku, bylo zapotřebí formulovat výzkumné otázky. Vzniklo 13 výzkumných otázek. Respondenti dotazníku byli studenti posledních ročníků osmiletého a čtyřletého studia na daném gymnáziu, protože měli stejné očekávané výstupy učiva. Uskutečnila se pilotáž dotazníku a poté byla dopravena finální verze dotazníku obsahující 18 hlavních otázek, ve které první dvě otázky jsou rozděleny do podotázek. Dotazník byl autorkou osobně rozdán ve třídách 8.A a 4.A dne 15. prosince 2021. Z 8.A vyplnilo dotazník 32 z 32 studentů. Ze 4.A vyplnilo dotazník 30 z 32 studentů. Celkově je 62 respondentů.

Druhá kapitola praktické části analyzuje a interpretuje získaná data. Jelikož každá otázka obsahovala možnosti odpovědí, tak pro znázornění výsledku byly použity tabulky a grafy. Taktéž je nutno podotknout, že ne na všechny otázky odpovídali všichni studenti, ale dle tzv. „navigace“ v textu si vybírali otázky, které na ně pasovaly. Ti studenti, kteří certifikaci neabsolvovali a ani ji skládat nebudou, vyplnili pouze polovinu dotazníku dle instrukcí. Při stručném shrnutí výsledků lze říci, že třída 4.A má převahu vůči třídě 8.A v absolvování a plánování certifikací. Bylo zjištěno, že studenti obou tříd se nejčastěji zúčastňují zkoušek od Cambridge, konkrétně B2 First neboli First Certificate in English. Tím pádem je i nejvíce studentů z obou tříd, kteří dosáhli certifikace úrovně B2 podle CEFR. Je nutné podotknout, že v každé třídě se našly i výjimky, a to studenti, kteří absolvovali nižší nebo vyšší certifikaci a

získali jinou úroveň podle CEFR. Největším důvodem pro studenty 4.A proč absolvovali nebo absolvují certifikaci, je, že si pomocí certifikace nahradí školní maturitní zkoušku z anglického jazyka. Studenti z 8.A absolvovali nebo absolvují certifikaci kvůli výhodám na vysoké škole, jako je pomocí certifikace uznání přijímací zkoušky, více bodů u přijímací zkoušky a podobně. Nejvíce studentů, kteří neabsolvovali a neabsolvují zkoušku označilo, jako hlavní důvod to, že raději budou maturovat z anglického jazyka anebo nebudou vůbec maturovat ze školní maturitní zkoušky z anglického jazyka. Jelikož certifikované zkoušky jsou placené, drtivá většina studentů by ocenila finanční odměnu od ředitele školy, popř. kraje za absolvování zkoušky na úrovni B2 a vyšší. Nicméně je nutné podotknout, že tuto finanční odměnu berou studenti jako „bonus“ ke zkoušce, a ne jako motivaci k úspěšnému absolvování zkoušky. Překvapivé zjištění je, že studenty neodradilo uznávání certifikátů na B2 úrovni k maturitní zkoušce, když v předchozích letech se uznávaly certifikace na B1 úrovni. Bylo zjištěno, že většina studentů nespolehlala na školní hodiny angličtiny a ani většina studentů nenavštěvovala volitelný FCE předmět, který sloužil jako příprava na certifikovanou zkoušku B2 First od Cambridge. Studenti se pomocí informálního vzdělávání nejčastěji připravují na certifikaci tím, že se snaží být v kontaktu s angličtinou skrze sledování filmů a seriálů v anglickém jazyce, čtení knih v anglickém jazyce, konverzací v angličtině, a podobně. Pouze necelá polovina studentů, kteří absolvovali nebo absolvují certifikaci, navštěvuje jazykovou školu nebo soukromé hodiny angličtiny jako přípravu na certifikaci. Z důvodu časové náročnosti přípravy na certifikaci se nejvíce studentů připravovalo na zkoušku do dvou měsíců a méně než dvě hodiny týdně s ohledem na to, že do těchto dvou hodin se řadí i volitelný FCE předmět, na který ale většina studentů nechodí. Posledních šest dotazníkových otázek se zabývá konkrétní organizací Cambridge a její zkoušku B2 First a C1 Advanced. Většina studentů uvedla, že se nejvíce připravují na gramatiku a zároveň jim přijde jako nejnáročnější část. V následujících otázkách týkajících se jednotlivých částí testu a typů cvičení většina studentů uvedla, že se na všechny typy cvičení připravují stejně.

Poslední kapitola praktické části stručně shrnuje výsledky výzkumu, neboť jednotlivé dotazníkové otázky jsou vždy podrobně popsány u jednotlivých grafů a tabulek.

Cíl diplomové práce, zjistit pro jakou standardizovanou zkoušku se studenti vybraného gymnázia rozhodují a jak se na ni připravují, byl splněn. V tomto tématu zabývající se přípravou na standardizované zkoušky z anglického jazyka se může rozhodně dále pokračovat, například, výzkumem strategií učení se cizímu jazyku na certifikované zkoušky.

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Educational Content

RECEPTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- ▶ understand the main points and ideas of an authentic oral expression with a rather complex content on a current topic and express its main as well as complementary information
- ▶ distinguish between individual speakers in a discourse, identify different styles, emotional tones, opinions and attitudes of the individual speakers
- ▶ understand the main points and ideas when reading an authentic text or written expression with a rather complex content on a current topic
- ▶ identify the structure of a text and distinguish between the main and complementary information
- ▶ find and accumulate information on a less common, specific topic from various texts and work with the information acquired
- ▶ infer the meaning of unknown words based on already acquired vocabulary, context, knowledge of word formation and cognates
- ▶ utilise various types of dictionaries, informative literature, encyclopaedias and media
- ▶ read literature in the language of study with comprehension
- ▶ describe the plot and the sequence of events in a film or play

Figure 26 Foreign Language - Educational Content: Receptive Language Skills: Expected Outcomes (FEP SGE 2007, 16)

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- ▶ formulate his/her opinion in such a way that he/she is understood, using correct grammar, spontaneously and coherently
- ▶ reproduce freely and coherently an authentic text with vocabulary and language structures characteristic of a rather demanding text which he/she has read or listened to
- ▶ present a coherent speech on an assigned topic
- ▶ create lucid texts on a wide range of topics and express his/her attitudes
- ▶ describe in detail his/her surroundings, interests and activities related to them
- ▶ structure formal as well as informal written expressions logically and clearly, using different styles
- ▶ receive information of a rather complex content with a good degree of comprehension and be able to convey it in such a way that he/she is understood while using grammar correctly
- ▶ use a broad general vocabulary to develop argumentation without reducing the content of the communication
- ▶ employ monolingual and specialised dictionaries when writing on selected topics

Figure 27 Foreign Language - Educational Content: Productive Language Skills: Expected Outcomes (FEP SGE 2007, 17)

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- ▶ express and defend his/her ideas, opinions and attitudes using appropriate written as well as oral forms
- ▶ comment on and discuss various opinions on non-fiction and fiction texts adequately and using correct grammar
- ▶ react spontaneously and using correct grammar in more complicated, less common situations while using appropriate phrases and expressions
- ▶ communicate fluently on abstract as well as specific topics in less common or specialised situations, respecting the rules of pronunciation
- ▶ begin, carry on and end conversations with native speakers and join in active discussion on various topics concerning more specialised interests

Figure 28 Foreign Language - Educational Content: Interactive Language Skills: Expected Outcomes (FEP SGE 2007, 17)

Subject Matter

LANGUAGE MEANS AND FUNCTIONS

(connected with personal, educational, work-related and public areas which the pupil encounters commonly, less often or only in specific circles)

- **phonetics** – the phonetic structure of a word, the phonetic aspect of a sentence, phonetic reduction, phonetic features
- **orthography** – rules for more difficult words, principles for phrasing and intonation arising from the written form of the language, pronunciation conventions
- **grammar** – nominal and verbal phrases, morphemes, prefixes, suffixes, further ways of expressing the past, present and future, complex subordinate clauses, compound sentences, derivation, functional shift, transformation, valency
- **lexicology** – collocations, set phrases on the sentential level, proverbs, simple idioms, phrasal verbs, set clause patterns, specialised terms and phrases on common topics

Figure 29 Foreign Language - Subject Matter: Language Means and Functions (FEP SGE 2007, 17)

COMMUNICATIVE FUNCTION OF THE LANGUAGE AND TEXTUAL TYPES

(connected with personal, educational, work-related and public areas which the pupil encounters commonly, less often or only in specific circles)

- **attitude, opinion, viewpoint** – agreement, disagreement, consent, request, denial, possibility, impossibility, certainty, obligation, prohibition, order
- **emotion** – like/dislike, interest/lack of interest, delight/disappointment, surprise, astonishment, worry, gratitude, sympathy, indifference, fear
- **moral attitudes and functions** – apology, forgiveness, praise, rebuke, regret, confession, condemnation
- **shorter writings** – greetings, messages, congratulations, invitations, responses, personal letters, official letters, requests, advertisements, structured résumés
- **longer writings** – detailed CVs, narrations, reflections, essays, detailed descriptions, technical descriptions
- **reading and listening comprehension** – logically structured texts in non-complicated language, informational texts, descriptive, factographic, documentary, imaginative and artistic texts
- **independent oral expression** – description, summary, comparison, narration, notice, presentation, textual paraphrase
- **interaction** – formal as well as informal conversation, discussion, correspondence, structured interview, unexpected situations in both personal and professional life, communication by telephone and other media
- **information from the media** – press, radio, television, internet, film, audio and video recordings, public announcements, telephone

Figure 30 Foreign Language - Subject Matter: Communicative Function of the Language and Textual Types (FEP SGE 2007, 18)

THEMATIC AREAS AND COMMUNICATION SITUATIONS

(In terms of content and language, the source texts are more difficult but not complicated, contain elements of artistic, journalistic, scientific and popular-science styles, are related to both common and less common, specific as well as abstract topics which the pupil can encounter in everyday life or when travelling to countries in a given language region.)

- **public area** – public institutions, public announcements, authorities, official letters, main political parties and bodies, public meetings, public services, passports, authorisation, performances, competitions
- **work area** – state administration, companies, industry, agriculture, less common professions, instruments and equipment, events at work, employment contracts, business letters, advertising materials, manuals, job description, occupational safety
- **educational area** – elementary, secondary and tertiary education in the Czech Republic and countries of the foreign language studied, scientific societies and clubs, professional institutions, vocations and degrees from educational institutions, student gatherings, classroom equipment, work in the classroom, debates and discussions, annotations, summaries
- **personal area** – home when abroad, lie of the land, social relationships, close family or friends, colleagues, artistic subjects, household utensils, sports and recreational equipment, health, accidents, lifestyle, non-traditional holidays, non-traditional hobbies, recipes, novels, magazines
- **personality area** – identity, methods of self-perception, philosophy of life
- **social area** – nature, environment, ecology, global problems, science and technology, progress

Figure 31 Foreign Language - Subject Matter: Thematic Areas and Communication Situations (FEP SGE 2007, 18)

REALIA OF THE COUNTRIES OF THE LANGUAGE STUDIED

- **political and economic position in the world**
- **brief characteristics of the economy, society and culture**
- **relations with the Czech Republic**
- **literature, important works and authors**

- **science, technology, sport, art, significant personalities, works, achievements**
- **life and traditions, family, education, national pastimes and specialties**
- **language peculiarities and differences**
- **media and their impact on individuals and society**
- **current affairs and events of greater significance**
- **authentic materials – press, radio, film**

Figure 32 Foreign Language - Subject Matter: Realia of the Countries of the Language Studied (FEP SGE 2007, 18-19)

Appendix 2 – Standardised Tests Replacing One Language Exam in School Maturita Exam

| Úroveň dle SERR/CEF | Název zkoušky |
|-----------------------|--|
| Anglický jazyk | |
| B2 | Státní jazyková zkouška základní |
| C1 | Státní jazyková zkouška všeobecná |
| C2 | Státní jazyková zkouška speciální |
| B1 | Cambridge B1 Preliminary for Schools také známý jako Cambridge English: Preliminary for Schools (PET) |
| B1 | Cambridge B1 Preliminary také známý jako Cambridge English: Preliminary (PET) |
| B1 | Cambridge B1 Business Preliminary také známý jako Cambridge English: Business Preliminary (BEC Preliminary) |
| B1 | B1 Cambridge English Certificate s celkovým skóre mezi 140 až 159 |
| B2 | Cambridge B2 First for Schools také známý jako Cambridge English: First for Schools (FCE) |
| B2 | Cambridge B2 First také známý jako First Certificate in English (FCE) |
| B2 | Cambridge B2 Business Vantage také známý jako Cambridge English: Business Vantage (BEC Vantage) |
| B2 | B2 Cambridge English Certificate s celkovým skóre mezi 160 až 179 |
| C1 | Cambridge C1 Advanced také známý jako Cambridge English: Advanced (CAE) |
| C1 | Cambridge C1 Business Higher také známý jako Cambridge English: Business Higher (BEC Higher) |
| C1 | C1 Cambridge English Certificate s celkovým skóre mezi 180 až 199 |
| C2 | Cambridge C2 Proficiency také známý jako Cambridge English: Proficiency (CPE) |
| C2 | C1 Cambridge English Certificate s celkovým skóre mezi 200 až 230 |

Figure 33 Standardised Tests Replacing One Language School Maturita Exam - Cambridge English (MEYS 2021, 1)

| | |
|----------------|---|
| C2 | IELTS Academic stupeň 8,5+ |
| C1 | IELTS Academic stupeň 7–8 |
| B2 | IELTS Academic stupeň 5,5–6,5 |
| B1 | IELTS Academic stupeň 4–5 |
| C2 | IELTS General Training stupeň 8,5+ |
| C1 | IELTS General Training stupeň 7–8 |
| B2 | IELTS General Training stupeň 5,5–6,5 |
| B1 | IELTS General Training stupeň 4–5 |
| B1, B2, C1, C2 | ELSA – English Language Skills Assessment |
| B1, B2, C1, C2 | JETSET ESOL International Qualifications |
| B1, B2 | EFB – English for Business (Level 1, 2, 3) |
| C1 | EFB – English for Business (Level 4) |
| A2–B1 | telc English A2–B1 (duální zkouška, na certifikátu musí být uvedeno výsledné hodnocení B1) |
| B1–B2 | telc English B1–B2 (duální zkouška) |
| B2–C1 | telc English B2–C1 University (duální zkouška) |
| A2–B1 | telc English A2–B1 Business (duální zkouška, na certifikátu musí být uvedeno výsledné hodnocení B1) |
| B1–B2 | telc English B1–B2 Business (duální zkouška) |
| B2–C1 | telc English B2–C1 Business (duální zkouška) |
| B1 | telc English B1 |
| B2 | telc English B2 |
| B1 | telc English B1 Business |
| B1 | telc English B1 Hotel and Restaurant |
| B2 | telc English B2 Business |
| B2 | telc English B2 Technical |
| C1 | telc English C1 |
| C2 | telc English C2 |

Figure 34 Standardised Tests Replacing One Language School Maturita Exam - IELTS, ELSA, JETSET ESOL, EFB, telc (MEYS 2021, 2)

| | |
|--------|--|
| B1, B2 | TOEIC® Listening and Reading Test: 550–780 (B1); 785–940 (B2) TOEIC® Speaking and Writing Test: 240–300 (B1); 310–350 (B2) (pro prokázání všech jazykových dovedností třeba předložit oba certifikáty) |
| B1 | TOEIC Bridge™: 170–180 (B1) |
| B1 | Redesigned TOEIC Bridge®: 84–100 (B1) |
| B1, B2 | TOEFL iBT®: 42–71 (B1); 72–94 (B2) |
| B1, B2 | TOEFL iTP® Level 1: 460–542 (B1); 543–626 (B2) |
| B1, B2 | TOEFL Junior® Standard: 745–835 (B1); 850–900 (B2) TOEFL Junior® Speaking: 11–13 (B1); 14–16 (B2) (pro prokázání všech jazykových dovedností třeba předložit oba certifikáty) |
| C1 | TOEIC® Listening and Reading Test: 945–990 (C1) TOEIC® Speaking and Writing Test: 360–400 (C1) (pro prokázání všech jazykových dovedností třeba předložit oba certifikáty) |

Figure 35 Standardised Tests Replacing One Language School Maturita Exam – TOEIC, TOEFL (MEYS 2021, 2)

| | |
|----|---|
| C1 | TOEFL iBT®: 95–120 (C1 a vyšší) |
| C1 | TOEFL iTP® Level 1: 627–677 (C1) |
| B1 | Pearson Tests of English General (Level 2) |
| B2 | Pearson Tests of English General (Level 3) |
| C1 | Pearson Tests of English General (Level 4) |
| C2 | Pearson Tests of English General (Level 5) |
| B1 | LanguageCert International ESOL (Listening, Reading, Writing) – Achiever B1 LanguageCert International ESOL Spoken Exam – Achiever B1 (pro prokázání všech jazykových dovedností třeba předložit oba certifikáty) |
| B1 | LanguageCert SELT Listening, Reading, Writing & Speaking B1 |
| B2 | LanguageCert International ESOL (Listening, Reading, Writing) – Communicator B2 LanguageCert International ESOL Spoken Exam – Communicator B2 (pro prokázání všech jazykových dovedností třeba předložit oba certifikáty) |
| B2 | LanguageCert SELT Listening, Reading, Writing & Speaking B2 |
| C1 | LanguageCert International ESOL (Listening, Reading, Writing) – Expert C1 LanguageCert International ESOL Spoken Exam – Expert C1 (pro prokázání všech jazykových dovedností třeba předložit oba certifikáty) |
| C1 | LanguageCert SELT Listening, Reading, Writing & Speaking C1 |
| C2 | LanguageCert International ESOL (Listening, Reading, Writing) – Mastery C2 LanguageCert International ESOL Spoken Exam – Mastery C2 (pro prokázání všech jazykových dovedností třeba předložit oba certifikáty) |
| C2 | LanguageCert SELT Listening, Reading, Writing & Speaking C2 |
| B1 | Zkouška podle NATO STANAG 6001 – úroveň 2 |
| C1 | Zkouška podle NATO STANAG 6001 – úroveň 3 |

Figure 36 Standardised Tests Replacing One Language School Maturita Exam - TOEFL, Pearson Tests, Language Cert, NATO STANAG (MEYS 2021, 3)

Appendix 3 – Key Competencies of English Language with their Aims and Cross-Cutting Themes Intertwined with the Subject

Výchovné a vzdělávací strategie

Kompetence k učení

- Při řešení úkolů nechává učitel žákům prostor pro vlastní postup práce (práce s pracovním sešitem, tvorba a zpracování dotazníků, nedokončen příběhy, problémové situace: zjistit, najdi, objednej...).
- Žáci zpracovávají úkoly do podoby referátů, zpráv, prezentací a přednášejí je před spolužáky (využití různých zdrojů informací - Internet, cizojazyčné časopisy, cizojazyčná literatura, -využití pomůcek, obrázků, videotechniky a audiotechniky).
- Učitel zařazuje do hodin práci se slovníky.

Kompetence k řešení problémů

- Učitel vede žáky k uplatňování osvojené slovní zásoby při odvozování neznámých výrazů z kontextu a ke tvoření jiných slovních druhů.
- Navozuje autentické situace vedoucí k řešení problémů (získat určitou informaci, zjistit čas, domluvit schůzku).
- Zadává žákům náročnější úkoly, kde uplatňují znalosti z jiných předmětů a znalost práce s počítačem (výukové jazykové programy, řízené vyhledávání informací na Internetu).

Kompetence komunikativní

- Učitel vede žáky ke komunikaci ve dvojici i ve skupině (návčik konkrétních dialogů – v hotelu, na letišti, v obchodě, na poště; fiktivní role ve skupině, hádka, plánování dovolené, víkendu...).
- Vede žáky k aktivní komunikaci s rodilými mluvčími (diskuse s hosty, spolupráce s lektory, výměnné zájezdy, besedy).

Figure 37 SEP - Key Competencies: Learning, Problem-Solving and Communication Competence (SEP 2021, 48)

Kompetence občanské

- Učitel zadává žákům úkoly, ve kterých srovnávají způsob života, zvyky a obyčeje u nás a v anglicky mluvících zemích a zaujímají stanoviska ke společenským, kulturním geografickým a ekologickým odlišnostem.
- Zorganizuje setkání s rodilým mluvčím či studijní nebo výměnný pobyt, a tím konfrontuje žáka se životem, zvyky a hodnotami jiné země.
- Diskutuje se žáky o odlišném způsobu života v jiných zemích .

Kompetence k podnikavosti

- Učitel ukazuje žákům přínos znalosti anglického jazyka a pomáhá jim získávat představu o jeho uplatnění v různých oborech lidské činnosti.

Figure 38 SEP - Key Competencies: Civic and Entrepreneurial Competency (SEP 2021, 49)

Průřezová témata prolínající vyučovacím předmětem:

- OSV – poznávání lidí, mezilidské vztahy, komunikace s nimi, kooperace
- VDO – zásady demokratické společnosti, občan a společnost, formy účasti občana při řízení společnosti
- VMEGS – Evropa ve vztahu k ostatnímu světu, my a Evropa, i my jsme Evropané
- MKV – etnický původ, mezilidské a mezinárodní vztahy, solidarita a sociální smír
- ENV - zachování základních životních podmínek, trvale udržitelný rozvoj, ekosystémy a následky lidské aktivity pro životní prostředí
- MV- mediální sdělení a jeho tvorba, práce v realizačním týmu.

Průřezová témata (použité zkratky)

- OSV (Osobnostní a mediální výchova)
- VMEGS (Výchova k myšlení v evropských a globálních souvislostech)
- MKV (Multikulturní výchova)
- ENV (Environmentální výchova)
- MV (Mediální výchova)

Figure 39 SEP - Cross-Cutting Themes Intertwined with the English Language (SEP 2021, 49)

Appendix 4 – School Education Programme – Foreign Language

I. ročník

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|--|--|--|
| <p>Poslech a čtení s porozuměním</p> <ul style="list-style-type: none"> - při čtení dbá na správný slovní a větný přízvuk a intonaci - čte i složitější text, kterému nerozumí zcela přesně, - dokáže vyhledat základní informace (globální čtení) - při práci s textem používá slovník - v delším souvislém rozhovoru vedeném rodilými mluvčími - ve standardním tempu porozumí klíčovým informacím - v souvislém projevu rodilého mluvčího rozezná hlavní téma <p>Ústní a písemný projev</p> <ul style="list-style-type: none"> - v písemném projevu najde a opraví jazykové chyby - napíše e-mail, jednoduchý formální dopis - napíše příběh - připraví krátkou prezentaci - pronese krátký monolog na dané téma s vyjádřením - vlastního názoru - zúčastní se diskuse a odůvodní svůj názor <p>Interaktivní řečové dovednosti</p> <ul style="list-style-type: none"> - domluví se v běžných každodenních situacích (v obchodě, - při cestování, u lékaře, v restauraci) - vede rozhovor s rodilým mluvčím - získá a poskytne požadované informace - požádá o radu, o pomoc | <p>Fonetika:</p> <ul style="list-style-type: none"> - upevňování správných výslovnostních návyků, rytmus a intonace souvislého projevu <p>Mluvnice a lexikologie:</p> <ul style="list-style-type: none"> - opakování přítomného a minulého času (prostého i průběhového); - vyjadřování budoucnosti; vyjadřování kvantit; členy; počítatelnost; vazby s infinitivem a gerundiem; stupňování přídavných jmen; vztažné věty; frázová slovesa <p>Komunikační situace a funkce :</p> <p><i>Ústní projev:</i></p> <ul style="list-style-type: none"> - rozhovory v běžných životních situacích, v obchodě, vysvětlení cesty <p><i>Písemný projev:</i></p> <ul style="list-style-type: none"> - pohlednice, neformální dopis, vyplnění formuláře, popis osoby a místa <p><i>Poslech:</i></p> <ul style="list-style-type: none"> - nahrávky projevů rodilých mluvčích, videoprogramy <p>Reálie anglicky mluvících zemí</p> <ul style="list-style-type: none"> - Práce ve dvojicích, ve skupinách, práce s textem, se slovníkem | <p>MV + OSV</p> <ul style="list-style-type: none"> - Sociální komunikace u všech komunikačních aktivit <p>VMEGS</p> <ul style="list-style-type: none"> - Žijeme v Evropě - vzdělávání v Evropě a ve světě (podmínky a možnosti studia v zahraničí) <p>MKV</p> <ul style="list-style-type: none"> - sociokulturní rozdíly - spolupráce mezi lidmi z různého kulturního prostředí <p>Přesahy</p> <ul style="list-style-type: none"> - český jazyk, gramatická terminologie |

Figure 40 SEP - Expected Outcomes: The First Year of Four-Year Education (SEP 2021, 50)

Kvinta

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|---|--|--|
| <p>Poslech a čtení s porozuměním</p> <ul style="list-style-type: none"> - při čtení dbá na správný slovní a větný přízvuk a intonaci - čte i složitější text, kterému nerozumí zcela přesně, - dokáže vyhledat základní informace (globální čtení) - při práci s textem používá slovník - v delším souvislém rozhovoru vedeném rodilými mluvčími - ve standardním tempu porozumí klíčovými informacím - v souvislém projevu rodilého mluvčího rozezná hlavní téma <p>Ústní a písemný projev</p> <ul style="list-style-type: none"> - v písemném projevu najde a opraví jazykové chyby - napíše e-mail, jednoduchý formální dopis - napíše příběh - připraví krátkou prezentaci - pronese krátký monolog na dané téma s vyjádřením - vlastního názoru - zúčastní se diskuse a odůvodní svůj názor <p>Interaktivní řečové dovednosti</p> <ul style="list-style-type: none"> - domluví se v běžných každodenních situacích (v obchodě, - při cestování, u lékaře, v restauraci) - vede rozhovor s rodilým mluvčím - získá a poskytne požadované informace - požádá o radu, o pomoc | <p>Fonetika:</p> <ul style="list-style-type: none"> - rytmus a intonace souvislého projevu <p>Mluvnice a lexikologie:</p> <ul style="list-style-type: none"> - opakování slovesných časů, - (přítomného a minulého času prostého i průběhového), - vyjadřování budoucnosti; modální slovesa; pasívum; konkurence gerundia a infinitivu; akční a stavová slovesa; vztažné věty; - kolokace; tvoření slov; frázová slovesa <p>Komunikační situace a funkce :</p> <p><i>Ústní projev :</i></p> <ul style="list-style-type: none"> - vyjadřování souhlasu, nesouhlasu, názoru; žádost, nabídka; rozhovor, diskuse <p><i>Písemný projev :</i></p> <ul style="list-style-type: none"> - dopis, popis osoby a místa, vypravování, formulář - žádost <p><i>Poslech :</i></p> <ul style="list-style-type: none"> - nahrávky projevů rodilých mluvčích, videoprogramy, film <p>Reálie anglicky mluvících zemí</p> <ul style="list-style-type: none"> - Práce ve dvojicích, ve skupinách, práce s textem, se slovníkem, s internetem | <p>MV + OSV</p> <ul style="list-style-type: none"> - Sociální komunikace u všech komunikačních aktivit <p>VMEGS</p> <ul style="list-style-type: none"> - žijeme v Evropě - vzdělávání v Evropě a ve světě (podmínky a možnosti studia v zahraničí) <p>MKV</p> <ul style="list-style-type: none"> - sociokulturní rozdíly - spolupráce mezi lidmi z různého kulturního prostředí <p>ENV</p> <ul style="list-style-type: none"> - člověk a životní prostředí |

Figure 41 SEP - Expected Outcomes: the Quint of the Upper Stage of Eight-Year Education (SEP 2021, 51)

2. ročník

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|---|--|---|
| <p>Poslech a čtení s porozuměním</p> <ul style="list-style-type: none"> - orientuje se výtavbě textu, přiřadí nadpisy k jednotlivým odstavcům - odvodí význam neznámých slov z kontextu nebo ze znalosti tvorby slov a internacionalizmů - vyhledá základní informace, rozliší podstatné od nepodstatného - přečtený text jednoduše převypráví - při práci s textem používá i výkladový slovník - v delším souvislém rozhovoru vedeném rodilými mluvčími ve standardním tempu porozumí klíčovými informacím, - rozezná postoje a náladu jednotlivých mluvčích <p>Ústní a písemný projev</p> <ul style="list-style-type: none"> - vyjádří své myšlenky nekomplikovanou formou, - respektuje mluvnická pravidla - vysvětlí a zdůvodní svůj názor - napíše životopis, žádost, stížnost, připraví krátkou prezentaci, - pronese krátký monolog na dané téma s vyjádřením vlastního názoru, - zúčastní se diskuse a odůvodní svůj názor , - podrobně popíše své okolí, zájmy a činnosti <p>Interaktivní řečové dovednosti</p> <ul style="list-style-type: none"> - při rozhovoru v případě nepochopení požádá o zopakování výpovědi a získanou informaci sdělí vlastními slovy - vede rozhovor s rodilým mluvčím - při rozhovoru respektuje zdvořilostní normy | <p>Fonetika:</p> <ul style="list-style-type: none"> - upevňování správných výslovnostních návyků, - rytmus a intonace souvislého projevu <p>Mluvnice a lexikologie:</p> <ul style="list-style-type: none"> - modální slovesa (should, might, must), - časové a podmínkové věty 1,2 ; - účelový infinitiv; - pasívum; - předpřítomný čas prostý; - předpřítomný čas průběhový; - předminulý čas; - nepřímá řeč; - frázová slovesa, - kolokace <p>Komunikační situace a funkce:</p> <p><i>Ústní projev :</i></p> <ul style="list-style-type: none"> - rozhovory v běžných životních situacích (u doktora, v hotelu, telefonování), interview, diskuse <p><i>Písemný projev:</i></p> <ul style="list-style-type: none"> - životopis - dopis formální i neformální, recenze knihy nebo filmu, příběh <p><i>Poslech :</i></p> <ul style="list-style-type: none"> - nahrávky projevů rodilých mluvčích, videoprogramy, film <p>Reálie anglicky mluvících zemí</p> <ul style="list-style-type: none"> - Práce ve dvojicích, ve skupinách, práce s textem, se slovníkem, s internetem | <p>MV + OSV</p> <ul style="list-style-type: none"> - Sociální komunikace u všech komunikačních aktivit <p>VMEGS</p> <ul style="list-style-type: none"> - žijeme v Evropě - vzdělávání v Evropě a ve světě (podmínky a možnosti studia v zahraničí) <p>MKV</p> <ul style="list-style-type: none"> - sociokulturní rozdíly - spolupráce mezi lidmi z různého kulturního prostředí <p>ENV</p> <ul style="list-style-type: none"> - člověk a životní prostředí, klady a zápory využívání techniky pro člověka a životní prostředí |

Figure 42 SEP - Expected Outcomes: the Second Year of the Four-Year Education (SEP 2021, 52)

Sexta

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|--|---|--|
| <p>Poslech a čtení s porozuměním</p> <ul style="list-style-type: none"> - orientuje se výtavbě textu, přiřadí nadpisy k jednotlivým odstavcům - odvodí význam neznámých slov z kontextu nebo ze znalosti tvorby slov a internacionalizmů - vyhledá základní informace, rozliší podstatné od nepodstatného - přečtený text jednoduše převypráví - při práci s textem používá i výkladový slovník - v delším souvislém rozhovoru vedeném rodilými mluvčími ve standardním tempu porozumí klíčovým informacím, - rozezná postoje a náladu jednotlivých mluvčích <p>Ústní a písemný projev</p> <ul style="list-style-type: none"> - vyjádří své myšlenky nekomplikovanou formou, - respektuje mluvnická pravidla - vysvětlí a zdůvodní svůj názor, - napíše životopis, žádost, stížnost, připraví krátkou prezentaci, - pronese krátký monolog na dané téma s vyjádřením vlastního názoru, - zúčastní se diskuse a odůvodní svůj názor, - podrobně popíše své okolí, zájmy a činnosti <p>Interaktivní řečové dovednosti</p> <ul style="list-style-type: none"> - při rozhovoru v případě nepochopení požádá o zopakování výpovědi a získanou informaci sdělí vlastními slovy - vede rozhovor s rodilým mluvčím - při rozhovoru respektuje zdvořilostní normy | <p>Fonetika:</p> <ul style="list-style-type: none"> - rytmus a intonace souvislého projevu <p>Mluvnice a lexikologie:</p> <ul style="list-style-type: none"> - opakování slovesných časů (předpřítomného času prostého i průběhového), - předminulý čas, - rozšíření nepřímé řeči, - podmínkové věty 0, 1, 2, - modální slovesa k vyjádření jistoty a pravděpodobnosti, práci věty, - vazba: já také/já také ne, tázací dovětky - idiomy, kolokace, synonyma, antonyma, frázová slovesa, - britská x americká angličtina <p>Komunikační situace a funkce:</p> <p><i>Ústní projev :</i></p> <ul style="list-style-type: none"> - diskuse, složitější rozhovory, - vyjadřování pro a proti, delší monolog, telefonní rozhovory - neformální jazyk <p><i>Písemný projev :</i></p> <ul style="list-style-type: none"> - formální dopis – žádost o práci, hledání chyb v napsaném projevu, členění psaného textu, popis události <p><i>Poslech :</i></p> <ul style="list-style-type: none"> - nahrávky projevů rodilých mluvčích, videoprogramy, film <p>Reálie anglicky mluvících zemí</p> <ul style="list-style-type: none"> - Práce ve dvojicích, ve skupinách, práce s textem, se slovníkem, s internetem | <p>MV + OSV</p> <ul style="list-style-type: none"> - Sociální komunikace - u všech komunikačních aktivit <p>VMEGS</p> <ul style="list-style-type: none"> - Žijeme v Evropě - vzdělávání v Evropě a ve světě (podmínky a možnosti studia v zahraničí) <p>MKV</p> <ul style="list-style-type: none"> - sociokulturní rozdíly - spolupráce mezi lidmi z různého kulturního prostředí <p>ENV</p> <ul style="list-style-type: none"> - problematika vztahů organismů a prostředí |

Figure 43 SEP - Expected Outcomes: the Sixth of the Upper Stage of Eight-Year Education (SEP 2021, 53)

3. ročník

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|--|---|--|
| <p>Poslech a čtení s porozuměním</p> <ul style="list-style-type: none"> - vyhledá v méně běžném textu klíčové informace a pracuje s nimi - čte upravenou beletrii - při práci s textem používá výkladový slovník - v delším rozhovoru vedeném rodilými mluvčími ve standardním tempu porozumí klíčovým informacím, - rozezná postoje a náladu jednotlivých mluvčích <p>Ústní a písemný projev</p> <ul style="list-style-type: none"> - srozumitelně reprodukuje přečtený nebo vyslechnutý méně náročný autentický text - popíše své zážitky a události, sny, naděje a cíle - stručně vysvětlí a odůvodní své názory a plány - logicky strukturuje písemný projev - připraví krátkou prezentaci - pronese krátký monolog na dané téma s vyjádřením vlastního názoru - zúčastní se diskuse a odůvodní svůj názor - podrobně popíše své okolí, zájmy a činnosti - používá synonyma <p>Interaktivní řečové dovednosti</p> <ul style="list-style-type: none"> - při rozhovoru reaguje adekvátně pouze s drobnými gramatickými chybami a používá jednoduché frazeologické výrazy - vede aktivně rozhovor s rodilým mluvčím - při rozhovoru respektuje zdvořilostní normy | <p>Fonetika:</p> <ul style="list-style-type: none"> - rytmus a intonace souvislého projevu <p>Mluvnice a lexikologie:</p> <ul style="list-style-type: none"> - opakování slovesných časů (přítomného a minulého času prostého i průběhového), - vyjadřování budoucnosti; - modální slovesa; pasívum; - konkurence gerundia a infinitivu; - akční a stavová slovesa; vztažné věty; - kolokace; tvoření slov; frázová slovesa <p>Komunikační situace a funkce :</p> <p><i>Ústní projev :</i></p> <ul style="list-style-type: none"> - vyjadřování souhlasu, nesouhlasu, názoru; žádost, nabídka; rozhovor, diskuse <p><i>Písemný projev :</i></p> <ul style="list-style-type: none"> - dopis, popis osoby a místa, vypravování, formulář - žádost <p><i>Poslech :</i></p> <ul style="list-style-type: none"> - nahrávky projevů rodilých mluvčích, videoprogramy, film <p>Reálie anglicky mluvících zemí</p> <ul style="list-style-type: none"> - Práce ve dvojicích, ve skupinách, práce s textem, se slovníkem, s internetem | <p>MV + OSV</p> <ul style="list-style-type: none"> - Sociální komunikace u všech komunikačních aktivit <p>VMEGS</p> <ul style="list-style-type: none"> - žijeme v Evropě - vzdělávání v Evropě a ve světě (podmínky a možnosti studia v zahraničí) <p>MKV</p> <ul style="list-style-type: none"> - sociokulturní rozdíly - spolupráce mezi lidmi z různého kulturního prostředí <p>ENV</p> <ul style="list-style-type: none"> - člověk a životní prostředí |

Figure 44 SEP - Expected Outcomes: the Third Year of the Four-Year Education (SEP 2021, 54)

Septima

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|--|--|---|
| <p>Poslech a čtení s porozuměním</p> <ul style="list-style-type: none"> - vyhledá v méně běžném textu klíčové informace a pracuje s nimi - čte upravenou beletrii - při práci s textem používá výkladový slovník - v delším rozhovoru vedeném rodilými mluvčími ve standardním tempu porozumí klíčovým informacím, - rozezná postoje a náladu jednotlivých mluvčích <p>Ústní a písemný projev</p> <ul style="list-style-type: none"> - srozumitelně reprodukuje přečtený nebo vyslechnutý méně náročný autentický text - popíše své zážitky a události, sny, naděje a cíle - stručně vysvětlí a odůvodní své názory a plány - logicky strukturuje písemný projev - připraví krátkou prezentaci - pronese krátký monolog na dané téma s vyjádřením vlastního názoru - zúčastní se diskuse a odůvodní svůj názor - podrobně popíše své okolí, zájmy a činnosti - používá synonyma <p>Interaktivní řečové dovednosti</p> <ul style="list-style-type: none"> - při rozhovoru reaguje adekvátně pouze s drobnými gramatickými chybami a používá jednoduché frazeologické - výrazy vede aktivně rozhovor s rodilým mluvčím - při rozhovoru respektuje zdvořilostní normy | <p>Fonetika:</p> <ul style="list-style-type: none"> - rytmus a intonace souvislého projevu, fonetická redukce <p>Mluvnice a lexikologie:</p> <ul style="list-style-type: none"> - systém časů (vyprávěcí časy, předpřítomný čas prostý a průběhový, vyjadřování budoucnosti), - vztažné věty, infinitivní věty, - konkurence gerundia a infinitivu, - modální slovesa s minulým infinitivem; - tvoření slov, synonyma a antonyma, - kolokace, frázová slovesa <p>Komunikační situace a funkce:</p> <p><i>Ústní projev :</i></p> <ul style="list-style-type: none"> - diskuse (pro a proti), výměna informací, prezentace literárního díla <p><i>Písemný projev :</i></p> <ul style="list-style-type: none"> - životopisy, vypravování, pojednání o knize a filmu, formální a neformální dopis, popis místa <p><i>Poslech :</i></p> <ul style="list-style-type: none"> - nahrávky projevů rodilých mluvčích, videoprogramy, film <p>Reálie anglicky mluvících zemí</p> <ul style="list-style-type: none"> - Práce ve dvojicích, ve skupinách, práce s textem, se slovníkem, s internetem | <p>MV + OSV</p> <ul style="list-style-type: none"> - Sociální komunikace u všech komunikačních aktivit <p>VMEGS</p> <ul style="list-style-type: none"> - žijeme v Evropě - vzdělávání v Evropě a ve světě (podmínky a možnosti studia v zahraničí) <p>MKV</p> <ul style="list-style-type: none"> - sociokulturní rozdíly - spolupráce mezi lidmi z různého kulturního prostředí <p>Přesahy</p> <ul style="list-style-type: none"> - dějepis, světová literatura |

Figure 45 SEP - Expected Outcomes: the Seventh Year of the Upper Stage of Eight-Year Education (SEP 2021, 55)

4. ročník

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|---|---|--|
| <p>Poslech a čtení s porozuměním</p> <ul style="list-style-type: none"> - porozumí hlavním myšlenkám složitějšího textu - rozliší hlavní a doplňující informace - při práci s textem používá výkladový slovník, slovník na Internetu - rozumí i textům s abstraktní tematikou (poezie) - v delším rozhovoru vedeném rodilými mluvčími ve standardním tempu porozumí klíčovým informacím, - rozezná postoje a náladu jednotlivých mluvčích <p>Ústní a písemný projev</p> <ul style="list-style-type: none"> - hovoří s rodilým mluvčím plynule a spontánně, - bez většího úsilí vysvětlí a odůvodní své názory a plány - logicky strukturuje písemný projev různých slohových stylů na širokou škálu témat (esej) - uvádí výhody a nevýhody různých možností - přednese souvislý projev na zadané téma - zúčastní se diskuse a odůvodní svůj názor <p>Interaktivní řečové dovednosti</p> <ul style="list-style-type: none"> - při rozhovoru reaguje adekvátně a gramaticky správně i v méně běžných situacích - vede aktivně rozhovor s rodilým mluvčím i na témata - týkající se odbornějších zájmů | <p>Fonetika:</p> <ul style="list-style-type: none"> - rytmus a intonace souvislého projevu <p>Mluvnice a lexikologie:</p> <ul style="list-style-type: none"> - opakování slovesných časů (předpřítomného času prostého i průběhového), - předminulý čas, - rozšíření nepřímé řeči, - podmínkové věty 0, 1, 2, - modální slovesa k vyjádření jistoty a pravděpodobnosti, práci věty, - vazba: já také/já také ne, - tážací dovětky - idiomy, kolokace, synonyma, antonyma, frázová slovesa, - britská x americká angličtina <p>Komunikační situace a funkce :</p> <p><i>Ústní projev :</i></p> <ul style="list-style-type: none"> - diskuse, složitější rozhovory, - vyjadřování pro a proti, delší monolog, telefonní rozhovory - neformální jazyk <p><i>Písemný projev :</i></p> <ul style="list-style-type: none"> - formální dopis – žádost o práci, hledání chyb v napsaném projevu, členění psaného textu, popis události <p><i>Poslech :</i></p> <ul style="list-style-type: none"> - nahrávky projevů rodilých mluvčích, videoprogramy, film <p>Reálie anglicky mluvících zemí</p> <ul style="list-style-type: none"> - Práce ve dvojicích, ve skupinách, práce s textem, se slovníkem, s internetem | <p>MV + OSV</p> <ul style="list-style-type: none"> - sociální komunikace - u všech komunikačních aktivit <p>VMEGS</p> <ul style="list-style-type: none"> - žijeme v Evropě - vzdělávání v Evropě a ve světě (podmínky a možnosti studia v zahraničí) <p>MKV</p> <ul style="list-style-type: none"> - sociokulturní rozdíly - spolupráce mezi lidmi z různého kulturního prostředí <p>ENV</p> <ul style="list-style-type: none"> - problematika vztahů organismů a prostředí |

Figure 46 SEP - Expected Outcomes: the Fourth Year of the Four-Year Education (FEP SGE 2021, 56)

Oktáva

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|---|---|--|
| <p>Poslech a čtení s porozuměním</p> <ul style="list-style-type: none"> - porozumí hlavním myšlenkám složitějšího textu - rozliší hlavní a doplňující informace - při práci s textem používá výkladový slovník, slovník na Internetu - rozumí i textům s abstraktní tematikou (poezie) - v delším rozhovoru vedeném rodilými mluvčími ve standardním tempu porozumí klíčovým informacím, - rozezná postoje a náladu jednotlivých mluvčích <p>Ústní a písemný projev</p> <ul style="list-style-type: none"> - hovoří s rodilým mluvčím plynule a spontánně, - bez většího úsilí vysvětlí a odůvodní své názory a plány - logicky strukturuje písemný projev různých slohových stylů na širokou škálu témat (esej) - uvádí výhody a nevýhody různých možností - přednese souvislý projev na zadané téma - zúčastní se diskuse a odůvodní svůj názor <p>Interaktivní řečové dovednosti</p> <ul style="list-style-type: none"> - při rozhovoru reaguje adekvátně a gramaticky správně i v méně běžných situacích - vede aktivně rozhovor s rodilým mluvčím i na témata - týkající se odbornějších zájmů | <p>Fonetika:</p> <ul style="list-style-type: none"> - rytmus a intonace souvislého projevu <p>Mluvnice a lexikologie:</p> <ul style="list-style-type: none"> - opakování a prohlubování systému slovesných časů; - podmínkové věty (typ 3 a smíšené), - práci věty - tvoření slov, synonyma a antonyma, - kolokace, frázová slovesa <p>Komunikační situace a funkce :</p> <p><i>Ústní projev :</i></p> <ul style="list-style-type: none"> - Popis a srovnávání na základě obrázku, diskuse (pro a proti), složitější dialog, interview, prezentace <p><i>Písemný projev :</i></p> <ul style="list-style-type: none"> - úvaha <p><i>Poslech :</i></p> <ul style="list-style-type: none"> - nahrávky projevů rodilých mluvčích, videoprogramy, film <p>Reálie anglicky mluvících zemí</p> <ul style="list-style-type: none"> - Práce ve dvojicích, ve skupinách, práce s textem, se slovníkem, s internetem | <p>MV + OSV</p> <ul style="list-style-type: none"> - Sociální komunikace u všech komunikačních aktivit <p>VMEGS</p> <ul style="list-style-type: none"> - Žijeme v Evropě - vzdělávání v Evropě a ve světě (podmínky a možnosti studia v zahraničí) <p>MKV</p> <ul style="list-style-type: none"> - sociokulturní rozdíly - spolupráce mezi lidmi z různého kulturního prostředí <p>ENV</p> <ul style="list-style-type: none"> - člověk a životní prostředí <p>Přesahy</p> <ul style="list-style-type: none"> - dějepis, světová literatura |

Figure 47 SEP - Expected Outcomes: the Octave of the Upper Stage of Eight-Year Education (SEP 2021, 57)

3. ročník čtyřletého a septima osmiletého gymnázia

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|--|---|--|
| <ul style="list-style-type: none"> Umí popsat osobu z hlediska vzhledu i charakteru. Pohovoří oprotikladných lidských vlastnostech. Pohovoří o soužití v rodině a generačních problémech a o osobních zkušenostech s přátelstvím. Vyjádří vlastní názor na podstatu přátelství. Zná pojmy z oblasti odívání a aktivně je používá. Dokáže jednat s partnerem a dojít ke kompromisu. Umí napsat osobní dopis. | <ul style="list-style-type: none"> PEOPLE, FAMILY AND SOCIAL LIFE – Lidské vlastnosti, vzhled, části těla, oblečení. Vztahy v rodině. Spolupráce v rodině, škole. Ostatní mezilidské vztahy. Přátelství. Společenské a rodinné události. Móda. Oblečení pro různé příležitosti. Doplnky oděvů. Skotský národní kroj. | <p>MK, OSV (hodnotový systém), VMEGS (žijeme v Evropě)</p> |
| <ul style="list-style-type: none"> Umí popsat různé druhy bydlení. Pohovoří o rozdílech bydlení na vesnici, v malém městě a velkoměstě. Dokáže popsat obrázek. Popíše typické uspořádání rodinného domu v Anglii. Vyjádří názor na bezdomovectví. Dokáže napsat text, v němž charakterizuje své bydlení. | <ul style="list-style-type: none"> HOUSE – Popis domu/bytu/místnosti. Zařízení domácnosti. Problémy s bydlením. Výdaje na údržbu domu, rodinný rozpočet a domácnost. Podíl členů rodiny na práci v domácnosti. Bezdomovectví. | <p>Život v souladu s přírodou – ENV, MK</p> |
| <ul style="list-style-type: none"> Popíše svou školu/třidu/rozvrh hodin. Pohovoří o svých (ne)oblíbených školních předmětech a zájmové mimoškolní činnosti. Popíše průběh školního roku. Pohovoří o vzdělávacích systémech angl. mluvících zemí a naší země. Zná názvy proslulých zahraničních škol/univerzit. Umí napsat e-mail. | <ul style="list-style-type: none"> SCHOOL – Názvy školních předmětů, činností, typů škol. Stupně vzdělávání. Význam vzdělávání pro budoucnost. Školské systémy ČR, U.K., U.S.A. Univerzity/školy s dlouhou tradicí. | <p>OSV, MK</p> |
| <ul style="list-style-type: none"> Porozumí inzerátu. Dokáže napsat formální žádost o studium /zaměstnání. Dokáže napsat životopis. Pohovoří o výhodách a nevýhodách různých profesí. Popíše své zkušenosti z krátkodobých prázdninových zaměstnání. Pohovoří o svých plánech do budoucna z hlediska studia, profesního uplatnění a rodinného života. | <ul style="list-style-type: none"> WORK – Profese a jejich uplatnění. Pracovní prostředí. Vzdělání, práce, plat. Dočasné/trvalé zaměstnání. Inzeráty. Žádost o přijetí ke studiu / do zaměstnání. Strukturovaný životopis (CV). | <p>OSV, MK, MV, VMEGS</p> |
| <ul style="list-style-type: none"> Pohovoří o významu zdraví a prevenci chorob. Porovná zdravý a nezdravý životní styl. Podá zprávu o svém zdravotním stavu. Umí popsat rozdíly ve zdravotnictví vyspělých a rozvojových zemí. | <ul style="list-style-type: none"> HEALTH – Části těla. Zdravý životní styl. Očkování. Názvy základních onemocnění a jejich příznaků, lékařských úkonů a ošetření. Léčba onemocnění a zranění v domácích podmínkách / | <p>OSV, MK, ENV(zdravý životní styl)</p> |

| Vyhodnotí dotazník. | u lékaře / v nemocnici. Anketa. Dotazník. | |
|---|---|---|
| <ul style="list-style-type: none"> • Popíše oblíbené jídlo. Orientuje se v jídelním lístku. Dorozumí se v restauraci. Umí diskutovat o významu zdravé výživy. Dokáže napsat recept. Dokáže vyjádřit názor na rodinné a školní stravování. Dokáže popsat rozdíly mezi klasickou restaurací a restaurací rychlého občerstvení. Umí napsat pozvánku na neformální setkání – např. oslavu narozenin. | <ul style="list-style-type: none"> • FOOD – Názvy potravin, nápojů a jídel. Recept. Typická národní kuchyně a stravovací návyky. Rozdíly mezi kuchyní českou, britskou a americkou. Proslulé kuchyně – italská, čínská. V restauraci. V rychlém občerstvení. Zdravá/nezdravá výživa. Vegetariánství. Oslava narozenin/večírek. | <p>OSV (sociální komunikace), VMEGS – celosvětové ovlivňování způsobu stravování MK, ENV.</p> |

Figure 48 SEP - English Language Seminar: Expected Outcomes - the Third Year of Four-Year Education and the Seventh Year of the Upper Stage of Eight-Year Education (SEP volitelné a nepovinné předměty 2021, 7-8)

4. ročník čtyřletého a oktáva osmiletého gymnázia

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|--|---|---|
| <ul style="list-style-type: none"> Pohovoří o nákupních zvyklostech rodiny. Pohovoří o svém vztahu k nakupování a využívání služeb. Dorozumí se v obchodě. Popíše výhody a nevýhody nakupování po internetu / v tradičním obchodě. Porozumí jazyku reklamy. Umí napsat formální dopis – stížnost / reklamaci. | <ul style="list-style-type: none"> SHOPPING AND SERVICES – Názvy obchodů, zboží a služeb. V nákupním centru / místním obchodě / u benzinové pumpy / v opravně. Nákupy prostřednictvím internetu. Nákupy v rodině. Placení za služby a zboží. Reklamace. | OSV (organizační dovednosti, efektivní řešení problémů), MV (role médií). |
| <ul style="list-style-type: none"> Charakterizuje a porovná různé dopravní prostředky. Dokáže vyprávět příjemné i nepříjemné zážitky z cestování. Zvládne diskusi o významu cestování. Vylíčí své cestovatelské plány. Popíše, která místa v anglicky mluvících zemích by rád navštívil a proč. Popíše, která místa v ČR by ukázal zahraničním návštěvníkům. Umí sestavit text na pohlednici. | <ul style="list-style-type: none"> TRAVELLING,HIKING,TOURISM – Dopravní prostředky a jejich (ne)výhody. Doprava do školy/ zaměstnání/na výlety/do zahraničí. Turisticky zajímavá místa. Individuální / organizované cestování. Význam cestování. | MK – vztahy mezi lidmi, respekt ke kultuře a obyčejům jiných národů. |
| <ul style="list-style-type: none"> Má historický přehled o světových literárních dílech anglicky píšících autorů. Podá referenci o přečtené knize anglosaské literatury nebo zhlédnutém filmu z této oblasti. Umí diskutovat o zhlédnutém filmu/ divadelním představení/přečtené knize/výstavě. Popíše nálady apocity při čtení/poslechu hudby/prohlížení uměleckých děl. | <ul style="list-style-type: none"> CULTURE – Názvy základní druhů umělecké a kulturní činnosti a jejich produktů: literatura/hudba/film/divadlo/výtvarné umění. Stručný přehled britské a americké literatury. Moje oblíbená kniha/film. Můj oblíbený herec, zpěvák, spisovatel. | OSV, VMEGS (kulturní spolupráce), MK, MV (film v původním znění) |
| <ul style="list-style-type: none"> Popíše svůj vztah ke sportu a své sportovní aktivity. Popíše hodinu tělesné výchovy. Dokáže pojmenovat olympijské sporty. Zná stručnou historii OH. Debatuje | <ul style="list-style-type: none"> SPORTS AND GAMES – Různé druhy sportů a her. Úloha sportu v lidském životě. Sport a zdraví. Rekreační a vrcholový sport. Podmínky ke sportu ve škole | MV, MK, VMEGS, OSV. |

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| o sportovních úspěších našich a zahraničních sportovců. Vyjádří vztah mezi sportem, výživou a zdravím. | /v našem městě. Aktivní a pasivní sportování. Olympijské hry. | |
| <ul style="list-style-type: none"> Umí konverzovat o vývoji komunikačních technologií a pohovořit o využití a významu moderních technologií ve vlastním životě. Vyjádří svůj postoj k vědě a technice. Uvede příklady známých vědců a vynálezců a jejich zásluh na poli vědy. | <ul style="list-style-type: none"> SCIENCE AND TECHNOLOGY – Prostředky moderní komunikace. Významní objevitelé a vynálezci a jejich přínos v různých oblastech života – fyzika/ astronomie/chemie/medicína apod. Nositelé Nobelovy ceny. | OSV, ENV, MV, VMEGS |
| <ul style="list-style-type: none"> Zvládá základní geografickou terminologii a chápe pojmy United Kingdom, Great Britain, Commonwealth. S porozuměním používá anglicky tištěnou mapu, podle níž dokáže lokalizovat objekty. Stručně konverzují s rodilými mluvčími o způsobu života v jejich zemi. Pohovoří o významu integrace evropských států. | <ul style="list-style-type: none"> THE GEOGRAPHY OF THE UK – charakteristika přírodních poměrů, ekonomiky, společnosti a kultury země Spojeného Království Velké Británie a Severního Irsku | VMEGS, MK |
| <ul style="list-style-type: none"> Vymezí atributy hlavního města UK. Orientuje se na mapě Londýna a dokáže na základě vlastních zkušeností nebo na základě informací z tisku, filmu apod. poznat historicky a turisticky známá místa Londýna a pohovořit o nich. | <ul style="list-style-type: none"> SIGHTSEEING IN LONDON – místopis, ekonomika, doprava, kultura, školství, životní prostředí a turisticky a historicky významná místa Londýna. Kosmopolitismus Londýna. | VMEGS, MK |
| <ul style="list-style-type: none"> S porozuměním používá anglicky tištěnou všeobecnou mapu i tematické mapy, grafy a tabulky. Dokáže stručně konverzovat s rodilými mluvčími o způsobu života v jejich zemi. Pohovoří o významu globalizace a úloze USA ve světě 21. století. | <ul style="list-style-type: none"> THE GEOGRAPHY OF THE USA – charakteristika přírodních poměrů, ekonomiky, společnosti a kultury Spojených Států Amerických. Rozdíly mezi regiony USA. Multikulturalismus obyvatel USA. | VMEGS, MK |
| <ul style="list-style-type: none"> Dokáže popsat atributy hlavního města USA i největšího města USA. Poznává podle obrazových materiálů nejznámější místa obou měst. Uvede příklady sídel mezinárodních institucí. | <ul style="list-style-type: none"> THE MAIN FACTS ABOUT NEW YORK AND WASHINGTON – stručná historie New Yorku a Washingtonu, proces osídlování, přírodní podmínky, ekonomika, doprava, kultura, školství, životní prostředí obou měst, turisticky významná místa. | VMEGS, MK |
| <ul style="list-style-type: none"> Zná základní fakta o vývoji USA a dokáže o nich pohovořit. Stručně vyjádří souvislosti mezi historií a ekonomikou USA a jejich vliv v globálním měřítku. Umí stručně pohovořit o životě a díle historicky významných osobností USA. | <ul style="list-style-type: none"> THE HISTORY OF THE USA – slovní zásoba z oblasti historie. Objevování amerického kontinentu a jeho osídlování Evropany. Pilgrim Fathers, Den Dikůvzdání, otrokářství, válka za nezávislost, válka Jihu proti Severu, vývoj a význam USA ve 20. a 21. století. Historicky významné osobnosti USA. | VMEGS, MK |
| <ul style="list-style-type: none"> Dokáže pojmenovat formy státní moci. Umí popsat demokratický volební systém a strukturu parlamentů obou zemí. Umí pojmenovat nejsilnější politické | <ul style="list-style-type: none"> THE GOVERNMENT SYSTEMS OF GREAT BRITAIN AND THE USA – slovní zásoba z oblasti politické organizace státu. Volební systémy USA a UK. Složení | VMEGS, MK |

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| strany a pohovořit o globálním vlivu politiky UK a USA. Porovná obě země se zřetelem na jejich ústavní a volební systém. | federálních parlamentů. Hlavní politické strany UK a USA. | |
| <ul style="list-style-type: none"> Dokáže charakterizovat ČR z geografického i historického hlediska. Umí popsat rozdíly mezi jednotlivými oblastmi ČR. Úvede význam a příklady politické a ekonomické integrace ČR v Evropě. Dokáže stručně konverzovat s anglicky mluvícími návštěvníky o způsobu života ve své zemi. | <ul style="list-style-type: none"> OUR COUNTRY – Základní geografické a historické údaje o České republice, politické uspořádání, obyvatelstvo, nerostné suroviny, průmysl, zemědělství, doprava, životní prostředí. Velká města, historicky a turisticky významná místa. Místa zapsaná na seznamu UNESCO. | VMEGS, MK, ENV, OSV |
| <ul style="list-style-type: none"> Umí podat základní fakta o Praze anglicky mluvícím návštěvníkům. Na základě vlastní zkušenosti nebo obrazových materiálů pozná turisticky významná místa Prahy a dokáže o nich pohovořit. | <ul style="list-style-type: none"> PRAGUE – základní geografická a historická fakta o Praze. Dějiny a současnost Prahy, ekonomika, doprava, kultura, školství, životní prostředí, turisticky významná místa. | VMEGS, MK, ENV, OSV |
| <ul style="list-style-type: none"> Dokáže popsat fyzickogeografickou a sociogeografickou polohu svého bydliště a charakterizovat jeho současnost i historický vývoj. Umí vyjádřit svůj osobní postoj k místu bydliště a své budoucí perspektivy v něm. Diskutuje o možnostech zlepšení života v místě bydliště a o komunikaci občanů se zastupitelskými orgány obce. Dokáže sestavit a přednést referát na téma Moje obec. | <ul style="list-style-type: none"> MY TOWN, VILLAGE – základní geografická a historická fakta o místě svého bydliště, významné historické a kulturní památky, doprava, průmyslové a zemědělské podniky v místě bydliště, životní prostředí, možnosti vzdělání, profesního uplatnění, kulturního a sportovního vyžití. | ENV, MK, OSV |
| <ul style="list-style-type: none"> Dokáže pohovořit o původu a významu jednotlivých svátků, umí popsat rozdíly mezi oslavami vánoc a Nového roku v ČR a UK, chápe kulturní pluralitu anglicky mluvících zemí a dokáže o ní diskutovat. Pohovoří o oslavě svátků v kruhu své rodiny, vyjádří vlastní postoj ke kulturní tradici. | <ul style="list-style-type: none"> IMPORTANT HOLIDAYS IN THE CZECH REPUBLIC AND ENGLISH SPEAKING COUNTRIES – Christmas, New Year, St. Valentine's Day, Easter, Halloween, Thanksgiving Day. Státní svátky. Původ a tradice svátků v ČR, UK a USA. | VMEGS, MK, OSV |
| <ul style="list-style-type: none"> Chápe jazykovou pluralitu anglicky mluvících zemí. V českém jazyce dokáže popsat rozdíly mezi britskou a americkou angličtinou a uvést příklady. Poznává tyto rozdíly ve čteném i slyšeném textu, jehož autoři jsou rodilí mluvčí. Ukáže na mapě závislá území Commonwealthu a anglicky pohovoří o jeho minulosti a současnosti. | <ul style="list-style-type: none"> ENGLISH SPEAKING COUNTRIES. BASIC DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH. COMMONWEALTH. – původ a vývoj anglického jazyka. Zařazení angličtiny do systému jazykových skupin. Rozdíly mezi americkou a britskou angličtinou ve výslovnosti, spellingu, gramatice a slovní zásobě. Commonwealth – historie a současnost. | VMEGS, MK, OSV |

Figure 49 SEP - English Language Seminar: Expected Outcomes - the Fourth Year of Four-Year Education and the Octave Year of the Upper Stage of Eight-Year Education (SEP volitelné a nepovinné předměty 2021, 8-10)

Appendix 6 – School Education Programme – Optional Subject FCE

| Ročníkové výstupy | Učivo | Průřezová témata, kontexty a přesahy, další poznámky |
|--|--|--|
| <ul style="list-style-type: none"> • Rozumí čtenému textu z novin, časopisů, beletristické i nebeletristické literatury na úrovni B2 • Rozumí idiomům, kolokacím, frázovým slovesům a dalším jevům na úrovni B2 • Dokáže napsat souvislý text různých formátů – úvahu, článek, e-mail, dopis, zprávu, recenzi na úrovni B2 • Rozumí slyšeným textům – monologům, dialogům, diskusím, veřejným oznámením, přednáškám, apod. na úrovni B2 • Aktivně se zapojí do dialogu, diskuse; • dokáže vytvořit souvislý monolog; • dokáže ústně popisovat, porovnávat, spekulovat; • v hovoru reaguje na ostatní účastníky, umí vyjádřit a obhájit vlastní názor, dosáhnout kompromisu; na úrovni B2 | <p>Reading and Use of English</p> <ul style="list-style-type: none"> • Multiple choice cloze, Open cloze • Word formation • Key word transformation • Multiple choice, Gapped text • Multiple matching <p>Writing</p> <ul style="list-style-type: none"> • Compulsory task - Text of 140 – 190 words • Situationally based writing task – text of 140 – 190 words <p>Listening</p> <ul style="list-style-type: none"> • Multiple choice • Sentence completion • Multiple matching <p>Speaking</p> <ul style="list-style-type: none"> • Interview • Picture description • Dialogue • Discussion | <p>V závislosti na konkrétně vybraných tréninkových textech: MK, OSV, VMEGS, ENV</p> |

Figure 50 SEP - FCE: Expected Outcomes (SEP volitelné a nepovinné předměty 2021, 73)

Seznam témat profilové maturitní zkoušky z anglického jazyka

třídy 4.A, oktáva; šk.r.2021/22

1. People, social life
2. Curriculum vitae, plans for the future, work
3. Our house, flat, housing problems
4. My town or village
5. The Czech Republic – geography, economy, important places
6. Prague
7. Fashion, clothes
8. Shopping
9. Travelling
10. Culture – theatre, film, music, art
11. Literature, English-writing authors
12. Sports and games
13. Meals, eating habits
14. Health, diseases
15. Schools, education
16. The United Kingdom – geography, economy, important places
17. London
18. The USA – history
19. The USA – geography, economy, important places
20. New York and Washington.
21. Government systems in the UK and the USA
22. English-speaking countries, differences between British and American varieties of English
23. Festivals in the English-speaking countries
24. The environment, weather
25. Science and technology

Figure 51 The List of Topics for School Maturita Exam in English Language (Kadlecová 2021)

Appendix 8 – The Covering E-mail for School Headmaster - Czech and English Version

Dobrý den, pane řediteli,

píši Vám jako bývalá studentka gymnázia. Nyní studuji Učitelství angličtiny na Filozofické Fakultě Univerzity Pardubice. Pracuji na diplomové práci, která pojednává o přípravě studentů na anglické jazykové zkoušky. Tímto Vás žádám, zdali bych si mohla rozdat dotazníky ve třídách 4.A a oktáva v prosinci 2021. Dotazník zabere přibližně 15 minut a je zcela anonymní.

Předem děkuji za Vaši odpověď

S pozdravem

Bc. Kateřina Kadlecová (rozená Dobrovolná)

Dear headmaster,

I am writing to you as a former student of your grammar school. I am currently studying English Teaching at the Faculty of Arts and Philosophy, University of Pardubice. I am working on a diploma thesis that deals with the students' preparation for English certified exam. I hereby ask you if I could distribute a questionnaire in classes 4.A and the eighth year in December 2021. The questionnaire takes about 15 minutes and is completely anonymous.

Thank you in advance for your answer.

Yours Faithfully,

Bc. Kateřina Kadlecová (née Dobrovolná)

Appendix 9 – The Czech Version of the Questionnaire

Vážení studenti,

jmenuji se Kateřina Kadlecová a studuji Filozofickou fakultu Univerzity Pardubice. Ráda bych Vás tímto požádala o vyplnění dotazníku, který se zabývá přípravou studentů na certifikovanou zkoušku z anglického jazyka. Vyplněné odpovědi budou sloužit jako podklad pro moji diplomovou práci. Vyplnění dotazníku Vám zabere přibližně 15 minut. Dotazník je zcela anonymní.

Předem děkuji za Vaši spolupráci

Bc. Kateřina Kadlecová

Vyberte, prosím:

Jsem: muž / žena

Třída: 4.A / Oktáva

1. Absolvoval/a jste již certifikovanou zkoušku z anglického jazyka? **pouze jedna odpověď*

A) Ano *(pokračujte na otázky č. 1a a 1b)*

B) Ne *(pokračujte na otázku č. 2)*

1a. Pokud **ANO**, vyberte, jakou zkoušku jste **již absolvoval/a**. **možno více odpovědí, popř. dopište*

A) Cambridge: B1 Preliminary (PET)

B) Cambridge: B2 First/First Certificate in English (FCE)

C) Cambridge: C1 Advanced/ Certificate in Advanced English (CAE)

D) IELTS: Academic

E) IELTS: General

F) TOEFL: iBT

G) TOEFL: iTP

H) TOEFL: Junior

CH) jiná: _____

1b. Pokud **ANO**, s jakým výsledkem? **možno více odpovědí, popř. dopište*

A) Absolvoval/a jsem B1 a získal/a B1

B) Absolvoval/a jsem B1, ale získal/a jsem vyšší úroveň B2

C) Absolvoval/a jsem B2 a získal/a B2

D) Absolvoval/a jsem B2, ale získal/a jsem vyšší úroveň C1

E) Absolvoval/a jsem C1 a získal/a C1

F) Absolvoval/a jsem C1, ale získal/a jsem vyšší úroveň C2

G) Jiná možnost: _____

2. Plánujete absolvovat certifikovanou zkoušku z anglického jazyka? **pouze jedna odpověď*

A) Ne, protože certifikát již mám *(pokračujte na otázku č. 2b)*

B) Ne *(pokračujte na otázku č. 2c)*

C) Ještě jsem se nerozhodl/a *(pokud spíše uvažujete, že ano pokračujte na otázku č. 2a a 2b; pokud spíše ne, tak na otázku č. 2c)*

D) Ano, plánuji *(pokračujte na otázku č. 2a a 2b)*

E) Ano, jsem již přihlášen/a *(pokračujte na otázku č. 2a a 2b)*

2a. Jakou certifikovanou zkoušku budete skládat? Vyberte konkrétní název zkoušky. **možno více odpovědí, popř. dopište*

A) Cambridge: B1 Preliminary (PET)

B) Cambridge: B2 First/First Certificate in English (FCE)

C) Cambridge: C1 Advanced/ Certificate in Advanced English (CAE)

D) IELTS: Academic

E) IELTS: General

F) TOEFL: iBT

G) TOEFL: iTP

H) TOEFL: Junior

CH) Jiná: _____

2b. Vyberte **jeden** hlavní důvod, proč jste absolvoval/a (absolvujete) certifikovanou zkoušku?

**pouze jedna odpověď*

A) Abych nemusel/a maturovat z profilové angličtiny

B) Zvýhodnění na vysoké škole (*více bodů u přijímacího řízení, prominutí přijímacího řízení, prominutí zkoušky atd.*)

C) Pro můj dobrý pocit

D) Chtěl/a (chci) to zkusit

E) Abych měl/a něco „navíc“ do životopisu

F) Pro výkon budoucího povolání

G) Pro ověření určité anglické úrovně v mezinárodním kontextu

H) Jiná odpověď: _____

2c. Vyberte **jeden** hlavní důvod, proč jste žádnou certifikovanou zkoušku neabsolvoval/a (neabsolvujete), když máte možnost uznání profilové maturitní zkoušky pomocí certifikované zkoušky? **pouze jedna odpověď*

A) Raději budu profilově maturovat z anglického jazyka

B) Nebudu profilově maturovat z anglického jazyka

C) Mezinárodní zkoušku nepotřebuji

D) Je to finančně náročné

E) Jiné důvody: _____

3. Jelikož je na zdejším gymnáziu nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Znáte strukturu Cambridge zkoušek – kolik mají částí, typy testových úloh? **pouze jedna odpověď*

A) Ano, znám jednotlivé části a typy testových úloh

B) Přibližně vím, jaké má části a typy testových úloh

C) Ne, protože se zajímám o jiné certifikované zkoušky

D) Neznám žádnou strukturu jakýkoliv certifikovaných zkoušek

4. Znáte strukturu státní maturitní zkoušky z anglického jazyka – kolik má částí, typy testových úloh? **pouze jedna odpověď*

A) Ano, znám jednotlivé části a typy testových úloh

B) Přibližně vím, jaké má části a typy testových úloh

C) Ne

5. Byla by pro Vás větší motivace udělat si B2 certifikovanou zkoušku jako uznání profilové maturitní zkoušky z anglického jazyka, kdybyste po úspěšném absolvování dostal/a finanční podporu od ředitele školy, popř. kraje? **pouze jedna odpověď*

A) Ano

B) Ne

C) Nevím

6. Odradilo Vás udělat si certifikovanou zkoušku jako uznání profilové maturity zpřísněním uznávání úrovně z B1 na B2? **pouze jedna odpověď*

A) Ano

B) Ne

C) Nevím

(Zde končí dotazník pro ty, kteří neabsolvovali a ani neabsolvuji certifikovanou zkoušku.

Prosím, dále již nic nevyplňujte.)

7. Pokud jste absolvoval/a zkoušku nebo se na ni teprve připravujete, spoléhal/a jste se (spoléháte se) pouze na výuku v rámci pravidelných hodin anglického jazyka? (Počítejte běžné hodiny anglického jazyka a semináře anglického jazyka. Nepočítejte nepovinný předmět FCE.) **pouze jedna odpověď*

A) Ano

B) Ne

8. Připravujete se na certifikovanou zkoušku v pravidelných hodinách anglického jazyka? **pouze jedna odpověď*

A) Ano

B) Ne

Pokud **ano**, napište, co konkrétně nejčastěji procvičujete (*poslech, psaní, mluvení, čtení + pokud víte názvy cvičení (např. Word formation)*): _____

9. Chodil/a jste (chodíte) na nepovinný předmět FCE? **pouze jedna odpověď*

A) Ano

B) Ne

10. Pokud jste se nespolehal/a (nespoléháte) na pravidelné hodiny anglického jazyka, jak jste se připravoval/a (připravujete) mimo školu? **možno více odpovědí, popř. dopište*

A) Samostudium

B) Chodil/a jsem (chodím) na jazykové kurzy

C) Chodil/a jsem (chodím) na soukromé hodiny

D) Sledoval/a jsem (sleduji) různá edukační videa zaměřená na danou zkoušku

E) Snažil/a jsem (snažím) se být v kontaktu s angličtinou (*filmy, seriály, knihy v AJ, konverzace na internetu v AJ, atd.*)

F) Jiná odpověď: _____

11. Kolik měsíců před certifikovanou zkouškou jste se začal/a připravovat? **pouze jedna odpověď*

A) Méně než 1 měsíc

B) Do 2 měsíců

C) Do 3 měsíců

D) Více než 3 měsíce

E) Nepřipravoval/a jsem se (Nepřipravuji se)

12. Kolik hodin týdně jste se věnoval/a (věnujete) přípravě na certifikovanou zkoušku? Nepočítejte běžné hodiny angličtiny ani seminář z anglického jazyka. Počítejte nepovinný předmět FCE. **pouze jedna odpověď*

A) Méně než 2 hodiny

B) Do 4 hodin

C) Do 7 hodin

D) Více než 7 hodin

13. Na kterou část zkoušky jste (se) při přípravě nejvíce zaměřoval/a (zaměřujete)? **pouze jedna odpověď*

- A) Poslech
- B) Čtení
- C) Gramatika
- D) Psaní
- E) Mluvení
- F) Na všechny části stejně
- G) Na žádnou

14. Která část zkoušky byla (je) pro Vás obtížná? **pouze jedna odpověď*

- A) Poslech
- B) Čtení
- C) Gramatika
- D) Psaní
- E) Mluvení
- F) Všechny
- G) Žádná

15. Jelikož je na zdejším gymnáziu nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Pokud i Vy jste absolvoval/a (absolvujete) Cambridge zkoušku, na jaké úlohy v části **Reading and Use of English** jste se specificky připravoval/a (připravujete)? **možno více odpovědí*

- A) Use of English: Multiple-choice cloze
- B) Use of English: Open cloze

- C) Use of English: Word formation
- D) Use of English: Key word transformations
- E) Reading: Multiple choice
- F) Reading: Gapped text
- G) Reading: Multiple matching
- H) Reading: Cross-text multiple matching
- CH) Na všechny části stejně
- I) Na žádnou
- J) Úlohy podle označení neznám

16. Jelikož je na zdejším gymnáziu nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Pokud i Vy jste absolvoval/a (absolvujete) Cambridge zkoušku, na jaké úlohy v části **Writing** jste se specificky připravoval/a (připravujete)? **pouze jedna odpověď*

- A) 1. část - esej
- B) 2. část - článek, email, dopis atd.
- C) Na všechny stejně
- D) Na žádnou

17. Jelikož je na zdejším gymnáziu nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Pokud i Vy jste absolvoval/a (absolvujete) Cambridge zkoušku, na jaké úlohy v části **Listening** jste se specificky připravoval/a (připravujete)? **možno více odpovědí*

- A) Multiple choice
- B) Sentence completion
- C) Multiple matching

- D) Na všechny stejně
- E) Na žádnou
- F) Úlohy podle označení neznám

18. Jelikož je na zdejším gymnáziu nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Pokud i Vy jste absolvoval/a (absolvujete) Cambridge zkoušku, na jaké úlohy v části **Speaking** jste se specificky připravoval/a (připravujete)? **možno více odpovědí*

- A) Interview
- B) Long turn
- C) Collaborative task
- D) Discussion
- E) Na všechny stejně
- F) Na žádnou
- G) Úlohy podle označení neznám

Appendix 10 – One Selected Filled Questionnaire

Vážení studenti,

jmenuji se Kateřina Kadlecová a studuji Filozofickou fakultu Univerzity Pardubice. Ráda bych Vás tímto požádala o vyplnění dotazníku, který se zabývá přípravou studentů na certifikovanou zkoušku z anglického jazyka. Vyplněné odpovědi budou sloužit jako podklad pro moji diplomovou práci. Vyplnění dotazníku Vám zabere přibližně 15 minut. Dotazník je zcela anonymní.

Předem děkuji za Vaši spolupráci
Bc. Kateřina Kadlecová

Vyberte, prosím:

Jsem: muž / žena

Třída: 4.A / Oktáva

1. Absolvoval/a jste již certifikovanou zkoušku z anglického jazyka? **pouze jedna odpověď*

A) Ano (pokračujte na otázky č. 1a a 1b)

B) Ne (pokračujte na otázku č. 2)

1a. Pokud ANO, vyberte, jakou zkoušku jste již absolvoval/a. **možno více odpovědí, popř. dopište*

A) Cambridge: B1 Preliminary (PET)

B) Cambridge: B2 First/First Certificate in English (FCE)

C) Cambridge: C1 Advanced/ Certificate in Advanced English (CAE)

D) IELTS: Academic

E) IELTS: General

F) TOEFL: iBT

G) TOEFL: iTP

H) TOEFL: Junior

CH) jiná: _____

1b. Pokud ANO, s jakým výsledkem? **možno více odpovědí, popř. dopište*

A) Absolvoval/a jsem B1 a získal/a B1

B) Absolvoval/a jsem B1, ale získal/a jsem vyšší úroveň B2

C) Absolvoval/a jsem B2 a získal/a B2

D) Absolvoval/a jsem B2, ale získal/a jsem vyšší úroveň C1

E) Absolvoval/a jsem C1 a získal/a C1

F) Absolvoval/a jsem C1, ale získal/a jsem vyšší úroveň C2

G) Jiná možnost: _____

2. **Plánujete** absolvovat certifikovanou zkoušku z anglického jazyka? **pouze jedna odpověď*
- A) Ne, protože certifikát již mám *(pokračujte na otázku č. 2b)*
 - B) Ne *(pokračujte na otázku č. 2c)*
 - C) Ještě jsem se nerozhodl/a *(pokud spíše uvažujete, že ano pokračujte na otázku č. 2a a 2b; pokud spíše ne, tak na otázku č. 2c)*
 - D) Ano, plánuji *(pokračujte na otázku č. 2a a 2b)*
 - E) Ano, jsem již přihlášen/a *(pokračujte na otázku č. 2a a 2b)*

2a. Jakou certifikovanou zkoušku budete skládat? Vyberte konkrétní název zkoušky. **možno více odpovědí, popř. dopište*

- A) Cambridge: B1 Preliminary (PET)
- B) Cambridge: B2 First/First Certificate in English (FCE)
- C) Cambridge: C1 Advanced/ Certificate in Advanced English (CAE)
- D) IELTS: Academic
- E) IELTS: General
- F) TOEFL: iBT
- G) TOEFL: iTP
- H) TOEFL: Junior
- CH) Jiná: _____

2b. Vyberte **jeden** hlavní důvod, proč jste absolvoval/a (absolvujete) certifikovanou zkoušku? **pouze jedna odpověď*

- A) Abych nemusel/a maturovat z profilové angličtiny
- B) Zvýhodnění na vysoké škole *(více bodů u přijímacího řízení, prominutí přijímacího řízení, prominutí zkoušky atd.)*
- C) Pro můj dobrý pocit
- D) Chtěl/a (chci) to zkusit
- E) Abych měl/a něco „navíc“ do životopisu
- F) Pro výkon budoucího povolání
- G) Pro ověření určité anglické úrovně v mezinárodním kontextu
- H) Jiná odpověď: _____

2c. Vyberte **jeden** hlavní důvod, proč jste žádnou certifikovanou zkoušku neabsolvoval/a (neabsolvujete), když máte možnost uznání profilové maturitní zkoušky pomocí certifikované zkoušky? **pouze jedna odpověď*

- A) Raději budu profilově maturovat z anglického jazyka
- B) Nebudu profilově maturovat z anglického jazyka

- C) Mezinárodní zkoušku nepotřebuji
- D) Je to finančně náročné
- E) Jiné důvody: _____

3. Jelikož je na zdejším gymnáziu nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Znáte strukturu Cambridge zkoušek – kolik mají částí, typy testových úloh? **pouze jedna odpověď**

- A) Ano, znám jednotlivé části a typy testových úloh
- B) Přibližně vím, jaké má části a typy testových úloh
- C) Ne, protože se zajímám o jiné certifikované zkoušky
- D) Neznám žádnou strukturu jakýkoliv certifikovaných zkoušek

4. Znáte strukturu státní maturitní zkoušky z anglického jazyka – kolik má částí, typy testových úloh? **pouze jedna odpověď**

- A) Ano, znám jednotlivé části a typy testových úloh
- B) Přibližně vím, jaké má části a typy testových úloh
- C) Ne

5. Byla by pro Vás větší motivace udělat si B2 certifikovanou zkoušku jako uznání profilové maturitní zkoušky z anglického jazyka, kdybyste po úspěšném absolvování dostal/a finanční podporu od ředitele školy, popř. kraje? **pouze jedna odpověď**

- A) Ano
- B) Ne
- C) Nevím

6. Odradilo Vás udělat si certifikovanou zkoušku jako uznání profilové maturity zpřísněním uznávání úrovně z B1 na B2? **pouze jedna odpověď**

- A) Ano
- B) Ne
- C) Nevím

(Zde končí dotazník pro ty, kteří neabsolvovali a ani neabsolvuji certifikovanou zkoušku. Prosím, dále již nic nevyplňujte.)

7. Pokud jste absolvoval/a zkoušku nebo se na ni teprve připravujete, spoléhal/a jste se (spoléháte se) pouze na výuku v rámci pravidelných hodin anglického jazyka? (Počítejte běžné hodiny anglického jazyka a semináře anglického jazyka. Nepočítejte nepovinný předmět FCE.) **pouze jedna odpověď**

- A) Ano
- B) Ne

8. Připravujete se na certifikovanou zkoušku v pravidelných hodinách anglického jazyka? **pouze jedna odpověď*

A) Ano

B) Ne

Pokud **ano**, napište, co konkrétně nejčastěji procvičujete (*poslech, psaní, mluvení, čtení* + pokud víte *názvy cvičení* (např. *Word formation*): _____

9. Chodil/a jste (chodíte) na nepovinný předmět FCE? **pouze jedna odpověď*

A) Ano

B) Ne

10. Pokud jste se nespolehal/a (nespoléháte) na pravidelné hodiny anglického jazyka, jak jste se připravoval/a (připravujete) mimo školu? **možno více odpovědí, popř. dopište*

A) Samostudium

B) Chodil/a jsem (chodím) na jazykové kurzy

C) Chodil/a jsem (chodím) na soukromé hodiny

D) Sledoval/a jsem (sleduji) různá edukační videa zaměřená na danou zkoušku

E) Snažil/a jsem (snažím) se být v kontaktu s angličtinou (*filmy, seriály, knihy v AJ, konverzace na internetu v AJ, atd.*)

F) Jiná odpověď: _____

11. Kolik měsíců před certifikovanou zkouškou jste se začal/a připravovat? **pouze jedna odpověď*

A) Méně než 1 měsíc

B) Do 2 měsíců

C) Do 3 měsíců

D) Více než 3 měsíce

E) Nepřipravoval/a jsem se (Nepřipravuji se)

12. Kolik hodin týdně jste se věnoval/a (věnujete) přípravě na certifikovanou zkoušku? Nepočítejte běžné hodiny angličtiny ani seminář z anglického jazyka. Počítejte nepovinný předmět FCE. **pouze jedna odpověď*

A) Méně než 2 hodiny

B) Do 4 hodin

C) Do 7 hodin

D) Více než 7 hodin

13. Na kterou část zkoušky jste (se) při přípravě nejvíce zaměřoval/a (zaměřujete)? **pouze jedna odpověď*

- A) Poslech
- B) Čtení
- C) Gramatika
- D) Psaní
- E) Mluvení
- F) Na všechny části stejně
- G) Na žádnou

14. Která část zkoušky byla (je) pro Vás obtížná? **pouze jedna odpověď*

- A) Poslech
- B) Čtení
- C) Gramatika
- D) Psaní
- E) Mluvení
- F) Všechny
- G) Žádná

15. Jelikož je na zdejším gymnáziu nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Pokud i Vy jste absolvoval/a (absolvujete) Cambridge zkoušku, na jaké úlohy v části **Reading and Use of English** jste se specificky připravoval/a (připravujete)? **možno více odpovědí*

- A) Use of English: Multiple-choice cloze
- B) Use of English: Open cloze
- C) Use of English: Word formation
- D) Use of English: Key word transformations
- E) Reading: Multiple choice
- F) Reading: Gapped text
- G) Reading: Multiple matching
- H) Reading: Cross-text multiple matching
- I) Na všechny části stejně
- J) Na žádnou
- K) Úlohy podle označení neznám

16. Jelikož je na zdejší gymnázium nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Pokud i Vy jste absolvoval/a (absolvujete) Cambridge zkoušku, na jaké úlohy v části **Writing** jste se specificky připravoval/a (připravujete)? **pouze jedna odpověď**

- A) 1. část - esej
- B) 2. část - článek, email, dopis atd.
- C) Na všechny stejně
- D) Na žádnou

17. Jelikož je na zdejší gymnázium nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Pokud i Vy jste absolvoval/a (absolvujete) Cambridge zkoušku, na jaké úlohy v části **Listening** jste se specificky připravoval/a (připravujete)? **možno více odpovědí**

- A) Multiple choice
- B) Sentence completion
- C) Multiple matching
- D) Na všechny stejně
- E) Na žádnou
- F) Úlohy podle označení neznám

18. Jelikož je na zdejší gymnázium nepovinný předmět FCE, tak se studenti nejčastěji zúčastňují Cambridge zkoušek. Pokud i Vy jste absolvoval/a (absolvujete) Cambridge zkoušku, na jaké úlohy v části **Speaking** jste se specificky připravoval/a (připravujete)? **možno více odpovědí**

- A) Interview
- B) Long turn
- C) Collaborative task
- D) Discussion
- E) Na všechny stejně
- F) Na žádnou
- G) Úlohy podle označení neznám

Appendix 11 – The English Version of The Questionnaire

Dear students,

my name is Kateřina Kadlecová and I study at the Faculty of Arts and Philosophy at the University of Pardubice. I would like to ask you to fill in a questionnaire, which deals with the students' preparation for the English exam certification. The completed answers will serve as a basis for my diploma thesis. It will take you approximately 15 minutes to fill in the questionnaire. The questionnaire is completely anonymous.

Thank you in advance for your cooperation

Bc. Kateřina Kadlecová

Please select:

I am: male/ female

Class: 4.A / the eighth year

1. Have you already passed a certified English exam? **only one answer*

A) Yes (go on to questions **1a a 1b**)

B) No (go on to question 2)

1a. If **YES**, select which certified exam you have already passed. **more possible answers or list another option*

A) Cambridge: B1 Preliminary (PET)

B) Cambridge: B2 First/First Certificate in English (FCE)

C) Cambridge: C1 Advanced/ Certificate in Advanced English (CAE)

D) IELTS: Academic

E) IELTS: General

F) TOEFL: iBT

G) TOEFL: iTP

H) TOEFL: Junior

CH) Other: _____

1b. If **YES**, with what result? **more possible answers or add another option*

A) I took B1 and I obtained B1

B) I took B1, but I obtained a higher level B2

C) I took B2 and I obtained B2

D) I took B2, but I obtained a higher level C1

E) I took C1 and I obtained C1

F) I took C1, but I obtained a higher level C2

G) Another option: _____

2. Are you planning to take a certified English exam? **only one answer*

A) No, because I already have a certificate (*go on to question 2b*)

B) No (*go on to question 2c*)

C) I have not decided yet (*if you are more likely to do so, go on to questions 2a and 2b; if not then go on to question 2c*)

D) Yes, I am planning to (*go on to questions 2a and 2b*)

E) Yes, I am already enrolled (*go on to the question 2a and 2b*)

2a. What certified English exam are you going to take? **more possible answers or add another option*

A) Cambridge: B1 Preliminary (PET)

B) Cambridge: B2 First/First Certificate in English (FCE)

C) Cambridge: C1 Advanced/ Certificate in Advanced English (CAE)

- D) IELTS: Academic
- E) IELTS: General
- F) TOEFL: iBT
- G) TOEFL: iTP
- H) TOEFL: Junior
- CH) Other: _____

2b. Choose **one** main reason why you have taken or want to take a certified English exam?

**only one answer*

- A) So I do not have to take the School English Maturita exam
- B) To get an advantage at university (*more points in the entrance test, waiver of taking the entrance test, examination waiver, etc.*)
- C) To make me feel good
- D) I wanted to give it a try
- E) To have something “extra” for my CV
- F) For my future career
- G) To verify a certain level of English in an international context
- H) Another option: _____

2c. Choose **one** main reason why you have not taken any standardised test. **only one answer*

- A) I prefer to take the School English Maturita exam
- B) I will not take the School English Maturita exam
- C) I do not need an international exam
- D) It is financially demanding

E) Other reasons: _____

3. As there is an optional FCE subject at this school, the students most often take Cambridge exams. Do you know the structure of Cambridge exams – the number of parts and types of tasks? **only one answer*

- A) Yes, I know the individual parts and task types
- B) I roughly know the individual parts and tasks types
- C) No, because I am interested in a different standardised test
- D) I am not familiar with the structure of any standardised test

4. Do you know the structure of the State English Maturita exam – the number of parts and types of tasks? **only one answer*

- A) Yes, I know the individual parts and task types
- B) I roughly know the individual parts and task types
- C) No

5. Would it be more motivating for you to take a B2 standardised test instead of the School English Maturita exam if you received financial support from the school principal or region? **only one answer*

- A) Yes
- B) No
- C) I do not know

6. Were you discouraged from taking a standardised test instead of the School English Maturita exam because only B2 level is recognized and not B1? **only one answer*

- A) Yes

B) No

C) I do not know

(This is the end for those who have not taken or are not going to take a certified English exam. Please, do not fill in any further questions.)

7. If you have passed a certified exam or you are preparing for it, have you relied (do you rely) solely on studying in regular English language lessons? (Count regular English language lessons and English language seminars. Do not count the optional FCE subject.) **only one answer*

A) Yes

B) No

8. Are you preparing for a certified exam in regular English lessons? **only one answer*

A) Yes

B) No

If **yes**, write what you most often (listening, writing, speaking, reading + if you know the task types, for example: Word formation):_____

9. Did you attend (Do you attend) an optional FCE subject? **only one answer*

A) Yes

B) No

10. If you did not rely (do not rely) on studying in regular English lessons, how did you (do you) prepare outside of school? **more possible answers, or add another option*

A) Self-study

B) I attend(ed) a language school

C) I attend(ed) private lessons

D) I watch(ed) various educational videos focusing on the given certified exam

E) I try (tried) to immerse myself in English (*movies, series, books in English, conversations on the Internet in English, etc.*)

F) Other answer: _____

11. How many months before the certified exam did you (do you) start preparing for the certified exam? **only one answer*

A) Less than 1 month

B) Up to 2 months

C) Up to 3 months

D) More than 3 months

E) I was not (am not) preparing for it

12. How many hours per week did you (do you) spend preparing for the certified exam? (Do not count regular English lessons or English language seminar. Count the optional FCE subject.) **only one answer*

A) Less than 2 hours

B) Up to 4 hours

C) Up to 7 hours

D) More than 7 hours

13. Which part of the exam did you (do you) focus on the most in your preparation? **only one answer*

- A) Listening
- B) Reading
- C) Use of English
- D) Writing
- E) Speaking
- F) All parts equally
- G) None

14. Which part of the certified exam was (is) difficult for you? **only one answer*

- A) Listening
- B) Reading
- C) Use of English
- D) Writing
- E) Speaking
- F) All
- G) None

15. As there is an optional FCE subject at this school, the students most often take Cambridge exams. If you also took (take) a Cambridge exam, what type of test tasks in the **Reading and Use of English** parts did you (do you) specifically prepare for? **more possible answers*

- A) Use of English: Multiple-choice cloze
- B) Use of English: Open cloze
- C) Use of English: Word formation

- D) Use of English: Key word transformations
- E) Reading: Multiple choice
- F) Reading: Gapped text
- G) Reading: Multiple matching
- H) Reading: Cross-text multiple matching
- CH) All tasks equally
- I) None
- J) I do not know the types of test tasks by name

16. What type of test tasks in the **Writing** part of a Cambridge exam did you (do you) specifically prepare for? **only one answer*

- A) 1st task – an essay
- B) 2nd task – an article, an e-mail, a letter, etc.
- C) All tasks equally
- D) None

17. What type of test tasks in the **Listening** part of a Cambridge exam did you (do you) specifically prepare for? **more possible answers*

- A) Multiple choice
- B) Sentence completion
- C) Multiple matching
- D) All tasks equally
- E) None
- F) I do not know the types of test tasks by name

18. What type of test tasks in the **Speaking** part of a Cambridge exam did you (do you) specifically prepare for? **more possible answers*

A) Interview

B) Long turn

C) Collaborative task

D) Discussion

E) All tasks equally

F) None

G) I do not know the types of test tasks by name