

UNIVERZITA PALACKÉHO V OLOMOUCI
PEDAGOGICKÁ FAKULTA
ÚSTAV CIZÍCH JAZYKŮ

Diplomová práce

Bc. Lucie Pětvaldská

Advantages and disadvantages of bilingual education

Prohlašuji, že předložená práce je mým původním autorským dílem, které jsem vypracoval/a samostatně. Veškerou literaturu a další zdroje, z nichž jsem při zpracování čerpal/a, v práci řádně cituji a jsou uvedeny v seznamu použité literatury.

V Ostravě dne 4. 12. 2023


.....

(podpis)

Acknowledgements

I would like to express my immense gratitude to Mgr. Blanka Babická, PhD. for all the help, care, and valuable advice. I would also like to thank the General Zdenek Skarvada Primary School Ostrava-Poruba, where I was able to collect the data needed for the practical part of the thesis, for the friendliness of the teachers, and the helpfulness of the headmistress Mgr. Martina Körberová. I would also like to thank my two closest friends, who have always supported me, but were also sharing their teaching experience and advice throughout my studies. Last but not least, I would like to thank my husband, my daughters, and family for their endless support and love.

ABSTRACT

The aim of the thesis is to compare two English teaching methods at the General Zdenek Skarvada Primary School in Ostrava-Poruba. This school focuses on extended teaching of foreign languages. Moreover, they have been offering the implementation of bilingual education for the last ten years. In the beginning of the thesis, the term “bilingual” in the context of education will be clarified, the ways of implementing this type of education and its models will be explained. This work will also focus on the general characteristics of the school, a comparison of the bilingual and language classes curriculums, and a detailed description of bilingual education at this particular school. The practical part of the thesis will use four tools to achieve objective results of comparing bilingual and non-bilingual education: a student-oriented questionnaire regarding time consumption of preparation for lessons, a survey of future studies (their selection of a secondary school and success at entrance exams), qualitative research in the form of an interview with pupils, and a comparative test focusing on different English language skills.

Keywords:

Bilingual education, extended teaching of foreign languages, primary and lower secondary school, English language

TABLE OF CONTENTS

INTRODUCTION	7
1 BILINGUALISM	9
1.1 Speech development.....	10
1.1.1 A basic division of a child’s developmental periods.....	11
1.1.2 Impaired communication skills.....	12
1.1.3 Speech development of bilingual children.....	12
1.2 Second language learning.....	13
1.2.1 Teaching methods.....	15
2 BILINGUAL EDUCATION	18
2.1 What is bilingual education?.....	18
2.2 Models of bilingualism.....	19
2.3 Advantages of bilingual education.....	21
2.4 Disadvantages of bilingual education.....	23
3 EDUCATION AT SKARVADA PRIMARY SCHOOL	26
3.1 Language levels.....	27
3.2 Framework Education Programme (FEP).....	30
3.2.1 A comparison of bilingual and language classroom curricula.....	32
3.3 English clubs.....	34
3.4 The role of a native speaker.....	37
4 COMPARISON OF THE LEVEL OF ENGLISH OF STUDENTS IN BILINGUAL AND LANGUAGE CLASSES	38
4.1 The Questionnaire: time required to prepare for classes.....	38
4.1.1 Questionnaire evaluation.....	44
4.2 A Survey of future studies.....	45
4.2.1 Survey evaluation.....	46
4.3 Interview with pupils.....	48
4.3.1 Interview evaluation.....	49
4.4 Comparative test.....	51
4.4.1 Test evaluation.....	51
5 CONCLUSION	57
BIBLIOGRAPHY	60

LIST OF ABBREVIATIONS.....66
LIST OF TABLES AND FIGURES.....67
APPENDICES.....68

INTRODUCTION

In today's globalized world there is a strong need of using one lingua franca. Children have an advantage of being exposed to English from an early age – English songs, TV programmes, extra-curricular activities starting at nursery, or even a bilingual classmate, friend, or relative. Families often travel to different parts of the world, so children absorb different cultures and languages naturally.

Many parents consciously look for institutions, where English language is provided to their children since the very first years of school attendance. They are aware of the fact that speaking at least one world language is crucial for their children's future life possibilities. Mutual understanding allows an individual to learn more about the world, people and cultures. The acquisition and maintenance of more than one language open doors to not only personal and social opportunities, but also educational and economic opportunities.

This thesis aims to compare the level of English language at the General Zdenek Skarvada Primary School in Ostrava-Poruba. This particular school offers students and their parents education in language classes or bilingual classes. Both programmes focus on English language and its deeper understanding. Bilingual pupils start learning mathematics and education classes in English from the very beginning, and other subjects are also added later. Students of bilingual programmes are taught by teachers whose mother tongue is Czech, as well as by English native speakers from different parts of world, so that students are exposed to more accents and more English variations. In the afternoon, students participate in mandatory classes called English clubs expanding their knowledge and English skills.

The thesis is divided into several chapters and subsections. The first part describes “bilingual” in general – definition, its development and current situation. The following subchapters look closely at speech development of a child and its differences between monolingual and bilingual children. The next section of the thesis gives details about bilingual education, and compares the advantages and disadvantages of bilingual education. Gradually, the concrete form of bilingual education at the General Zdenek Skarvada Primary School in Ostrava-Poruba is described in more depth and detail.

The research uses four tools to achieve objective results of comparing bilingual and language education: a student-oriented questionnaire regarding time consumption of preparation for lessons, a survey of future studies (their selection of a secondary school and success at

entrance exams), qualitative research in the form of an interview with pupils, and a comparative test focusing on different English language skills.

Research questions:

- 1. Is bilingual education more time-consuming?** - The assumption is that it is. Considering learning some subjects in English might take more of students' time when preparing for lessons.
- 2. Does bilingual education from an early age function as a motivation for future language studies?** – If students are exposed to English and bilingual education on primary school, will they be confident enough to continue expanding their abilities on English-orientated secondary schools?
- 3. Do bilingual classes students have better English skills in general?** – Compared to non-bilingual classes students, is there a significant difference in speaking, listening, reading and other English skills among students?

1 Bilingualism

Bilingualism in general can be understood in several ways. The basic distinction is bilingualism as an individual characteristics (individual bilingualism), when an individual is able to use two languages proficiently; or bilingualism in a social group (societal bilingualism) that refers to a whole community or country where more than one language is used. Bilingualism shares similar characteristics to multilingualism, as they share the ability of speaking more languages (Baker, 2021, p. 2-3). Nevertheless, the difference between language ability and language use must be explained. Bilingual people may use one language predominantly and only have receptive ability of the other one. For others, the ability to use both languages in speaking, writing and reading form is equal (García, 2009, p.132). Individuals tend to use one language to other purposes than the other (e.g. one language is used at home and another in school). However, one of these languages is often dominant (Baker, 2021, p. 3).

As stated by Baker (2014, p. 1), bilingualism often starts at home when parents do not share the first language. If they decide to speak to their child in both of the languages, they give their child an advantage of becoming bilingual as they will be able to communicate in both languages. Other example of becoming bilingual from an early age is to communicate with parents in one language and with their friends, neighbours, and other members of a community in a different language. This way of acquiring the two languages happens more or less at the same time in the home environment – a child becomes bilingual simultaneously (Baker, 2014, p. 1).

On the other hand, the second language can be acquired at a later stage, which is usually after starting attending school – bilingualism develops sequentially. Sometimes people comment on bilingualism with a certain concern that bilingual children will be confused and not learn any of the languages well. Nevertheless, researches have shown a little support for these statements - as long as there are adequate opportunities to use each language, it only brings positives (Lightbown & Spada, 2013, p.30).

We must also take into consideration adult bilingualism, which is not rare. Becoming bilingual during childhood definitely has its immense positives, but so does becoming bilingual as an adult. Older students consciously decide to make changes and develop their abilities, and so their progress can be quicker. Even though they might not have that many opportunities to practice in authentic environment, they are able to “use their metalinguistic skills in a first language more efficiently” (García, 2009, p. 66). The main advantages of becoming bilingual as a child are picking up language easily, acquiring it subconsciously and naturally while playing

and in real situations, or the fact that the accurate pronunciation is more likely to be copied. Nevertheless, adults have better thinking skills, they analyze things easily, and therefore learn quicker (Baker, 2014, p. 42). Either way, “*bilingualism has educational, social, economic and cultural consequences*” (Baker, 2014, p.1).

Bilingual individuals constantly make choices about how to express themselves. One frequent aspect connected to bilingual language use is called code switching. Bilingual individuals use words or phrases in various languages within a conversation. Code switching can be intentional (especially when speaking with someone who already knows both languages), or it may show speaker’s deficit in both languages (Lightbown & Spada, 2013, p.31). Other switch between languages is called codemixing and it can be described as changes at the word level. To compare, here is the difference: “Tengo que babysit my sister (I have to babysit my sister) – codemixing; vs. Estaba leyendo un libro, and suddenly he just got up and left (He was reading a book, and suddenly he just got up and left) – code switching” (Manandise and Gdaniec, 2011, p.2). Another phenomenon nowadays widely spread is called language borrowing and it shares some similarities with the two mentioned above. Nevertheless, language borrowing loans words or phrases to become permanent part of the recipient language (Baker, 2001, p. 100). Languages and dialects do not exist in a vacuum and especially in today’s globalized world, these phenomena often occur. Languages adjust to the needs of their speakers and it is a natural development (Hock and Joseph, 2019, p. 328).

1.1 Speech development

Ludovica Serratrice, in her book, delves into the child's progression into language. She highlights the significance of a crucial linguistic and cognitive milestone—the utterance of the first words. Prior to vocalizing their initial words, children have already absorbed valuable insights about the linguistic landscape that surrounds them, demonstrating an early awareness of their language environment (Serratrice, 2013).

As early as during the final trimester of gestation, fetuses begin to perceive the rhythmic patterns of language and music, which are effectively transmitted and retained even through the abdominal barrier (Hepper & Shahidullah, 1994). A child then undergoes certain stages that will be outlined shortly with the focus on speech development milestones.

1.2 A basic division of a child's developmental periods

Kučera (2013, p.144-148) offers a basic division of a child's developmental periods:

- Prenatal (from conception to approximately 38th week of pregnancy) and perinatal period (just after giving birth)
- Neonatal period (approximately until the end of the first month)
- Infant period (until the end of the first year)
- Toddler age (1-3 years)
- Preschool age (3-6 years)
- School age (6-12 years)

The foundations of word learning begin prenatally, with the first fetal responses observed at 19 weeks of gestational age. Infants prefer the human voice, especially a higher female voice, distinguishing it from other sounds. In the first year, rapid development occurs, marked by crying as the primary means of communication, followed by the emergence of sounds and babbling around six months. At nine to twelve months, a significant leap in speech development occurs, with the understanding of simple prompts and the appearance of the first conscious words. The second half of the first year sees the child preparing for communication, learning conversational turn-taking, and acquiring intonation. In the second half of the second year, symbolic understanding develops, and the child asks about the names of things. Speech development is influenced by individuality and parental communication style, fostering autonomy. Preschool and school age witness speech perfection, sentence structure progress, and an expanding interest in language-related activities, contributing to the child's growing knowledge and ability to express opinions and emotions verbally (Langmeier, 2006).

Between the ages of 11 and 15, a child's speech development undergoes significant growth and refinement. This period is marked by an expansion of vocabulary and a deeper understanding of grammar, leading to the ability to articulate thoughts with increasing precision. The child's language fluency improves, allowing for more nuanced communication, and they may begin to exhibit preferences for certain language styles or expressions. Reading and writing skills continue to advance, and the child engages with a broader range of literary genres. Cognitive and critical thinking abilities play a significant role in their capacity to express complex ideas. Additionally, the social and cultural context becomes increasingly influential, shaping the child's language use and identity. Overall, the years from 11 to 15

represent a crucial phase in which language skills evolve, reflecting cognitive and socio-cultural maturation (Langmeier, 2006).

1.2.1 Impaired communication skills

The speech ontogeny is influenced by cognitive, motor, emotional and social development of toddler and preschoolers (Bytešníkova, 2012, p. 16). We speak of impaired communication skills when some level (or several levels at the same time) of language expressions interfere with the communication intention of the individual (Lechta, 2011, p. 51). Impaired communication skills can take different forms, e.g. a small articulation deviation, or, on the contrary, a complete loss of communication skills. It can manifest itself in different periods of a person's ontogeny – either during language acquisition by a child or during communication problems among adults. It can be dominant (the main manifestation) or symptomatic (as a symptom of another disability) (Vrbová, 2015). As the thesis does not focus on this topic, only a few concrete examples of impaired communication skills are listed: delayed speech development, babbling, stuttering, dyslalia, etc. (Vrbová, 2015).

1.2.2 Speech development of bilingual children

It is a fact that young children can grasp the entire language system of a language in the first years of life. A frequent argument against bilingualism is that the child will not master any of the languages properly. However, it is proven that “*people have greater capacity to acquire languages at the beginning of their lives*” (Kadaníková, 2017, p. 4). The human brain is literally programmed to learn, and therefore also to learn a language (Kadaníková, 2017, p. 4).

Bilingual development is a complex process influenced by various factors: the child's age when acquiring the second language; settings of where they are using each of the languages; languages involved; and others (Prath, 2016). Prath (2016) refers to research stating that “*developmental sequences valid for most children, regardless of home language*”. If some communicating issues appear, it does not have to do anything with the child being bilingual. The milestones for language described in the previous subchapters should be roughly met by all children, monolingual and bilingual.

Nevertheless, the environment plays an important role in a child's word use. A father may talk to a child about different topics than a mother and therefore they will be using different

vocabulary. In this case, a child may know certain words in one language, and others in the second language. The same rule applies on acquiring the second language at school – a child may know e.g. colours in the language used at school, because they practise it a lot. However, they will know perfectly how to name individual pieces of clothing in the language used at home, because they dress multiple times a day. The pronunciation also varies depending on which sounds children are capable of saying at a certain age. Typical speech sound milestones are different in every languages (Marian, 2009). Other than that, the speech development of bilingual children is almost identical to a monolingual children speech development (Prath, 2016).

However, if a child does not distinguish between languages even at the age of five or six and is unable to communicate what he/she wants, it may be related to an attention or learning disorder, or to his personality. It is believed that a child should already have mastered at least one language system enough to enable him/her to attend school. If more serious speech development problems occur, e.g. shattering or pronunciation problems, the family should seek a speech therapist or even a child psychologist (Bachárová, 2015).

The speech development of bilingually educated pupils of lower secondary schools goes hand in hand with the speech development of a monolingual child characteristic for this period. At this stage, vocabulary expansion continues, with the children expressing themselves more precisely and employing a broader range of words in both languages. There is an increased understanding and application of grammatical rules, as well as the ability to experiment with complex sentence structures. Fluent code-switching may become more evident, allowing the child to seamlessly transition between languages. Specialized vocabulary may emerge based on academic interests or hobbies. Overall, the period from 11 to 15 years old marks a phase of deepening bilingual proficiency, individual linguistic preferences, and a more sophisticated engagement with the cultural and social aspects of each language (Marian, 2009).

1.3 Second language learning

Starting with multiple languages is possible since the very first years of an infant. Babies are capable of hearing differences between the sounds of human languages. If they are regularly exposed to more than one language, they are more likely to continue responding to these differences for a longer period. Nevertheless, a real interaction with a human speaker is necessary to retain this ability – a human must not be replaced by an electronic device (a

television, a radio, etc.). After 12 months, most babies start producing words by themselves. They go through language acquisition developmental stages related to their cognitive development, and they may have their speaking skills completely under control just around the school years (Lightbown & Spada, 2013, p. 6-7).

Second language can be learned by “*imitation, practice, reinforcement (or feedback on success), and habit formation*” (Lightbown & Spada, 2013, p. 103). This type of second language acquisition is based on **behaviourist theory**. In the school environment, audiolingual teaching materials are used, students memorize dialogues and speech patterns by heart. Later, it was shown that learning strongly motivated by rewards and the tight connection to the first language do not work quite well (Lightbown & Spada, 2013, p. 104).

On the opposite part of the spectrum there is the **innatist perspective** explained by Noam Chomsky. He argues that all children are born with the ability to acquire a language. According to him, the innate knowledge of the principles of Universal Grammar exists and thus it permits everybody to acquire languages. The researchs have shown that although the process of acquiring first and second language is not the same, there are some similarities that can help (Gass et al., 2020, p. 158-159).

Other theories describe how language is acquired from different perspectives. **Cognitive perspective** involves computer simulations that requires to adapt to novelty and ambiguity. It is important to be able to work with relevant information, understand the background and think critically (Lightbown & Spada, 2013, p. 108-110). The **sociocultural perspective** considers language as contextually situated, when mediation is the key concept in the learning process. Mediation is understood as a skill we use if we want to help other people with communication. If mediator knows the first language of the person finding it hard to speak, they can help with translating. It happens in real life as well (Scrivener, 2005, p. 310).

What all theories of language acquisition have in common is the intention of acquiring language in certain environments. Lightbown & Spada claim:

“Educators who are hoping that language acquisition theories will give them insight into language teaching practice are often frustrated by the lack of agreement among the ‘experts’. The complexities of second language acquisition, like those of first language acquisition, represent puzzles that scientists will continue to work on for a long time. Research that has theory development as its goal has important long-term significance for language teaching and learning, but agreement on ‘complete’ theory of language acquisition is probably, at best, a long way off. Even if such agreement were reached,

there would still be questions about how the theory should be interpreted for language teaching practice” (Lightbown & Spada 2013, p. 120-121).

1.3.1 Teaching methods

Czech pupils start learning English no later than in the third grade. Some primary schools start teaching their pupils English already in the first grade (FEP BE, 2017, p. 25-26). The way of teaching at schools differs. It mainly depends on what goal the school has set with regard to teaching a foreign language. There are many methods that can be used in order to teach a person a foreign language. Richards and Rogers mention two methods as the oldest language teaching methods - the Grammar-Translation Method (2014, p. 5) and the Direct Method (2014, p. 11).

Grammar-Translation Method

A method focused primarily on teaching reading and writing in a foreign language. It is believed that the best way to learn the language is being able to read in it. The read text is translated directly into the students' native language, and grammatical phenomena are also explained on the specific text. Student is a passive recipient of information (Richard and Rogers, 2014, p. 5-8).

Direct Method

The only language allowed is the language taught. The teacher does not translate into the native language of the students, but everything should be explained in a way to be understandable. The method focuses on communication skills that students can use in everyday conversation. The student plays an important role in this method and becomes an active participant in the lesson (Richard and Rogers, 2014, p. 11-17).

As a reaction to these classic methods in language teaching, new methods have been emerging, focusing on various aspects of foreign language teaching. Communicative language teaching method is one of them. This method will be briefly described, as it created a base for Content and Language Integrated Learning (CLIL) method. The CLIL method is significant for our subject and will be described in more detail.

Communicative language teaching

A method aimed at developing the student's communication skills. The conversations that the teacher practices with their students are contextualized to make sense to the students. A space is also created for errors, which are then worked on. The role of the teacher is essential in this method. She/he actively participates in teaching, leads all conversations taking place within the teaching and also coordinates them. Every student actively participates in every lesson (Richard and Rogers, 2014, p. 85-89).

The CLIL method

CLIL stands for the term Content and Language Integrated Learning. This widespread method uses other language apart from the students' mother tongue to give instructions or to show them the concrete use of this language in various situations. It is a natural way of teaching second language, as it provides opportunities for learning through absorbing the language. Students do not have to understand every word, but they get the overall context and get used to the language. Like that, they will eventually learn to use it naturally themselves (Dalton-Puffer, 2007, p. 1-3). Richard and Rodgers (2014, p. 118) claim that "*CLIL in Europe has been described as a response to globalization: the need for knowledge-driven economies and societies.*" Using the CLIL method means that the aim of teaching a certain subject in a foreign language is to not only understand the subject matter, but also consolidate English vocabulary, grammar, and other English skills (Dalton-Puffer, 2007, p. 1-3).

Especially for young children who start attending bilingual programme at primary school, it is essential to point out that in the first years, they are learning both the content, but the language component as well. The CLIL method is a valuable tool to help with that in the first years. Gradually, it will transform into a bilingual teaching, which takes place regularly and has sufficient space for the teacher to focus especially on the content component (Coyle et al., 2010, p.1).

Further division suggests two types of CLIL teaching methods: the weak/soft CLIL and the strong/hard CLIL. The soft CLIL "*is a type of content and language integrated instruction taught by trained CLIL teachers to help learners develop the foreign language competency as a primary aim, and their subject/theme/topic knowledge as a secondary aim*" (Ikeda, 2013, p.32). In other words, topics from the curriculum can be taught in a different language as part of a language course. Soft CLIL teachers are language teachers teaching in language lessons. On the contrary, hard CLIL focuses more on the content while using second language. The

teachers are CLIL subject teachers, and the method is used in their subject lessons. Teaching the language is important, but the knowledge of the content is what is assessed (Ikeda, 2021, p.15-17). The hard CLIL method has been used at Skarvada school since 2011 (SEP of General Zdenek Skarvada Primary School, 2013, p.6).

2 Bilingual education

This chapter focuses on bilingual education in general. It describes what it is, four models of bilingual education, and the advantages and disadvantages of bilingual education. It investigates if bilingual education can be successful in helping students become proficient in both languages, enabling them to engage effectively in academic, social, and cultural contexts.

2.1 What is bilingual education?

Bilingual education should not be mistaken for language education. Whereas language education adds competences in second language, bilingual education “*educates bilingually, gives opportunity to function across cultures and puts two different languages on the same level*” (García, 2009, p. 132-133). In other words, “*traditional second or foreign-language programmes teach the language as a subject, whereas bilingual education programmes use the language as a medium of instruction; that is, bilingual education programmes teach content through an additional language other than the children’s home language*” (García, 2011, p. 6).

Bilingual education offers many benefits and is good for all. Every individual can benefit from it, no matter what social or national group they are from. Any type of school is suitable for bilingual education and there is never too early to start with it. Bilingual education enables people to be more tolerant towards minorities, reduce racism and develop creativity in communication. By knowing more languages, we naturally absorb different cultures, customs and traditions. The ability of speaking and thinking in more languages has a positive effect on the development of the brain, and cognitive abilities. Bilingual individuals are more likely to react quickly to changes (Zs-skarvady831, 2023).

Nevertheless, early bilingual education was often criticized. It began to spread in the 20th century due to modernist development and globalization. Modernization theory posits that modern nation-state should aim at urbanization, secularization and overall change of the population’s thinking. However, not everybody agreed, as nation and its language were still very important (García, 2011, p.12). Especially in the United States, where mainly Latino minorities began to migrate, many opponents of bilingual education claimed that immigrants should assimilate and use the dominant language. This is only one example of many more throughout American history, when linguistic and human rights were violated (Moore, 2021, p. 23). There is a constant change in the perception of bilingual education and different

development of bilingual education can be seen in other parts of the world. In the United States the situation changes in waves and certain laws had to be passed to maintain equality. On the other hand, the Basque Country and Wales now experience a period of expansion of bilingual education after times of suppression (Baker, 2021, p. 204). Either way, the 21st century can be characterized as the century of bilingualism or multilingualism. García (2009, p. 3) claims that *“bilingual education that is adaptive, able to expand and contract, as the communicative situations shift and as the terrain changes, is precisely what all children in the twentyfirst century need”*.

The expansion of schools offering bilingual education only confirms that statement. Parents consciously look for schools orientated at deeper English studies that would meet the requirements for educating their children. However, a variety of factors should be considered when choosing a suitable school for a child – not only the language factor, but also overall climate and atmosphere of the school. Some schools might profile as bilingual, but parents should consider the commitment of teachers, how they behave towards students, what is the success rate of the graduates, how students feel at that school, and others (Baker, 2014, p. 143). In the practice part of the thesis, as many of these factors as possible are taken into consideration.

2.2 Models of bilingualism

Depending on the educational system and rules set in society, several modes of bilingual education can be adapted. According to García (2009, p.51-54), there are four models of bilingualism:

Subtractive

García claims this model suggests that students stop speaking their native language at school and they only use the second one. Subsequently, they naturally start thinking and controlling the second language, especially in terms of grammar and written expression (2009, p.51).

The subtractive model can have significant cultural and identity implications. Individuals experiencing language loss may also face challenges in maintaining cultural connections associated with their first language. Social factors, such as the prestige associated with a particular language or discrimination against certain language communities, can

contribute to a subtractive bilingualism model. Individuals may feel pressure to adopt the dominant language for social acceptance or economic opportunities. In a subtractive bilingualism scenario, there may be limited efforts to maintain and nurture proficiency in the first language. This lack of support can further contribute to language loss over time (Nguyen, 2022, p.53-54).

It is important to note that the subtractive model is a theoretical framework used to describe a specific pattern of language development and use. In reality, bilingualism is diverse, and individuals may experience a range of language outcomes based on various factors, including societal attitudes, educational policies, and personal choices (García, 2009, p. 51).

Additive

The additive model of bilingualism stands in contrast to the subtractive model and refers to a situation in which the acquisition or proficiency in a second language is achieved without negatively affecting the first language. In other words, individuals who experience additive bilingualism maintain and even enhance their proficiency in both languages, with the second language serving as an additional linguistic and cultural resource. Additive bilingualism emphasizes the enrichment of cultural experiences associated with both languages. Individuals who are additive bilinguals often maintain strong ties to the cultural and social contexts associated with each language (Rao, 2015).

The additive model is associated with positive attitudes toward multilingualism. Individuals and communities recognize the cognitive, cultural, and social benefits of being proficient in more than one language. Efforts to promote additive bilingualism often focus on creating supportive educational and societal environments that value and nurture both languages (Koch, 2009).

Recursive

The recursive model of bilingualism is a theoretical framework that recognizes the dynamic and interactive nature of bilingual language development. It is a form of bilingualism constituted only recently in the twenty-first century. It occurs when the need to use native language among pupils disappears and the second language begins to prevail. However, the native language is used in various rituals or customs. The recursive model acknowledges that bilingual individuals do not compartmentalize their languages but instead engage in continuous interactions between their languages. Both languages influence each other in a dynamic and

reciprocal manner. This model prevails in immigrant or indigenous communities. Bilinguals in a recursive model demonstrate flexibility and adaptability in their language use. They may switch between languages based on the context, interlocutors, and communicative goals, reflecting a fluid and contextually driven language choice (García, 2009).

The model emphasizes the integration of linguistic elements from both languages. This integration can occur at various linguistic levels, including phonological, syntactic, and lexical aspects, leading to a unique linguistic profile for each bilingual individual. In the recursive model, language development is viewed as a lifelong and evolving process. Bilingual individuals continue to refine and adapt their language skills throughout their lives, influenced by experiences, exposure, and changing social contexts (García, 2009).

Dynamic

The dynamic model of bilingualism is a theoretical framework that views bilingualism as a complex and evolving process shaped by various dynamic factors. Unlike static models that categorize individuals into fixed language proficiency levels or discrete stages, the dynamic model emphasizes the fluid and interconnected nature of bilingual language development. The dynamic model recognizes that bilingual individuals' language proficiency and use can change over time due to various factors such as exposure, language input, social context, and life experiences. It connects mother tongue and foreign languages in all areas. It suggests that language is dynamic and it needs to be developed dynamically and comprehensively. This model is currently the most widely used model of bilingualism (García, 2009, p. 51-54).

2.3 Advantages of Bilingual Education

Bilingual education offers numerous advantages by fostering cognitive, academic, and cultural development. Students in bilingual programmes typically demonstrate enhanced cognitive skills, including improved executive functions, problem-solving abilities, and heightened cognitive flexibility. Academically, bilingual learners often achieve higher levels of literacy in both languages, leading to increased proficiency across various subjects. Exposure to diverse linguistic and cultural perspectives cultivates cultural competence, preparing students for global citizenship. Proficiency in multiple languages provides a competitive edge in the job market, expanding career opportunities and fostering communication skills. Bilingual education not only facilitates language acquisition but also nurtures a broader understanding of different

cultures, promoting inclusivity and enriching the overall educational experience (Morales et al., 2013).

Cognitive benefits

Bilingual education is often linked to improved executive functions, including problem-solving, cognitive flexibility, and working memory (Marian, 2012). This is because bilingual individuals constantly navigate between two language systems, exercising their cognitive abilities. Bilingual individuals tend to develop a heightened metalinguistic awareness. They are more adept at thinking about language as a system, understanding grammar and syntax, and recognizing linguistic patterns. This awareness can facilitate language learning and communication skills. Bilinguals often demonstrate superior attentional control. The constant practice of selectively attending to one language while inhibiting interference from the other contributes to improved attention regulation. Bilingualism may also contribute to delaying the onset of cognitive functions for a longer period, potentially reducing the risk of conditions like dementia and Alzheimer's disease (Bialystok, 2015).

Cultural Awareness and Sensitivity

Bilingual education exposes students to different cultures and perspectives, fostering an appreciation for diversity. This can contribute to increased cultural sensitivity. They are more attuned to the diversity of cultural expressions, traditions, and perspectives. Bilingualism is often associated with a broader worldview. This global perspective fosters open-mindedness and appreciation for the richness of human diversity. Proficiency in more than one language facilitates direct engagement with different cultures. Bilingual individuals can participate more actively in cultural exchange programmes, language immersion experiences, and international travel, further enhancing their cultural awareness (Chamorro, 2020).

Communication Skills

Bilingual education equips individuals with the ability to communicate effectively in multiple languages. Exposure to multiple languages typically results in broader vocabulary. Bilingual students often have a richer linguistic repertoire, as they learn words and expressions in different cultural and linguistic contexts. Bilingual individuals demonstrate increased

linguistic flexibility. They can adjust their communication to suit the formality of a situation, the cultural context, or the preferences of their audience (Bhatia, 2006).

Carrer Opportunities

Being bilingual can provide a competitive edge in the job market. Many employers value language skills, especially in fields that involve international business or multicultural interactions (Herrera, 2010).

Positive Impact on First Language

Research suggests that bilingual education can positively impact a student's proficiency in their first language, leading to enhanced literacy and communication skills (Chamorro, 2020).

2.4 Disadvantages of Bilingual Education

It is obvious that bilingual education has many advantages. However, bilingual education can have disadvantages as well. Challenges, such as limited resources, teacher shortages, and potential inequalities in programme implementation may occur. The need for qualified teachers proficient in both languages, specialized instructional materials, and additional resources can strain educational budgets. Standardized testing in a monolingual context may pose difficulties for bilingual students, and the transition from bilingual to mainstream classes can be challenging if proficiency in the majority language is not well-established. Negative societal attitudes toward bilingualism may lead to resistance or lack of support from some parents and communities, impacting the success and sustainability of bilingual programmes. Additionally, variations in programme structures and inconsistent resource distribution among schools can contribute to disparities in educational outcomes (Chamorro, 2020).

Initial Challenges

Students in bilingual programmes may face an initial adjustment period, especially if there are proficiency disparities between students. Some students might find it challenging to adapt to the demands of learning in two languages. Some students may initially struggle with language switching, particularly if they are required to transition between languages in different subjects or within the same lesson. Navigating this linguistic flexibility can be challenging for some learners (Schwartz, 2016).

Resource Intensity

Implementing effective bilingual education programmes requires significant resources. This includes trained educators proficient in both languages, appropriate instructional materials, and a supportive learning environment. The teacher should be proficient in both languages. Insufficient staffing can impact the quality of instruction and therefore the impact of the students' proficiency in both languages. The challenge an environment represents can be an overcrowded classroom – this can strain resources available for individualized instructions, and it can limit opportunities for meaningful language practice (Herrera, 2010).

Potential for Language Mixing

Students in bilingual programmes may engage in code-switching, where they mix elements of both languages within a single sentence or discourse. Generally, this phenomenon is a natural and common occurrence. Nevertheless, it can be a concern for those emphasizing language purity (Bhatia, 2006).

Limited Availability of Programmes

Bilingual education programmes often require additional resources, including qualified bilingual teachers, instructional materials, and support services. Limited funding can hinder the establishment and expansion of bilingual programs, leading to a lack of availability. Bilingual education programmes may not be widely available, limiting access for students who could benefit from such an educational approach. This can be particularly true in certain regions or socioeconomic contexts (Herrera, 2010).

In summary, the prevalence of advantages or disadvantages in bilingual education can vary depending on several factors, including the specific context, programme design, and implementation. Bilingual education, when well-designed and effectively executed, is generally associated with numerous advantages for students. However, challenges and disadvantages may arise. It is essential to consider the overall balance and recognize that the success of bilingual education often depends on the commitment of educational institutions, community support, and the implementation of evidence-based practices (Herrera, 2010).

3 Education at Skarvada Primary School

General Zdenek Skarvada Primary School in Ostrava-Poruba is a regular state primary school established in 1957 by the Ostrava-Poruba district. In 1993, the school was labeled a primary school with extended foreign language teaching. It gave the school more space to put emphasis on the teaching of foreign languages, especially English language. Since then, the school has been evolving in this direction. Gradually, in 2013, the first bilingual programme was opened. It has been annually supported by the statutory city of Ostrava as part of the program called Development of bilingual and foreign language teaching in kindergartens, primary and secondary schools. The school provides higher time allowance for English lessons than regular schools, but especially enriching are the English conversation lessons and possibilities in general, usually led by native speakers. At second grade, pupils are introduced to a second foreign language – German, Spanish, French or Russian (General Zdenek Skarvada Primary School, 2023).

Before receiving the status of a bilingual school, many obstacles occurred. The then headmistress Mgr. Milena Walderová was extremely enthusiastic about this issue and wanted to offer even better quality education. She visited other primary schools across the country to look for inspiration. Together with her team they created a detailed project plan that had to be approved by the Ministry of Education, Youth and Sports. Teachers selected for the bilingual programme had to meet certain requirements proving their appropriate English level - a Cambridge certificate or a university degree in English studies (General Zdenek Skarvada Primary School, 2023).

When the project launched in 2013, a class of 24 pupils was opened (SEP of General Zdenek Skarvada Primary School, 2013). This number of pupils was thought to be optimal, but due to great interest of this programme, it was later increased to 29 pupils in one class. Nowadays, the interest from parents more than twice exceeds the offer, but unfortunately it is not possible to open two bilingual classes in one school year due to capacity reasons. The school therefore has to thoroughly choose the most talented children (General Zdenek Skarvada Primary School, 2023).

Speaking of admission of a pupil to a bilingual class, it takes place at the same level as any other enrollment. However, the English language part of the admission is more complex and takes a bit longer. Greater emphasis is put on language sensitivity. A child does not have to be fluent in English when applying for admission, they do not even have to know any English at all. What is important is the child's attitude and effort to learn new things. They are tested to

copy pronunciation and rhythm to see if they are able to hear the language accurately. They also go through a short memory exercise, when they have to remember as many vocabulary related to a picture as possible. A certain maturity of the child is crucial, as some subjects are taught in English since the beginning, and mandatory afternoon English clubs add to the schedule. An English teacher leads an interview in Czech to find out how a child reacts and expresses himself/herself. In order to study this programme successfully, children need to be supported by parents/family members and live in a stimulating home environment. An important note to mention is also the accessibility – the bilingual programme at General Zdenek Skarvada Primary School is charged annually. The money in the bilingual fund goes to not only native speakers' and English clubs lecturers' salaries, but they also cover textbooks, admissions to various places pupils visit during the school year, and others (General Zdenek Skarvada Primary School, 2023).

The combination of time allowance of English lessons, the English clubs and involvement of native speakers, allows bilingual pupils to complete basic education with the Cambridge B2 First for Schools exam (language level set at B2) (General Zdenek Skarvada Primary School, 2023).

3.1 Language levels

In order to determine what needs to be learned during the study of the language and for a clearer and simpler assessment, the Council of Europe established six levels of language users – The Common European Framework of Reference (CEFR). This tool helps with creating syllabus, tests, and textbooks. In ascending order, these are levels A1 and A2 for the novice user, B1 and B2 for the independent user and C1 and C2 for the experienced user of the language. (Council of Europe, 2001).

Based on the Common European Reference Framework, a European Language Portfolio (ELP) was also developed for pupils and students, which should serve to record the pupils' current language level and motivate them to work on their weak points and improve their language level. A description of the individual levels is also part of the ELP. This description is always divided into three main categories: understanding, speaking and writing. Two of these categories are further divided into subcategories. Listening and reading are related to understanding, conversation and independent oral speech are related to speaking (Perclová, 2001, p. 6)

The framework is used worldwide and serves as an international classification of a learner's language skills. In the Czech Republic, the framework is used as a general basis for the creation of Framework Education Programmes (FEPs), which set mandatory and minimum expected outputs in foreign languages at primary and secondary schools, including gymnasiums. The advantage of the framework is that it unifies language levels worldwide and can be translated into any language (CEFR, 2020, p. 11).

To assess students according to these qualifications, the Cambridge exams can be taken. They correspond to individual language levels according to the CEFR, and in addition, they are compiled in such a way that they test what they are supposed to test at the given language level (cambridgeenglish, 2023).

Level A1

Level A1 is achieved by bilingual class pupils as part of the Starters and Movers exams. The Starters language exam operates at the pre-A1 level and only the Movers exam reaches the A1 level. 4th graders should reach this language level (General Zdenek Skarvada Primary School, 2023).

“Students recognize familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly. They can understand familiar names, words and very simple sentences. Students interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say. Students can ask and answer simple questions in areas of immediate need or on very familiar topics. Students can use simple phrases and sentences to describe where they live and people they know. They write a short, simple postcard, and fill in forms with personal details.” (ELP, 2001, p. 6).

Level A2

With level A2, pupils leave the first stage of basic education. This level is also set as the starting level for pupils taking the Flyers language test (General Zdenek Skarvada Primary School, 2023).

“Learners can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family

information, shopping, local geography, employment). Students can catch the main point in short, clear, simple messages and announcements. They can read very short, simple texts. They can find specific, predictable information in simple everyday material. Students communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they can't understand enough to keep the conversation going themselves. They can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, educational background and their present or most recent job. Students write short, simple messages relating to matters in areas of immediate need. They write a very simple personal letter.” (ELP, 2001, p. 6).

Level B1

Pupils reach the first step of the advanced language user level. At this level, students do not take any language test (General Zdenek Skarvada Primary School, 2023). After reaching level B1, students:

“understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. Students understand texts that consist mainly of high frequency everyday or job-related language. They can understand the description of events, feelings and wishes in personal letters. Students can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can enter unprepared into conversation on topics that are familiar. Students connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. They can narrate a story or relate the plot of a book or film and describe their reactions. Students can write simple connected text on topics which are familiar or of personal interest. They can write personal letters describing experiences and impressions.” (ELP, 2001, p. 6).

Level B2

Pupils of bilingual class programme should leave the school with this language level after completing compulsory school attendance. This level is completed by the FCE language

exam (General Zdenek Skarvada Primary School, 2023). According to European Language Portfolio, students:

“understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most TV news and current affairs programmes. They can understand the majority of films in standard dialect. Students can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. They understand contemporary literary prose. Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussion in familiar contexts, accounting for and sustaining their views. Students can present clear, detailed descriptions on a wide range of subjects related to their field of interest. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students can write clear, detailed text on a wide range of subjects related to their interest. They can write an essay or report, letters highlighting the personal significance of events and experiences.” (ELP, 2001, p. 6).

3.2 Framework Education Programme (FEP)

Educational outcomes are determined by the Framework Education Programme (FEP). If we specifically need the outputs of the primary and lower secondary schools, we will use the Framework Educational Programme for Basic Education (FEP BE). However, the FEP BE only stipulates general educational outcomes. Each school develops its own educational outputs with a specific curriculum. This document is called the School Education Programme (SEP). If it concerns basic education, it is the School Education Programme for Basic Education (SEP BE).

FEP BE stipulates the following outputs as expected after the completion of the lower secondary school education:

“RECEPTIVE LANGUAGE SKILLS

Expected outcomes:

Pupils will

- *read aloud texts of appropriate length, fluently and respecting the rules of pronunciation*
- *understand the content of simple texts in textbooks and the content of authentic materials using visual aids; find familiar expressions, phrases, and answers to questions in texts*
- *understand simple and clearly pronounced speech and conversations*
- *infer a likely meaning of new words from context*
- *use a bilingual dictionary, look up information or the meaning of a word in an appropriate monolingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected outcomes:

pupils will

- *form a simple (oral or written) message related to a situation from family and school life and other studied theme areas*
- *create and modify grammatically correct simple sentences and short texts*
- *provide a brief summary of the content of a text, speech and conversation of appropriate difficulty*
- *request simple information*

INTERACTIVE LANGUAGE SKILLS

Expected outcomes:

pupils will

- *in a simple manner, make themselves understood in common everyday situations*

Subject matter

- **simple messages** – *address, responding to being addressed, greetings, welcoming, saying good-bye, introductions, apologies, responding to an apology, thanking and responding to being thanked, pleas, requests, wishes, congratulations, requests for help (services, information), agreement/disagreement, meetings, social plans*
- **basic relationships** – *existential (Who? ...), spatial (Where? Where to? ...), temporal (When? ...), qualitative (What? Which? How? ...), quantitative (How many/much? ...)*

- *theme areas – home, family, housing, school, free time and leisure activities, personal letters, forms, questionnaires, sport, healthcare, food, in town, clothing, shopping, nature, weather, people and society, travelling, the socio-cultural environment of relevant language areas and the Czech Republic*
 - *vocabulary and word formation*
 - *grammatical structures and sentence types, lexical principles of orthography”*
- (FEP BE, 2007)

When we compare the expected outcome of a bilingual student (level B2 of the CEFR) and of a student from a regular class (outcomes based on FEP BE), the difference is considerable. In the following subchapter we will have a closer look at the concrete SEP of General Zdenek Skarvada Primary School and a comparison of bilingual and language classes curricula.

3.2.1 A comparison of bilingual and language classroom curricula

The SEP of General Zdenek Skarvada Primary School is called “Open language gate” and expresses the basic idea of the programme which is removing communication barriers between people. Its goal is to build the foundations of appropriate interpersonal relationships and principles of coexistence between people (SEP of General Zdenek Skarvada Primary School, 2013).

In the thesis, the main attention goes to the foreign language approach. The English language time allocation is the same for both bilingual (Table 1) and language classes (Table 2). In addition, bilingual pupils have English conversation lesson in the eighth and ninth grades, so a total of two more lessons of English than pupils in language classes. However, several subjects in bilingual classes are taught partly in Czech and partly in English. These lessons are either taught by a native speaker, or a native speaker is present in the lesson to assist the main subject teacher. Table 3 describes in detail the number of lessons in individual grades and their ratio to the language taught. The table shows us that students in bilingual classes come into contact with the English language considerably more often than students in language classes, even though the time allocation for teaching a foreign language is the same in both programmes. On top of that, bilingual students attend mandatory afternoon classes called “English clubs” to deepen their knowledge and become more proficient in the language. This amount of English

language lessons helps students to fully get used to the English language in such a sense that they no longer perceive it as another subject, but as a part of their lives (SEP of General Zdenek Skarvada Primary School, 2013).

Subject	6th grade bilingual	7th grade bilingual	8th grade bilingual	9th grade bilingual	Total time allocation
English	3	3	3	3	12
English conversation	0	0	1	1	2

Table 1: Teaching plan – bilingual classes (Zs-skarvady831, 2023).

Subject	6th grade	7th grade	8th grade	9th grade	Total time allocation
English	3	3	3	3	12
English conversation	0	0	0	0	0

Table 2: Teaching plan - Language classes (Zs-skarvady831, 2023).

Subject	6th grade	7th grade	8th grade	9th grade	Total time allocation
Physics	1 English 1 Czech	1 English 1 Czech	1 English	1 English	6
Informatics	1 English	-	-	-	1
Geography	1 English	2 English	1 Czech	2 Czech	6
Natural history	1 Czech	2 Czech	2 English	1 Czech	6
Physical education	1 English 1 Czech	1 English 2 Czech	1 English 1 Czech	1 English 1 Czech	6
Working education	1 English	1 English	1 English	1 English	4
Music	1 English	1 English	1 English	-	3
Art	2 English	1 English	2 English	2 English	7
Working education	1 Czech	1 2 nd foreign language	1 2 nd foreign language	1 2 nd foreign l.	4

Table 3: Overview of subjects led in a foreign language (Zs-skarvady831, 2023).

During their studies, pupils in both language and bilingual classes learn from Oxford University Press textbooks. The textbooks are listed in the table 4:

	6 th grade	7 th grade	8 th grade	9 th grade
Bilingual class	Project 3	Project 4	English File Intermediate Plus	English File Advanced
Language class	Project 2	Project 3	Project 4	Project 5

Table 4: The list of textbooks (General Skarvada Primary School)

Pupils learn from different textbooks in individual grades within the bilingual and language programme. As can be seen from the table 4, bilingual students of the 6th and 7th grades are one whole textbook ahead of their colleagues from the language programme. In the 8th grade, there is a complete differentiation. The bilingual 8th graders switch to the English File Intermediate Plus textbooks, which they follow in the 9th grade with the English File Advanced textbook. Language students continue with the Project series of textbooks until version 5, which ends their studies at lower secondary school (General Zdenek Skarvada Primary School, 2023).

3.3 English clubs

The English clubs bilingual students attend after school are compulsory. The lessons copy the level of the English language of the children and contribute to its progress. They are adapted to the psychological development of the pupils so that the pupils naturally show an interest in these clubs.

During these clubs, students are divided into two halves within their class. In this reduced number of pupils, it is easier for them and for the teacher to work, and the teacher has more space to attend to the pupils individually.

Pupils have an average of four clubs per year. Each semester, one half of the class has two clubs, which they exchange with the other half of the class in the second semester. So it turns out that a pupil of the bilingual programme has two afternoon classes per week. Table 5 lists these clubs from 6th to 9th grade (General Zdenek Skarvada Primary School, 2023).

Class	English club
6 th bilingual	Let's read and chat Movie Club KET One more English
7 th bilingual	PET Tastes of the world
8 th bilingual	FCE Discover the history Preparation for DELE A1 (ESP)
9 th bilingual	Preparation for entrance exams (Math) Preparation for entrance exams (Czech) Preparation for FCE/ Spiritalks Preparation for DELE A2/B1

Table 5: A list of English clubs 2023/24 (Zs-skarvady831, 2023).

Each year, the afternoon classes include, among other things, preparation for the Cambridge exams **KET**, **PET**, **FCE**, or for the Spanish international exam **DELE**. In the last study year, students also devote this time to extra preparation for entrance exams. These exams play an important role in students' studies, so all the other clubs serve as a tool to deepen their knowledge about the language, students work on their skills intensively.

Let's read and chat

Let's read and chat follows up the Reading club and develops children's interest in reading. Mostly articles and newspaper articles are used here. The children have one article or newspaper excerpt prepared for each lesson and do activities connected to it. Based on the prepared materials, a discussion takes place - either as a group within the whole class, or in smaller groups that then create their visual outputs. Very often they work with dictionaries. They expand their vocabulary and strengthen their speaking skills (General Zdenek Skarvada Primary School, 2023).

Movie Club

In Movie club, students are exposed to an original sounded movie appropriate to their age. They watch the movie with English subtitles. About 30 minutes of the lesson students spend by watching a part of the movie, and the rest of the lesson is dedicated to activities connected to that segment. A handout is always prepared by the teacher for the students to fill

it in. It improves students' listening skills, they need to pay attention to every part of the movie, they hear different kinds of English of native speakers in different situations. Students learn new vocabulary and have an opportunity to discuss their opinions. After finishing each movie, students write their own review (General Zdenek Skarvada Primary School, 2023).

One more English

One more English functions as an extra lesson. As it is common that in 6th grade some newcomers join the class (from a different school or from the language class), they have an opportunity to catch up with the maybe more experienced classmates. These clubs are similar to a regular English lesson (General Zdenek Skarvada Primary School, 2023).

Tastes of the world

Tastes of the world offers students an inside into some interesting facts of a country of their choice. At the beginning of the semester, students are divided into pairs. Each pair can choose one state to present about. Students are told the dates they will be presenting and they prepare a presentation. The teacher prepares interesting facts about each states as well, so that they all contribute and discuss. What makes this club special is that one part of the presentation is preparing a special meal or snack for the classmates. In the lesson students not only hear about many countries, see images and watch videos, but they also taste some specialities or even make their own (General Zdenek Skarvada Primary School, 2023).

Discover the history

This club gives students an idea of The Commonwealth. They learn about the history of The Commonwealth in more depth, as there is no space for doing so in regular classes. Students are thus able to understand the British history more, they learn new vocabulary and identify with the language easily (General Zdenek Skarvada Primary School, 2023).

3.4 The role of a native speaker

There are five native speakers working at General Zdenek Skarvada Primary School. They come from the USA, New Zealand, Scotland and England. The role of native speakers in teaching is primarily to prepare and lead activities suitable for a specific lesson and to assist the teacher (General Zdenek Skarvada Primary School, 2023).

Teachers try to design lessons in such a way that native speakers are involved as much as possible and students come into frequent contact with them. Already from the first grade, within the mathematics lessons, children are often divided into several groups, with one always working with a native speaker. During the lesson, the native speaker goes from one group to another. In smaller groups, a native speaker has a much better chance of working individually with children. The work unfolds similarly later on in the studies. Native speakers help with vocabulary, they help students not to be afraid to speak, they are a role model in terms of pronunciation. However, the diversity of having native speakers from different parts of the world is a benefit that gives students an opportunity to listen to different accents (General Zdenek Skarvada Primary School, 2023).

4 Comparison of the level of English of students in bilingual and language classes

The research uses four tools to achieve objective results of comparing bilingual and non-bilingual education: a student-oriented questionnaire regarding time consumption of preparation for lessons, a survey of future studies (their selection of a secondary school and success at entrance exams), qualitative research in the form of an interview with pupils, and a comparative test focusing on different English language skills. In order to protect students' personal data, individuals are marked with numbers in all tables. The numbers represent pupils involved in the research.

4.1 The Questionnaire: time required to prepare for classes

6th-9th grade students across the programmes answered questions about the time required to prepare for their classes. This questionnaire aimed to find out how much time the pupils devote to preparation for the lessons at home, which subjects take the most time, which they have to study for the longest time and which, on the contrary, they do not prepare for too long at home. It also investigated the frequency of use of the English language outside of school and how it is related to placement in a language/bilingual class. The questionnaire in the original wording can be viewed as Appendix 1.

Question 1

I attend:

- a language class
- a bilingual class

The question had two closed options and plays a crucial role in the questionnaire. It aimed to find out if bilingual students spend more time preparing for the lessons at home. 96 students participated in the questionnaire, out of these were 56 (58.3%) from language classes and 40 (41.7%) from bilingual classes. The responses can be found in Figure 1.

I attend
96 responses

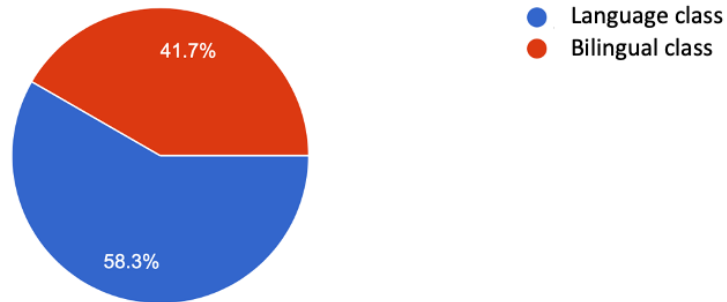


Figure 1: The questionnaire (Question 1)

Question 2

How much time do you spend preparing for school a day?

- Less than 30 minutes
- 30 minutes – 1 hour
- 1 hour – 2 hours
- More than 2 hours

This question aimed to find out if bilingual students need to spend more time preparing for lessons, as they have classes taught completely in English and extra English clubs. However, the result says the majority of all students (83.3%) does not spend more than one hour a day doing homework and preparing for the next day. 13.5% of students spend 1-2 hours with home preparation – seven students from a bilingual class and six students from a language class. Three of the respondents (3.1%) spend more than two hours preparing for school at home, all coming from language classes. The responses can be found in Figure 2.

How much time do you spend preparing for school a day?

96 responses

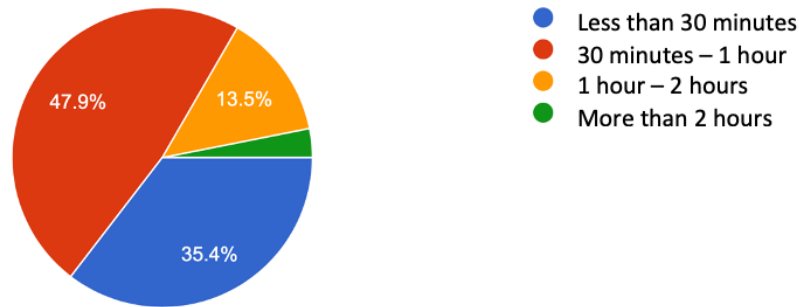


Figure 2: The questionnaire (Question 2)

Question 3

I get the most homework in:

- Czech
- Maths
- English
- Other

The answers to this question should have reveal if the preparation for language classes are more time consuming. According to the responses, Czech language is the subject that students need to work at home to the most and 58 respondents (24 bilingual and 34 language students) chose this option (60.4%). 24 respondents (25%) ticked off the option “English language”, out of these were 9 from bilingual classes and 15 from language classes. 7 respondents (7.3%) chose Maths with only one being from a bilingual class. The rest of the responses only got one vote. The subjects that appeared were Spanish, History, Russian, Biology, German and History. The responses can be found in Figure 3.

I get the most homework in

96 responses

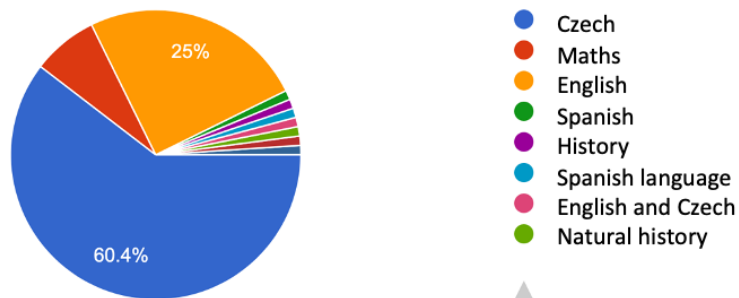


Figure 3: The questionnaire (Question 3)

Question 4

The lessons with a native speaker are:

- Easy to understand, I do not spend more time preparing for them
- Easy to understand, but I do have to prepare for these lesson
- Difficult to understand, I spend a lot of time preparing for these lessons and I often do not understand
- Very difficult to understand
- Other

Native speakers are an important part of the school. They assist not only in the bilingual classes, but language students meet them as well. This question aimed to find out if bilingual students have less or no problems with understanding native speakers. It turned out that the majority of the respondents (69.5%) understands well, and they do not need to prepare for these lessons. Only four of the 40 bilingual students said they have to prepare more for these lessons, and one bilingual student said he/she finds it difficult to understand a native speaker. Eight language students said they need to prepare for the lesson, four of them said it is difficult for them, and only one said it is very difficult. 10 students said they have no lessons with a native speaker. The responses can be found in Figure 4.

The lessons with a native speaker are
95 responses



Figure 4: The questionnaire (Question 4)

Question 5

The subject I like the most:

- Czech
- Maths
- English
- Other

As the school's main focus is on teaching languages, this question wanted to find out what subjects are the most popular among students. Three main subjects were offered to the respondents, but they could write their own answer as well. The responses were varied. However, the most voted subject was English (30.2%), followed by Maths (24%), Geography (13.5%), History (5.2%), PE (6.3%) and others. The responses can be found in Figure 5.

The subject I like the most
96 responses

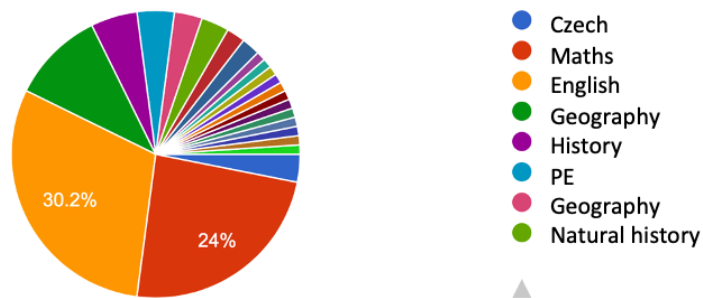


Figure 5: The questionnaire (Question 5)

Question 6

Apart from school, I speak English:

- At home with at least one of the parents
- With friends or family members every day
- With friends or family members sometimes
- I only listen to English or read, I do not speak (films, books, songs, games, YouTube,...)
- Not at all

The last question of the questionnaire investigated how much students speak English apart from school. 44.8% of respondents only listen to English or read in English. 10 bilingual students out of 40 who participated in the questionnaire chose this option. 19.8% of respondents speak with friends or family members every day – the respondents who chose this option were half from the bilingual class and half from the language class. 14.6% speak English with friends or family members sometimes. Only three respondents said they do not speak English at all apart from English – two of them attend language class and one of them attend the bilingual class. Five respondents speak English at home with at least one of the parents, four of them being from the bilingual class, and one being from the language class. About 12% of respondents gave their own answers, all of which could fit the “sometimes” category. The responses can be found in Figure 6.

Apart from school, I speak English
96 responses



Figure 6: The questionnaire (Question 6)

4.1.1 Questionnaire evaluation

The questionnaire aimed to find out if bilingual programme at General Zdenek Skarvada Primary School is more time consuming than the regular language programme. The hypothesis was that it is. Nevertheless, based on the data gained from the questionnaire, bilingual students do not spend more time preparing for the lessons than their language classes colleagues. Only three respondents out of 96 spend more than two hours studying at home or preparing for the next day. On top of that, all of these three respondents are from a regular language class, not bilingual.

It is obvious that working with native speakers serves the purpose at this school - the majority of students have no problems with understanding, and they feel comfortable in the lessons with native speakers.

A positive finding for the school is that most students chose English as their most favourite subject. It indicates that the quality of English language teaching at this school is high and students like to learn it there. Nevertheless, this question investigating the most popular subject had the widest range of answers, which shows that students are individuals who prefer different things.

When it comes to speaking English outside of school, the result is about half of the respondents only passively absorbing English, and the other half speaking either to relatives or friends. Even this category did not give expected results. The language students are as active in English as their bilingual colleagues.

4.2 A survey of future studies

This part of the research provides insight into students' choices. To this date, the bilingual programme has two years of graduates. Therefore, the collected data include choices of students of six classes in total: two bilingual classes and four language classes. The tables 6 and 7 are listed as Appendix 2 and Appendix 3, and they show the exact choices of schools of students, and if they were successful in their admissions to the first or second choice school. If the final school is written in dark blue, it means that the student was admitted to his/her first choice school. The following figures (7 and 8) show overall statistical data about students' admissions. The individual fields of education are graphically expressed in the appendices as Appendix 2 and 3.

Distribution of fields of study among 9th graders

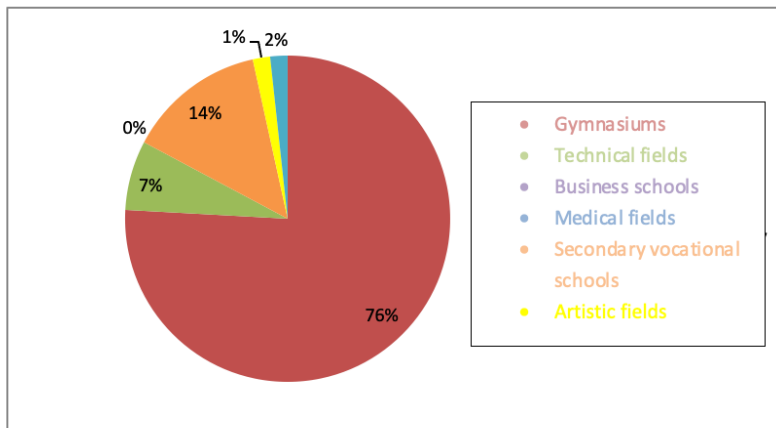


Figure 7: Distribution of fields of study among 9th graders 2021/2022

Distribution of fields of study among 9th graders

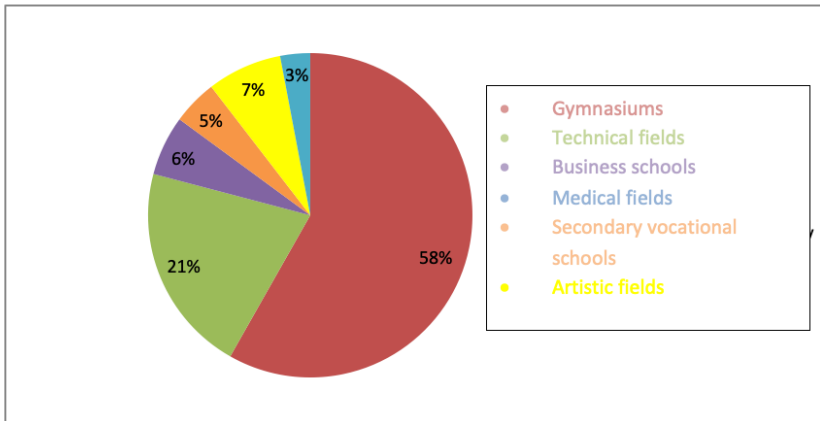


Figure 8: Distribution of fields of study among 9th graders 2022/2023

4.2.1 Survey evaluation

The data illustrates the educational preferences of students across different classes in terms of the types of schools they chose to continue at. Concrete numbers are available to be seen in table 6. In class 9.A (bilingual) in school year 2021/2022, the majority of students (94%) choose Gymnasiums, indicating a strong inclination towards general education. There is no representation in Technical Fields, Business Schools, or Medical Fields, but a small percentage (6.25%) chose to attend Secondary Vocational Schools, showcasing some diversity in educational paths. Class 9.B (language) in the same school year exhibits a diverse distribution, with 73% in Gymnasiums, 11.6% in Technical Fields, and 11.6% in Secondary Vocational Schools. Additionally, there are smaller percentages in Medical Fields (3.8%). In class 9.C (language) of 2021/2022, a majority chose to study at Gymnasiums (59%), and there is noteworthy representation in Secondary Vocational Schools (24%) and Technical Fields (5.9%). There are no students in Business Schools or Medical Fields in this class. Overall, these patterns suggest varied educational preferences among the classes, with Gymnasiums being a common choice, and differences in the pursuit of Technical Fields, Business Schools, and Medical Fields across the classes.

The following data presents a clear distinction in the educational choices among classes 9.A (bilingual), 9.B (language), and 9.C (language) of school year 2022/2023. The numbers are outlined in table 7. In 9.A, the majority of students (81.5%) opted for Gymnasiums, with a notable presence in Technical Fields (11%) and a small representation in Secondary Vocational Schools (3.7%). Class 9.B showcases a diverse distribution, with a majority attending Gymnasiums (62%), and a significant portion opting for Technical Fields (14.2%) and Business Schools (14.2%). Additionally, there is a smaller presence in Medical Fields (4.8%). Class 9.C presents a distinct pattern, with a minority choosing Gymnasiums (19%) and a significant majority pursuing Technical Fields (38%). Moreover, there's notable representation in Business Schools (4.8%) and Secondary Vocational Schools (9.5%), while Medical Fields have a marginal presence (4.8%). These variations highlight diverse educational inclinations among the classes, emphasizing the predominant choices of Gymnasiums and Technical Fields, with differences in the pursuit of Business Schools, Medical Fields, and Secondary Vocational Schools across the classes.

In the school year 2021/2022 11 students out of 16 from 9.A got admitted to their preferential school (69%), for 9.B it was 16 students out of 26 (62%), and for 9.C it was 8 students out of 16 in total (50%). In the following school year the success rate was the

following: 52% for 9.A; 57% for 9.B; and 80% for 9.C. Only one student in total was not admitted to any school in the first round of admission, and it was a student from the language class (marked grey in the table 9). 17 students in total appealed to a preferential school after the results were published.

Overall, the assumption that bilingual students want to continue expanding their knowledge and skills and choose a language orientated secondary schools was partially right. Based on the chosen schools, bilingual students want to study at schools with the potential to prepare them for universities. The specific schools they mainly chose (Wichterlovo gymnázium, Jazykové gymnázium Pavla Tigrida, Gymnázium Olgy Havlové) are either a general gymnasium or a language gymnasium. The data show that bilingual students are more likely to continue their studies at more general or language type of secondary school.

Class	Gymnasiums	Technical fields	Business schools	Medical fields	Secondary vocational schools	Preferential school
9.A (bilingual)	94%	0%	0%	0%	6.25%	69%
9.B (language)	73%	11.6%	0%	3.8%	11.6%	62%
9.C (language)	59%	5.9%	0%	0%	24%	50%

Table 6: Success of individual classes in admissions 2021/2022

Class	Gymnasiums	Technical fields	Business schools	Medical fields	Secondary vocational schools	Preferential school
9.A (bilingual)	81.5%	11%	0%	0%	3.7%	52%
9.B (language)	62%	14.2%	14.2%	4.8%	0%	57%
9.C (language)	19%	38%	4.8%	4.8%	9.5%	80%

Table 7: Success of individual classes in admissions 2022/2023

4.3 Interview with pupils

The interview investigated the level of spoken English among 9th grade students, in both bilingual and language programmes. The goal was to find out if there is a difference in speaking skills between language and bilingual students. Conducting an interview to assess the spoken English proficiency of 9th graders based on the CEFR involved a structured approach across different proficiency levels.

Four random students were chosen from each programme to be interviewed by a native speaker. A native speaker being the interlocutor was chosen intentionally, as the reaction and understanding of the native speaker language by the students to the examination was supposed to be included. The author of the research was present to evaluate the interviews, so that the interlocutor could focus on the pupils and their mutual conversations.

A native speaker conducted a conversation with the students individually in English. The interview lasted about 10 minutes. In the introduction part, students were welcomed, and the purpose of the interview was explained. The interview begins with questions related to CEFR Level A1, assessing basic language skills such as understanding personal information and engaging in simple communication scenarios. Students then introduced themselves, said some basic information about themselves (name, age, where they are from) and chose one of three topics:

1. Family and Friends
2. Free Time and Entertainment
3. The Future

Moving on to CEFR Level A2, questions are more complex, focusing on the chosen topic, and related to everyday situations. Students were presented with scenarios to assess their ability to engage in simple conversations.

As the conversations developed, the interview questions focused on more advanced topics, engaging in conversations related to personal and professional interests. The aim was to explore students' capacity to express opinions, dreams, and goals coherently.

The closing phase included an opportunity for students to ask questions. Constructive feedback was provided by the author of the research, emphasizing strengths and areas for improvement. Encouragement was given for further language development, and potential next steps, such as additional language learning opportunities, were discussed.

Throughout the interview, flexibility was maintained, creating a supportive atmosphere for students to express themselves comfortably. A variety of questions was prepared and available for the interlocutor to use during the interview if necessary. The questions are commonly used in the speaking part of the FCE exam (fceexamtips, 2023). The questions served as supporting material. They may or may not have been asked, depending on the fluency of the conversation and the student's communicativeness. The set of questions is available as Appendix 4.

During the interview, the student received points depending on the following criteria. The evaluation was set from 0 (lowest number of points) to 5 (highest number of points). Each category was commented verbally. The students were informed about the evaluation criteria in advance. The evaluation sheet consisted of the class and the study programme. The categories evaluated were:

1. Reaction to English as a mother tongue (how well the student understands a native speaker)
2. Grammatical correctness of the student's expression
3. Vocabulary
4. Sticking to the topic
5. Fluency

The criteria was set based on the expected outcomes determined by FEP. The aim was to find out if there are any differences among bilingual and language students in terms of overall oral communication skills, grammatical correctness, the usage of proper sentence structures, and appropriate vocabulary usage.

4.3.1 Interview evaluation

At first, students from language classes were interviewed. Overall, they all started confident and did not seem nervous to be speaking. They introduced themselves and waited for the questions. Two students chose the topic "Family and Friends" and two students the topic "The Future". Speaking of understanding, there was not problem at all. Three of the students performed similar performance in terms of the language level. The answers they gave were mostly without frills and thus the interlocutor went through all of the guidance questions. These three students were making some grammatical mistakes. They were using common vocabulary and sometimes that had to pause in thought to find the word they wanted. None of them were

changing the subject, so the conversation went smoothly. Nevertheless, one of the language students stood out – he was confident, had an accent and used advanced vocabulary. He made only a few grammatical mistakes. His answers were longer and he developed every question.

In the second round, the students of bilingual programmes were interviewed. Similarly to their colleagues, they seemed confident. Three of the girls chose the topic “The Future” and one girl chose the topic “Family and Friends”. With understanding there was not a problem whatsoever. According to how the conversations went, it seemed like these students have a deeper relationship with the interlocutor, as they have known him since the 1st grade, and they have spent a lot of time with him. It was obvious from how naturally the girls reacted to the native speaker. Speaking about grammar, only one error in one of the interviews was observed. Overall, the grammar was on a high level. Bilingual students also used advanced vocabulary. Nevertheless, they were often using filling words like “like” or “you know”. This group of students was more talkative and natural. They were motivated, used complex sentences and explained their mental processes. All four of these students spoke with American accent.

Bilingual students consistently scored 5 out of 5 in various language proficiency categories, showcasing a high level of competence in understanding native speakers, grammatical correctness, vocabulary, sticking to the topic, and fluency. These scores align with the B2 level of CEFR, indicating advanced language skills that enable them to comprehend complex arguments, engage in discussions, and present detailed descriptions across a wide range of subjects.

In contrast, language students experienced some point deductions in grammar, vocabulary, and fluency categories. Their proficiency level corresponds to the expected outcomes of the educational framework, allowing them to form simple oral messages, create and modify simple grammatically correct sentences, request simple information, and make themselves understood in common situations. A table with a specific point assessment can be viewed in the appendices as Appendix 5.

Overall, the data suggests that bilingual students demonstrate a higher level of English proficiency compared to language students. Bilingual students exhibit advanced language skills that align with a higher CEFR level (B2), while language students, while proficient, operate at a level corresponding to basic communication skills within everyday contexts. Four evaluation sheets are available to see in the Appendix 5 (two for each programme).

4.4 Comparative test

The last part of the research is the comparative test. Language and bilingual 9th graders took a test to compare their level of English. The tests were the same for all students and the students had 45 minutes to complete them. The test consisted of listening activity, reading activity, grammar exercises and writing a short story.

Students of school years 2021/22 and 2022/23 participated in the research. 20 bilingual students and 60 language students participated in the test. The test was written in regular English language classes with their usual English teacher. This prevented stress from an unknown teacher or environment, as well as the lack of concentration of the students. Thanks to these conditions, the test can be evaluated as valid. The only thing in which the test was influenced by the teacher who administered it is the form of direct assignment of the test and the motivation to successfully complete it. As there was no mark, students may have been more relaxed and not do their best. However, students were familiar with the purpose of the testing, and the teacher put emphasis on motivating students to do their best.

4.4.1 Test Evaluation

The test consisted of six practice tasks. The maximum score was 44 points. Each task will now be processed individually and with the results of language and bilingual class students. Individual task will be described in detail with the evaluation of students' results. A table presenting concrete scores in individual tasks, as well as the total score of every pupil can be found in appendices as Appendix 6. Total average score is calculated for the bilingual and language programmes separately. In order to protect students' personal data, individuals are marked with numbers in the tables. Students' results are sorted according to point evaluation from the highest to the lowest. Two tables showing the percentage ratio of the results of individual exercises in individual classes are also part of the appendices as Appendix 6.

Task 1

The tests were given to students at the beginning of lesson. The teacher passed the test, briefly described the individual tasks and gave the students space to ask any questions about the test. The test started with a listening exercise. This was a video of a Christmas advert for Sainsbury's from 2019 available on YouTube. Students were told that they would see and hear

the video twice. Before the listening, students were given time to go through the questions in this exercise. Then the teacher played an English language video with English subtitles. The questions for the video were constructed in such a way that the student had to pay close attention while watching it. A maximum of five points could be obtained in this task.

Pupils most often made mistakes in the first question, when they did not recognize that it was an advertisement. The main clue for the solution was given at the very end of the video, so they had to be careful the whole time. However, the Sainsbury's market was in the centre of the events from the beginning. Possibly, pupils do not know this grocery store, otherwise it would probably make sense to them. Question two was a bit tricky, because in the video people treated the main character as he was a burglar, while actually he only picked up an orange from the ground. There were a few students who misunderstood this scene, but most students chose the correct answer. The rest of the questions in task one were clear for the majority of students and they got them right.

Task 1 show consistent performance with an average score of four points each. Bilingual students exhibited a more evenly distributed range of scores, with 30% scoring 3 points, 40% achieving 4 points, and 30% attaining 5 points. On the other hand, language students displayed a different pattern of outcomes, with 1.7% scoring 1 point, 18.3% achieving 3 points, 60% securing 4 points, and 20% attaining 5 points. Notably, language students demonstrated a higher concentration of scores around the 4-point range compared to bilingual students. This suggests a potential divergence in performance patterns between the two groups, with language students showing a greater tendency towards the middle score, while bilingual students exhibited a more balanced distribution across the available score spectrum in the listening task. Nevertheless, bilingual students were more likely to achieve the maximum of points in this task.

Task 2

Task two was a reading exercise. It was a short article from the BBC website to mark Prince Louis' fourth birthday. From this moment on, the pupils worked alone without any additional instructions. After reading the article, pupils answered four questions related to the topic. A maximum of four points could be obtained for this exercise.

The first question seemed as it could be answered without reading the text – “What is prince Louise doing in the photo?”. Nevertheless, there was one specific sentence describing the picture which should appear in the answers. The majority of pupils were attentive and understood what is demanded. The second question was more problematic, as it required to pay attention to every word and the whole context. The article was referring back to the previous

year, speaking about prince Louise going to the nursery for the first time. However, it was his third birthday, whereas these photos were published on the occasion of his fourth birthday. Therefore, pupils had to become aware of the fact that prince Louise has already been attending nursery for one whole year.

Question number three gave pupils a hard time as well. For some of them it was difficult to find their way around the succession to British throne.

The last question of this exercise seemed easy for pupils. No problems occurred in answering it, apart from some exceptions.

The task assessing reading skills emerged a noteworthy contrast between bilingual and language students. A substantial 75% of bilingual students excelled, achieving the maximum score of 4 points, while the remaining 25% incurred a minor deduction of one point. In contrast, language students displayed a more varied performance distribution. A small percentage (1.7%) received no points, 10% secured one point, 32% attained three points, and another 32% achieved the maximum score of 4 points. This divergence suggests that a significant majority of bilingual students excelled in reading with perfect scores, while language students showcased a more diverse range of outcomes, including variations in proficiency levels across the scoring spectrum.

Task 3

The next two exercises tested students' grammar skills. In exercise three, students had to choose between two options. The exercise was about choosing between past simple and past continuous. Students could get up to six points if they made the right choice. Overall, this task was not difficult for students whatsoever.

Similar performance patterns emerged between bilingual and language students. A substantial 75% of bilingual students excelled, earning the maximum score of 6 points, while an additional 20% only incurred a minor deduction of one point. The remaining 5% of bilingual students achieved a score of 4 points. Language students exhibited resembling performance distribution, with 8.3% scoring 4 points, 18.3% attaining 5 points, and 73.3% securing the maximum score of 6 points in grammar. This indicates a notable proficiency in grammar, concerning differences between past simple and past continuous, with a majority of all students achieving the highest possible score.

Task 4

Another grammar exercise, this time checking out pupils' knowledge on prepositions. In this exercise, they had to decide whether to use prepositions at, in, or on. The maximum score they could get was eight points.

A lot of pupils were successful in this exercise, but many of them used wrong prepositions in some sentences. Especially problematic were these sentences:

- "I should be finished with my report at/in/on about half an hour."
- "I couldn't find that small village at/in/on any map."

A discernible distinction is evident between bilingual and language students in this task. Half of the bilingual students excelled, securing the highest score of 8 points, while an additional 20% incurred only a minor deduction of one point. The remaining 30% of bilingual students achieved a commendable score of 6 points. On the other hand, language students displayed a more varied distribution, with 32% achieving the maximum score of 8 points, another 32% securing 7 points, and the remaining 36.7% showcasing diverse proficiency levels across the spectrum. This indicates that a substantial proportion of both student groups demonstrated strong grammar skills, albeit with differences in the distribution of scores, with bilingual students achieving perfect scores more frequently and language students showcasing a broader range of outcomes across various proficiency levels in this task.

Task 5

Task 5 was a classic Cambridge English Exam reading exercise testing vocabulary. It was taken from a B1 Preliminary exam (FCE exam tips, 2023). It was possible to get maximum of six points.

This type of exercise may be easier for pupils from bilingual classes, as they are used to undergoing Cambridge tests, and therefore they know the structure. However, even pupils from language classes did well. There were some problematic sentences, but overall, pupils understood the vocabulary and the context quite well. A lot of pupils misunderstood these sentences:

- "It is mostly found by the sea where there is a hot and wet climate." – pupils often chose "weather" instead of "climate"
- "Even today, if you take a look in your cupboards, you will find coconut oil in products as different as medicine and desserts." – pupils often chose "opposite" instead of "different"

In the vocabulary task, a discernible contrast emerges between bilingual and language students. A significant 65% of bilingual students excelled, achieving the maximum score of 6 points, while an additional 35% incurred only a minor deduction of one point. Language students displayed a more varied distribution, with 18.3% securing the maximum score of 6 points, 37% achieving 5 points, 28.3% attaining 4 points, 12% earning 3 points, and a smaller 4.1% obtaining 2 points. This indicates that a substantial majority of bilingual students showcased strong vocabulary skills, frequently achieving perfect scores, while language students demonstrated a more diverse range of outcomes.

Task 6

The last task of the test was to write a short story using 10 words (boat, ocean, black, moustache, north, prize, wings, play, find, girl). Pupils could get 10 points for using these words correctly, and they could also get five extra points for grammar, vocabulary and cohesion of the text. In total pupils could get 15 points.

This task showed the biggest differences between these two groups of pupils. There were some language students who were successful in the task and got 15 points. However, the majority of them lost points because of low writing skills. Language students often made mistakes in tenses or syntax. They were able to use all of the 10 words, but the stories were usually very simple and predictable. On the other hand, bilingual students showed better linguistic skills, used more elevated vocabulary, and came up with more original stories.

The words given to the pupils were easy, however, a large number of students from language classes misunderstood the meaning of the word “prize” (mistaken for “price”).

Eight students from language classes scored 0 points in this exercise, due to total absence of any text. Six students started writing the story, but left it incomplete.

The performance disparity between bilingual and language students is evident. A notable 55% of bilingual students excelled, achieving the highest score of 15 points, with a substantial distribution across other scores: 5% at 10 points, 15% at 12 points, 5% at 13 points, and 20% at 14 points. In contrast, language students displayed a more diverse range of outcomes, with a considerable 22% achieving the maximum score of 15 points. However, a noteworthy 13.3% received no points, and the remaining scores varied, indicating a broader proficiency spectrum among language students. This suggests that while a majority of bilingual students demonstrated strong writing skills, language students showcased a more varied distribution of performance levels, encompassing both high and low scores in this writing task.

The outcomes of the test reflect the outcomes of the speaking part (the interview). Bilingual students showed better English skills in all areas. The most successful bilingual students scored 43 points, the weakest bilingual student scored 33 points. The average total score of bilingual students was 40 points. The best result among language students was 43 points, the worst result was only 15 points. The average total score of language students was 34 points. The pictures of four test are available to see in the appendices as Appendix 7 (two of each program).

5 Conclusion

This thesis compared the differences between bilingual and language programmes at General Zdenek Skarvada Primary School. The goal was to find out how bilingual education differs from non-bilingual education, what are its advantages and disadvantages.

The theoretical part of the work described general concepts such as bilingualism and bilingual education. The process of the development of children's speech was investigated, which is directly related to monolingual and bilingual education. The acquisition of a second foreign language within the environment in which the child grows up was distinguished, as well as the school as an institution that systematically educates the child in the second language. Various teaching methods are related to this, which were also outlined in this part of the thesis.

The practical part of the work described specific methods of teaching at General Zdenek Skarvada Primary School, expected outcomes based on the Common European Framework of Reference and the adapted Framework Education Program of General Zdenek Skarvada Primary School. The two groups of educational programmes and the differences between them were described in detail.

The research itself aimed to answer three research questions:

1. Is bilingual education more time-consuming?
2. Does bilingual education from an early age function as a motivation for future language studies?
3. Do bilingual classes students have better English skills in general?

Four tools to achieve objective results of comparing bilingual and language education were used: a student-oriented questionnaire regarding time consumption of preparation for lessons, a survey of future studies (their selection of a secondary school and success at entrance exams), qualitative research in the form of an interview with pupils, and a comparative test focusing on different English language skills.

The initial research hypothesis suggested that bilingual education demands more time, both for homework and in-school activities. This idea found partial support, as students in the bilingual programme attend mandatory English clubs twice a week, giving them more exposure to the language than their monolingual peers, despite both groups having the same hourly allocation for English classes. Surprisingly, the survey did not confirm the assumption that bilingual students spend more time on homework. However, insights from entrance interviews

for bilingual classes in the first grade indicated a focus on identifying students' aptitude, talent, and study prerequisites. This correlates with the observation that students in bilingual classes generally exhibit a predisposition towards academic pursuits, potentially reducing the need for extra homework time.

This assumption is confirmed in the results of the selection of secondary schools by all students and addresses the second research question, determining study motivation for the future. Bilingual pupils applied mainly to gymnasiums, where they were also admitted in most cases, and thus continued developing their general or language education. For students in language classes, other types of secondary schools appeared more often, such as technical fields, medical schools, art schools or vocational secondary schools.

The third hypothesis suggests that bilingual pupils excel in all language areas compared to language pupils, demonstrating better speaking, listening, reading, and writing skills. This hypothesis was unequivocally confirmed, supported both by oral interviews conducted by native speakers and by knowledge tests taken by 80 pupils from both programmes. Although there were many individuals among language pupils who performed very well in the test, the average results in this survey clearly favour bilingual pupils.

As for the advantages and disadvantages of bilingual education, the theoretical and practical findings obtained in this work show both. Afternoon bilingual classes are a big burden especially for first and second graders, as the children are not used to such a large amount of new material. This initial adjustment period might be challenging for some students. In addition, bilingual education is not affordable for everyone - due to the fee paid by the parents for the child, it is a selective study programme. However, the benefits regarding the high level of English language gained while studying this programme are significant. As emerged from the interviews, it is obvious that bilingual students are open, have an overview, and are able to think critically. They are not afraid to communicate and are confident. These facts are certainly a good prerequisite for the next level of study, where they will continue to develop in other areas as well.

What may have favoured bilingual students during this research is the fact that they have deeper relationships with the given native speaker. Since they have known him since the first grade, the atmosphere during the conversations between the bilingual students and the native speaker was more relaxed and friendly than during the conversations with the language students. Moreover, the knowledge of grammar was not sufficiently tested in the written test at the expense of testing other language areas.

This research could be extended by exploring how bilingual students perform in secondary schools. Given their high language proficiency, it could be investigated whether the secondary schools that students chose, have something to offer in terms of language skills. Students could be compared with their peers from various types of lower secondary schools.

BIBLIOGRAPHY

BAKER, Colin and Wayne E. WRIGHT, 2021. *Foundations of bilingual education and bilingualism*. Seventh edition. Blue Ridge Summit: Multilingual Matters. ISBN 978-1788929882.

BAKER, Colin, 2014. *A parents' and teachers' guide to bilingualism*. Fourth edition. Buffalo: Multilingual Matters. ISBN 978-1-78309-159-1.

BYTEŠNÍKOVÁ, Ilona, 2012. *Komunikace dětí předškolního věku*. Praha: Grada. ISBN 978-80-247-3008-0.

COUNCIL OF EUROPE, COUNCIL FOR CULTURAL CO-OPERATION, Education COMMITTEE, MODERN LANGUAGES DIVISION a STRASBOURG, 2001. *Common European framework of reference for languages learning, teaching, assessment*. Reprinted. Cambridge, U.K: Press Syndicate of the University of Cambridge. ISBN 0521803136.

COYLE, Do, Philip HOOD and David MARSH, 2010. *CLIL: content and language integrated learning*. Cambridge: Cambridge University Press. ISBN 978-0-521-13021-9.

DALTON-PUFFER, Christiane, c2007. *Discourse in content and language integrated learning (CLIL) classrooms*. Philadelphia: John Benjamins Pub. Language learning and language teaching, v. 20. ISBN 9027219818.

GARCÍA, Ofelia, 2009. *Bilingual education in the 21st century: a global perspective*. Oxford: Wiley-Blackwell Pub. ISBN 978-1-4051-1993-1.

GASS, Susan, Jennifer BEHNEY and Luke PLONSKY, 2020. *Second Language Acquisition: An Introductory Course*. Fifth edition. Taylor and Francis. ISBN 978-1138743427.

HAMMERLY, Hector, c1985. *An integrated theory of language teaching and its practical consequences*. Blaine, WA.: Second Language Publications. Series in linguistics, v. 2. ISBN 0919950035.

HENRICH HOCK, Hans and Brian D. JOSEPH, 2019. *Language History, Language Change, and Language Relationship*. 3rd. rev. ed. De Gruyter Mouton. ISBN 9783110609691.

IKEDA, Makoto, Shinichi IZUMI, Yoshinori WATANABE, Richard PINNER and Matthew DAVIS, 2021. *Soft CLIL and English language learning*. Taylor and Francis. ISBN 9780367145637.

KUČERA, Dalibor, 2013. *Moderní psychologie: hlavní obory a témata současné psychologické vědy*. Psyché (Grada). Praha: Grada. ISBN 978-80-247-4621-0.

LANGMEIER, Josef, 2006. *Vývojová psychologie*. 2nd ed. Praha: Grada. Psyché. ISBN 80-247-1284-9.

LECHTA, Viktor, 2011. *Symptomatické poruchy řeči u dětí*. Vyd. 3., Praha: Portál. ISBN 978-80-7367-977-4.

LIGHTBOWN, Patsy, and Nina Margaret SPADA, 2015. *How languages are learned*. Fourth edition. Oxford handbooks for language teachers. Oxford: Oxford University Press. ISBN 978-0-19-454126-8.

MOORE, Sarah C.K., 2021. *A History of Bilingual Education in the US: Examining the Politics of Language Policymaking*. Multilingual Matters. ISBN 9781788924238.

RICHARDS, Jack C. a RODGERS, Theodore S, 2014. *Approaches and methods in language teaching*. Third edition. Cambridge: Cambridge University Press. ISBN 978-1-107-67596-4.

SCRIVENER, Jim, 2005. *Learning Teaching*. 2nd edition. Macmillan. ISBN 978-1-4050-1399-4.

SERRATRICE, Ludovica a Shanley E.M. ALLEN, 2015. *The Acquisition of Reference*. John Benjamins Publishing Company. ISBN 978-9027244048.

Online sources:

91 FCE Speaking Test Part 1 Questions. [online]. FCE EXAM TIPS, 2016. Available at: <https://www.fceexamtips.com/articles/first-certificate-speaking-questions-part-1>. [cit. 2023-11-10].

BACHÁROVÁ, Gabriela and Markéta ŠVAMBERK ŠAUEROVÁ, 2015. *Bilingvní výchova: přináší dětem jen výhody, nebo i rizika?*. Online. Available at: <https://sancedetem.cz/bilingvni-vychova-prinasi-detem-jen-vyhody-nebo-i-rizika>. [cit. 2023-11-15].

BENEŠOVÁ, Barbora. *Metoda CLIL: Krátký pohled do historie, využití metody CLIL v Evropě, přínosy a úskali používání metody CLIL ve výuce*. Online. Available at: http://clil.nidv.cz/dokument_2.html. [cit. 2023-09-14].

BHATIA, Tej K. and RITCHIE, William C, 2006. *The Handbook of Bilingualism*. Online. Wiley. ISBN 9780631227342. Available at: <https://doi.org/10.1002/9780470756997>. [cit. 2023-11-10].

BIALYSTOK, Ellen, 2015. *Bilingualism and the Development of Executive Function: The Role of Attention*. Child Development Perspectives. Online. roč. 9, č. 2, s. 117-121. ISSN 1750-8592. Available at: <https://doi.org/10.1111/cdep.12116>. [cit. 2023-11-10].

Council of Europe, 2020. *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing, Strasbourg. Online. Available at www.coe.int/lang-cefr. [cit. 2023-11-10].

English Language Assessment, 2020. Online. Cambridge English. Available at: <https://www.cambridgeenglish.org/vn/Images/168150-b1-preliminary-teachers-handbook.pdf>. [cit. 2023-11-10].

FEP BE – School Education Programme General Zdenek Skarvada Primary School, 2013. Online. Ostrava-Poruba. [cit. 2023-10-07]. Available at: <http://www.zs-skarvady831.cz/>

Framework Educational Programme for Basic Education, 2007. Online. Praha: MŠMT. Available at: <http://rvp.cz/informace/wp-content/uploads/2009/09/RVP-7241M01.pdf>. [cit. 2023-10-19]

GARCÍA, Ofelia; FLORES, Nelson and CHU, Haiwen, 2011. *Extending Bilingualism in U.S. Secondary Education: New Variations*. Online. *International Multilingual Research Journal*. roč. 5, č. 1, s. 1-18. ISSN 1931-3152. Available at: <https://doi.org/10.1080/19313152.2011.539486>. [cit. 2023-11-10].

HEPPER, P. G and B S. SHAHIDULLAH, 1994. *Development of fetal hearing*. *Archives of Disease in Childhood - Fetal and Neonatal Edition*. Online. 1994-09-01, 71(2), F81-F87. ISSN 1359-2998. Available at: [doi:10.1136/fn.71.2.F81](https://doi.org/10.1136/fn.71.2.F81). [cit. 2023-09-09].

HERRERA, Lázaro Moreno and WEDIN, Åsa, 2010. *Bilingualism and bilingual education in a complex context*. *Language, Culture and Curriculum*. Online. roč. 23, č. 3, s. 235-249. ISSN 0790-8318. Available at: <https://doi.org/10.1080/07908318.2010.515996>. [cit. 2023-11-10].

CHAMORRO, Gloria and JANKE, Vikki, 2022. *Investigating the bilingual advantage: the impact of L2 exposure on the social and cognitive skills of monolingually-raised children in bilingual education*. Online. *International Journal of Bilingual Education and Bilingualism*. roč. 25, č. 5, s. 1765-1781. ISSN 1367-0050. Available at: <https://doi.org/10.1080/13670050.2020.1799323>. [cit. 2023-11-20].

IKEDA, Makoto, 2014. *Does CLIL work for Japanese secondary school students?: Potential for the 'weak' version of CLIL*. Online. Available at: <http://www.icrj.eu/21/contents.html>. [cit. 2023-01-05].

KADANÍKOVÁ, Jana a Karel NEUBAUER, 2017. *BILINGVISMUS A VÝCHOVA DÍTĚTE V BILINGVNÍ RODINĚ*. *Listy klinické psychologie*. Online. 1(1), 3-14. Available at: <https://casopis.aklcr.cz/pdfs/lkl/2017/01/02.pdf>. [cit. 2023-11-15].

KOCH, Elize; LANDON, John; JACKSON, MJ and FOLI, Cordelia. *First brushstrokes: initial comparative results on the Additive Bilingual Education Project (ABLE)*. Online. Available at: <https://doi.org/10.2989/SALALS.2009.27.1.8.756>. [cit. 2023-11-18].

- MANANDISE, Esmé, Claudia GDANIEC, 2011. *Morphology to the Rescue Redux: Resolving Borrings and Code-Mixing in Machine Translation*. Online. Available at: https://doi.org/10.1007/978-3-642-23138-4_6. [cit. 2023-09-14].
- MARIAN, V., Shook A. *The cognitive benefits of being bilingual*, 2012. Online. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583091/>. [cit. 2023-10-14].
- MARIAN, Viorica et al., 2009. *Bilingualism: Consequences for Language, Cognition, Development, and the Brain*. Online. Available at: https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.14132009.10?utm_source=TrendMD&utm_medium=cpc&utm_campaign=The_ASHA_Leader_TrendMD_0. [cit. 2023-09-14].
- NATSIR, Muhammad, 2014. *Grammar Translation Method (GTM) Versus Communicative Language Teaching (CLT); A Review of Literature*. Online. ISSN 2202-9478. Available at: <https://files.eric.ed.gov/fulltext/EJ1149618.pdf>. [cit. 2023-09-15].
- NGUYEN, L.-A., 2022. *Subtractive Bilingualism among Children in Immigrant Families, Family Cohesion and Acculturation: A Critical Overview*. Online. *Leviathan: Interdisciplinary Journal in English*, (8), 52–63. Available at: <https://doi.org/10.7146/lev82022132073>. [cit. 2023-10-14]
- PRATH Scott, 2016. *Red Flags for Speech-Language Impairment in Bilingual Children*. Online. Available at: <https://leader.pubs.asha.org/doi/10.1044/leader.SCM.21112016.32>. [cit. 2023-09-13].
- PERCLOVÁ, Radka, 2001. *The European Language Portfolio: A Guide for Teachers and Teacher Trainers*. Online. *Council of Europe*. Available at: <https://rm.coe.int/1680459fa6>. [cit. 2023-11-15].
- RAO, Arthi B a MORALES, P Zitlali, 2015. *Creating a Climate for Linguistically Responsive Instruction: The Case for Additive Models*. Online. s. 296-315. Available at: <https://mwera.org/MWER/volumes/v27/issue4/v27n4-Rao-FEATURE-ARTICLE.pdf>. [cit. 2023-11-08].

SERRATRICE, Ludovica, 2013. *Cross-linguistic influence in bilingual development*. Online. *Linguistic Approaches to Bilingualism*. roč. 3, č. 1, s. 3-25. ISSN 1879-9264. Available at: <https://doi.org/10.1075/lab.3.1.01ser>. [cit. 2023-11-05].

SCHWARTZ, Mila a PALVIAINEN, Åsa, 2016. *Twenty-first-century preschool bilingual education: facing advantages and challenges in cross-cultural contexts*. Online. *International Journal of Bilingual Education and Bilingualism*. roč. 19, č. 6, s. 603-613. ISSN 1367-0050. Available at: <https://doi.org/10.1080/13670050.2016.1184616>. [cit. 2023-11-10].

VRBOVÁ, Renáta, 2015. *Katalog podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu narušené komunikační schopnosti: dílčí část*. Online. Available at: <http://katalogpo.upol.cz/naruseni-komunikacnich-schopnosti/uvod-8/>. [cit. 2023-09-13].

Zs-skarvady831, 2023. *Bilingvní výuka*. Online. Available at: <https://zs-skarvady831.cz/uvod/bilingvni-vyuka/>. [cit. 2023-01-05].

LIST OF ABBREVIATIONS

CEFR - Common European Framework of Reference

CLIL - Content and Language Integrated Learning

et al. – and others

ELP - European Language Portfolio

FCE – First certificate of English

FEP - Framework Education Programmes

FEP BE - Framework Educational Programme for Basic Education

KET – Key English Test

PET – Preliminary English Test

SEP - School Education Program

SEP BE - School Education Programme for Basic Education

LIST OF TABLES AND FIGURES

Table 1: Teaching plan – bilingual classes

Table 2: Teaching plan - Language classes

Table 3: Overview of subjects led in a foreign language

Table 4: The list of textbooks

Table 5: A list of English clubs 2023/24

Table 6: Success of individual classes in admissions 2021/2022

Table 7: Success of individual classes in admissions 2022/2023

Table 8: Admissions 2021/2022

Table 9: Admissions 2022/2023

Table 10: Point assessment for the interview

Table 11: Test results: bilingual students

Table 12: Test results: language students

Table 13: Percentage ratio of the results of individual exercises in bilingual classes

Table 14: Percentage ratio of the results of individual exercises in language classes

Figure 1: The questionnaire (Question 1)

Figure 2: The questionnaire (Question 2)

Figure 3: The questionnaire (Question 3)

Figure 4: The questionnaire (Question 4)

Figure 5: The questionnaire (Question 5)

Figure 6: The questionnaire (Question 6)

Figure 7: Distribution of fields of study among 9th graders 2021/2022

Figure 8: Distribution of fields of study among 9th graders 2022/2023

Figure 9: Students admitted to gymnasiums 2021/2022

Figure 10: Students admitted to technical/science fields 2021/2022

Figure 11: Students admitted to business schools 2021/2022

Figure 12: Students admitted to medical fields 2021/2022

Figure 13: Students admitted to secondary vocational schools 2021/2022

Figure 14: Students admitted to gymnasiums 2022/2023

Figure 15: Students admitted to technical/science fields 2022/2023

Figure 16: Students admitted to business schools 2022/2023

Figure 17: Students admitted to medical fields 2022/2023

Figure 18: Students admitted to secondary vocational schools 2022/2023

APPENDICES

1. The Questionnaire
2. Admissions 2021/2022
3. Admissions 2022/2023
4. Set of questions for the interviews
5. The interview outcomes
6. Comparative test - scores
7. Comparative test

Appendix 1: The Questionnaire

Časová náročnost přípravy do výuky

Tento dotazník zjišťuje, kolik času žáci věnují domácí přípravě do hodin, které předměty jim zaberou nejvíce času, do kterých se musí učit nejdelší dobu a na které se naopak doma příliš dlouho nepřipravují. Zjišťuje také četnost používání anglického jazyka mimo školu a jak to souvisí s zařazením do jazykové/bilingvní třídy.

Jsem součástí

- jazykové třídy
- bilingvní třídy

Domácí přípravou do všech předmětů dohromady strávím denně

- méně než 30 minut
- 30 minut - 1 hodina
- 1 hodina - 2 hodiny
- více než 2 hodiny

Nejvíce úkolů/učení zadávaných učitelem mám do předmětu

- český jazyk
- matematika
- anglický jazyk
- Jiná...

Předměty s rodilým mluvčím jsou pro mě

- srozumitelné, nemusím se na ně více připravovat
- srozumitelné, ale příprava na tyto hodiny mi zabere více času
- těžko srozumitelné, musím se dlouho připravovat a v hodinách často nerozumím
- velmi těžko srozumitelné
- Jiná...

Nejvíce mě baví předmět

- český jazyk
- matematika
- anglický jazyk
- Jiná...

Anglicky mluvím mimo školu

- doma alespoň s jedním s rodičů
- s kamarády či širší rodinou každý den
- s kamarády či širší rodinou občas
- pouze poslouchám nebo čtu, ale nemluvím (filmy, knihy, písničky, hry, YouTube,...)
- vůbec
- Jiná...

Appendix 2: Admissions 2021/2022

Class: 9.A (bilingual)

Student	The final school	1st choice	2nd choice
1	Wichterlovo gymnázium	Wichterlovo gymnázium	Gymnázium O.Havlové
2	Biskupské gymnázium	Jazykové gymnázium Pavla Tigrida	Biskupské gymnázium
3	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
4	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
5	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
6	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
7	Wichterlovo gymnázium	Wichterlovo gymnázium	Gymnázium O.Havlové
8	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
9	Wichterlovo gymnázium	Gymnázium O.Havlové	Wichterlovo gymnázium
10	Gymnázium Hello	Gymnázium Hello	Jazykové gymnázium Pavla Tigrida
11	Wichterlovo gymnázium	SŠ Teleinformatiky – Informační technologie	Wichterlovo gymnázium
12	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
13	Střední odborná škola umělecká Hulvácká	SOŠ Hulvácká – Multimediální tvorba	SO3 Poděbradova – Grafický design
14	Gymnázium Hello	Gymnázium Hello	Gymnázium Matiční
15	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium
16	Wichterlovo gymnázium	Gymnázium O.Havlové	Wichterlovo gymnázium

Class: 9.B (language)

Student	The final school	1st choice	2nd choice
1	Biskupské gymnázium	Jazykové gymnázium Pavla Tigrida	AHOL – Pedagogické lyceum
2	Gymnázium Hladnov a Jazyková škola	Jazykové gymnázium Pavla Tigrida	Gymnázium Hladnov a Jazyková škola
3	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Gymnázium Hladnov a Jazyková škola
4	Střední průmyslová škola stavební, Ostrava (Techn.I.)	Střední průmyslová škola stavební, Ostrava (Techn.I.)	Střední průmyslová škola stavební, Ostrava – Stavebnictví
5	Střední odborná škola veterinární, Kroměříž	Střední odborná škola veterinární, Kroměříž	Střední odborná škola veterinární, Hradec Králové

6	Biskupské gymnázium v Ostravě	Jazykové gymnázium Pavla Tigrida	Biskupské gymnázium v Ostravě
7	Střední škola prof.Zdeňka Matějčka – Soc. č.	Střední škola prof.Zdeňka Matějčka – Předšk.ped.	Střední škola prof.Zdeňka Matějčka – Soc.č.
8	Biskupské gymnázium v Ostravě	Jazykové gymnázium Pavla Tigrida	Biskupské gymnázium v Ostravě
9	Gymnázium Olgy Havlové	Wichterlovo gymnázium	Gymnázium O.Havlové
10	Wichterlovo gymnázium	Wichterlovo gymnázium	Gymnázium O.Havlové
11	Střední zdravotnická škola - Zdravotnické lyceum	Sportovní gymnázium	Střední zdravotnická škola - Zdravotnické lyceum
12	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Střední zdravotnická škola a Vyšší odborná škola zdravotnická
13	Střední škola teleinformatiky - Telekomunikace	Střední škola teleinformatiky - Telekomunikace	SPŠ Kratochvílova - Elektrotechnika
14	Wichterlovo gymnázium	Gymnázium O.Havlové	Wichterlovo gymnázium
15	Gymnázium Olgy Havlové	Gymnázium O.Havlové	Gymnázium Hello
16	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium
17	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
18	Střední zahradnická škola - Zahradnictví	Střední zahradnická škola - Zahradnictví	Střední škola služeb a podnikání – Kosmetické služby
19	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Gymnázium Mikuláše Koperníka
20	Gymnázium Olgy Havlové	Gymnázium O.Havlové	Wichterlovo gymnázium
21	Biskupské gymnázium v Ostravě	Jazykové gymnázium Pavla Tigrida	Biskupské gymnázium v Ostravě
22	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Gymnázium Hladnov
23	Wichterlovo gymnázium	Wichterlovo gymnázium	Gymnázium O.Havlové
24	Jazykové gymnázium Pavla Tigrida	Gymnázium O.Havlové	Jazykové gymnázium Pavla Tigrida
25	Střední průmyslová škola stavební, Ostrava	Střední průmyslová škola stavební- Tech. L.	Biskupské gymnázium v Ostravě
26	Gymnázium Olgy Havlové	Gymnázium O.Havlové	Jazykové gymnázium Pavla Tigrida

Class: 9.C (language)

Student	The final school	1st choice	2nd choice
1	Střední škola technická a dopravní - Autoelektrikář	Střední škola technická a dopravní – Autoelektrikář	Střední škola technická a dopravní - Mechanik

2	Střední odborná škola ochrany osob a majetku, Ostrava	Bezpeč.-právní akademie Ostrava	Střední odborná škola ochrany osob a majetku, Ostrava
3	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	SPŠ Elektrotechniky a informatiky
4	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
5	Gymnázium Olgy Havlové	Wichterlovo gymnázium	Gymnázium O.Havlové
6	AHOL – Střední škola gastronomie, turismu a lázeňství	AHOL – Střední škola gastronomie, turismu a lázeňství – Ekonomika a podnikání	AHOL – Střední škola gastronomie, turismu a lázeňství – Marketingové komunikace
7	Wichterlovo gymnázium	Wichterlovo gymnázium	Obchodní akademie
8	Jazykové a humanitní gymnázium PRIGO	Střední škola prof.Zdeňka Matějčka	Jazykové a humanitní gymnázium PRIGO
9	Střední průmyslová škola stavební, Ostrava	Střední průmyslová škola stavební, Ostrava	SPŠ Heyrovského – Aplikovaná chemie
10	Střední škola elektrotechnická, Ostrava	Střední škola elektrotechnická, Ostrava	Střední zdravotnická škola a Vyšší odborná škola zdravotnická
11	Střední škola prof.Zdeňka Matějčka	Střední škola prof.Zdeňka Matějčka	Jazykové a humanitní gymnázium PRIGO
12	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	SPŠ Heyrovského
13	Gymnázium Olgy Havlové	Wichterlovo gymnázium	Gymnázium Olgy Havlové
14	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
15	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
16	Střední škola elektrotechnická, Ostrava	Střední škola elektrotechnická, Ostrava	Střední škola elektrotechnická, Ostrava

Table 6: Admissions 2021/2022

Students admitted to gymnasiums

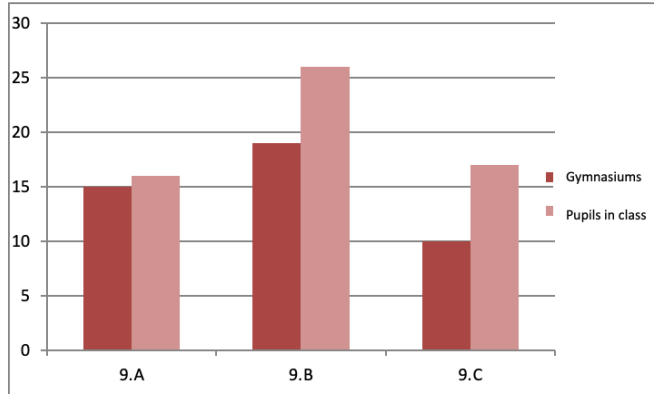


Figure 9: Students admitted to gymnasiums 2021/2022

Students admitted to technical/science fields

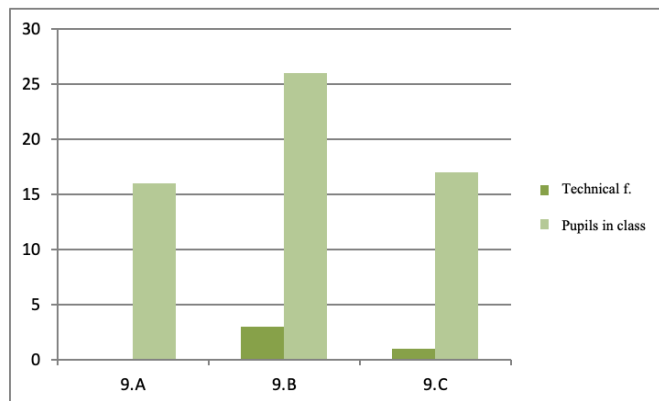


Figure 10: Students admitted to technical/science fields 2021/2022

Students admitted to business schools

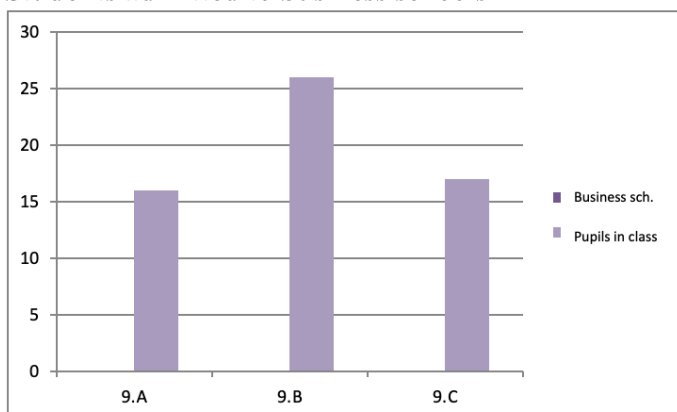


Figure 11: Students admitted to business schools 2021/2022

Students admitted to medical fields

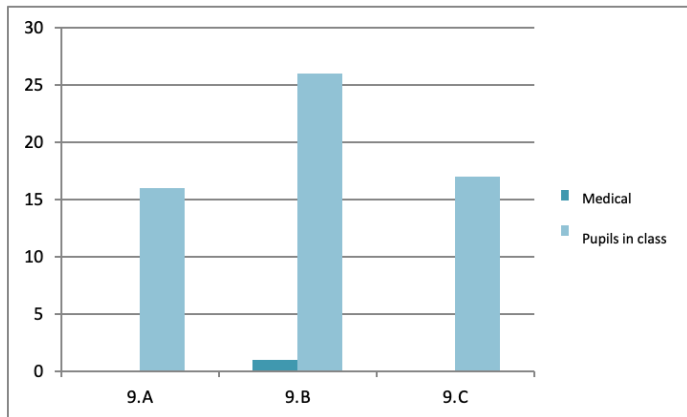


Figure 12: Students admitted to medical fields 2021/2022

Students admitted to secondary vocational schools

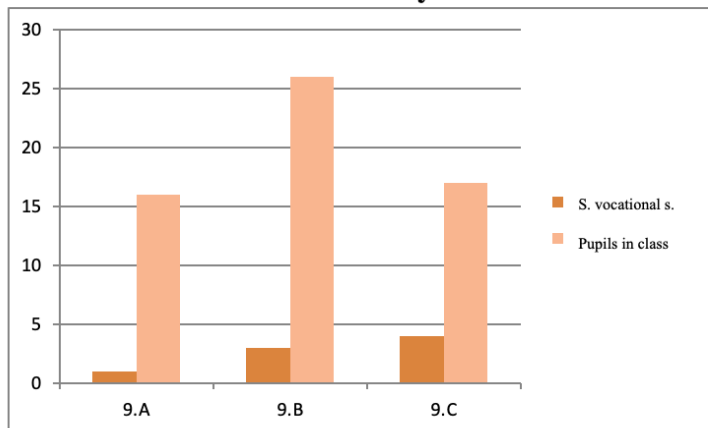


Figure 13: Students admitted to secondary vocational schools 2021/2022

Appendix 3: Admissions 2022/2023

Class: 9.A (bilingual)

Student	Final school	1st choice	2nd choice
1	Střední umělecká škola Ostrava	Střední umělecká škola Ostrava	AVE Art
2	Wichterlovo gymnázium	Gymnázium O. Havlové	Wichterlovo gymnázium
3	Gymnázium Olgy Havlové	Jazykové gymnázium Pavla Tigrida	Gymnázium Olgy Havlové
4	Wichterlovo gymnázium	AVE Art	Wichterlovo gymnázium
5	Wichterlovo gymnázium	Wichterlovo gymnázium	SPŠ Kratochvílova
6	Gymnázium Olgy Havlové	Jazykové gymnázium Pavla Tigrida	Gymnázium Olgy Havlové
7	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
8	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Gymnázium J. Kainara
9	Wichterlovo gymnázium	Wichterlovo gymnázium	Gymnázium Olgy Havlové
10	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
11	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium
13	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
14	AHOL – Střední škola	SŠ Hotelnictví a gastronomie	AHOL – Střední škola
15	SPŠ Zengrova	SPŠ Kratochvílova	SPŠ Zengrova
16	Wichterlovo gymnázium	Wichterlovo gymnázium	Gymnázium Olgy Havlové
17	SPŠ Kratochvílova – Informační technologie	SPŠ Kratochvílova - Elektrotechnika	SPŠ Kratochvílova - Informační technologie
18	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Gymnázium Olgy Havlové
19	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium
20	Wichterlovo gymnázium	Wichterlovo gymnázium	Gymnázium Olgy Havlové
21	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
22	SPŠ Kratochvílova	SPŠ Kratochvílova	Gymnázium a SPŠ Frenštát p. Radhoštěm
23	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
24	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium

25	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
26	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium
27	Jazykové a humanitní gymnázium PRIGO, s.r.o.	Jazykové gymnázium Pavla Tigrida	Jazykové a humanitní gymnázium PRIGO, s.r.o.

Class: 9.B (language)

Student	Final school	1st choice	2nd choice
1	Střední zdravotnická škola a Vyšší odborná škola zdravotnická	Střední zdravotnická škola a Vyšší odborná škola zdravotnická	AGEL
2	Obchodní akademie – Zahraniční obchod	Obchodní akademie – Zahraniční obchod	Obchodní akademie – Obchodní lyceum
3	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Gymnázium Hello
4	Střední průmyslová škola elektrotechniky a informatiky	Střední průmyslová škola elektrotechniky a informatiky	Střední škola teleinformatiky
5	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium
6	Wichterlovo gymnázium	Wichterlovo gymnázium	Matiční Gymnázium
7	Wichterlovo gymnázium	Gymnázium Olgy Havlové	Wichterlovo gymnázium
8	Obchodní akademie – Zahraniční obchod	Obchodní akademie – Zahraniční obchod	Obchodní akademie – Obchodní lyceum
9	Wichterlovo gymnázium	Gymnázium Olgy Havlové	Wichterlovo gymnázium
10	Střední škola průmyslová a umělecká, Opava	SPŠ Kratochvílova	Střední škola průmyslová a umělecká, Opava
11	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
12	Wichterlovo gymnázium	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
13	Jazykové a humanitní gymnázium PRIGO, s.r.o.	Gymnázium Olgy Havlové	Jazykové a humanitní gymnázium PRIGO, s.r.o.
14	Střední škola PRIGO	Střední škola PRIGO	SŠ Služeb a podnikání
15	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium
16	Jazykové gymnázium Pavla Tigrida	Gymnázium Olgy Havlové	Jazykové gymnázium Pavla Tigrida
17	Gymnázium, základní a mateřská škola Hello, s.r.o.	Jazykové a humanitní gymnázium PRIGO, s.r.o.	Gymnázium, základní a mateřská škola Hello, s.r.o.
18	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Gymnázium, základní a mateřská škola Hello, s.r.o.

19	Střední průmyslová škola elektrotechniky a informatiky	Střední průmyslová škola elektrotechniky a informatiky	Jazykové gymnázium Pavla Tigrida
20	Jazykové a humanitní gymnázium PRIGO, s.r.o.	Jazykové gymnázium Pavla Tigrida	Jazykové a humanitní gymnázium PRIGO, s.r.o.
21	Střední odborná škola dopravní	Obchodní akademie	Střední průmyslová škola elektrotechniky a infomatiky

Class: 9.C (language)

Student	Final school	1st choice	2nd choice
1	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium
2	Střední škola PRIGO	Střední škola PRIGO	Jazykové a humanitní gymnázium PRIGO, s.r.o.
3	Jazykové gymnázium Pavla Tigrida	Jazykové gymnázium Pavla Tigrida	Gymnázium J. Kainara Hlučín
4	Střední škola služeb a podnikání, Ostrava-Poruba, příspě.org.	Střední škola služeb a podnikání, Ostrava-Poruba, příspě.org.	Střední škola PRIGO
5	Střední umělecká škola Ostrava	Střední umělecká škola Ostrava	SOŠ Hulvácká
6	Střední průmyslová škola elektrotechniky a informatiky	Střední průmyslová škola elektrotechniky a informatiky	SŠ Teleinformatiky
7	Střední zdravotnická škola a Vyšší odborná škola zdravotnická – Praktická sestra	Střední zdravotnická škola a Vyšší odborná škola zdravotnická – Praktická sestra	Střední zdravotnická škola a Vyšší odborná škola zdravotnická – Nutriční asistent
8	Gymnázium Hladnov a Jazyková škola	Gymnázium Hladnov a Jazyková škola	Gymnázium Olgy Havlové
9	Střední škola teleinformatiky, Ostrava	Střední škola teleinformatiky, Ostrava	SŠ Technická a dopravní
10	Střední průmyslová škola stavební, Ostrava - Stavebnictví	Střední průmyslová škola stavební, Ostrava - Stavebnictví	Střední průmyslová škola stavební, Ostrava - lyceum
11	Střední umělecká škola Ostrava	Střední umělecká škola Ostrava	SOŠ Hulvácká
12	Bezpečnostně právní akademie Ostrava	Bezpečnostně právní akademie Ostrava	SOŠ Ochrany osob a majetku
13	Obchodní akademie, Ostrava-Poruba	Jazykové gymnázium Pavla Tigrida	Obchodní akademie, Ostrava-Poruba
14	Jazykové gymnázium Pavla Tigrida	Wichterlovo gymnázium	Jazykové gymnázium Pavla Tigrida
15	Střední škola teleinformatiky, Ostrava	Střední škola teleinformatiky, Ostrava	Jazykové gymnázium Pavla Tigrida

16	Střední průmyslová škola elektrotechniky a informatiky - IT	Střední průmyslová škola elektrotechniky a informatiky - IT	Střední průmyslová škola elektrotechniky a informatiky – El.
17	Střední průmyslová škola elektrotechniky a informatiky	Střední průmyslová škola elektrotechniky a informatiky	Obchodní akademie
18	Střední škola technická a dopravní , Ostrava	SŠ Inf. Technologií FM	SŠ Inf. Technologií FM
19	Střední průmyslová škola chemická akademika Heyrovského, Ostrava – Aplikovaná chemie	Střední průmyslová škola chemická akademika Heyrovského, Ostrava – Aplikovaná chemie	Střední průmyslová škola chemická akademika Heyrovského, Ostrava – Přír. lyceum
20	Střední škola uměleckých řemesel, s.r.o.	Střední škola uměleckých řemesel, s.r.o.	AVE art
21	Střední škola filmová, multimediální a počítačových technologií, s.r.o.	Střední škola filmová, multimediální a počítačových technologií, s.r.o.	-

Table 9: Admissions 2022/2023

Students admitted to gymnasiums

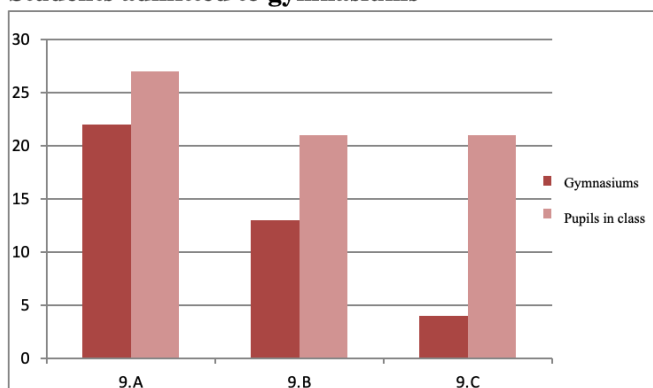


Figure 14: Students admitted to gymnasiums 2022/2023

Students admitted to technical/science fields

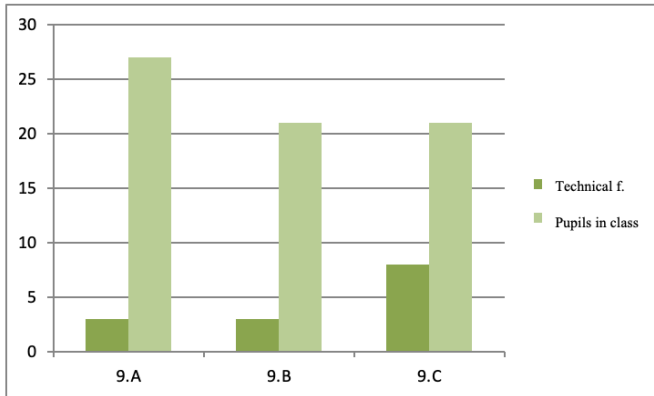


Figure 15: Students admitted to technical/science fields 2022/2023

Students admitted to business schools

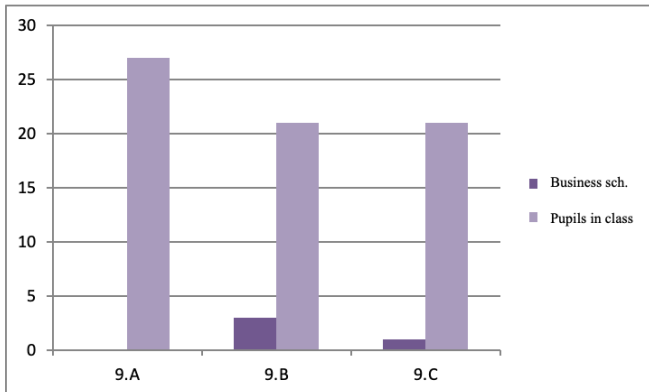


Figure 16: Students admitted to business schools 2022/2023

Students admitted to medical fields

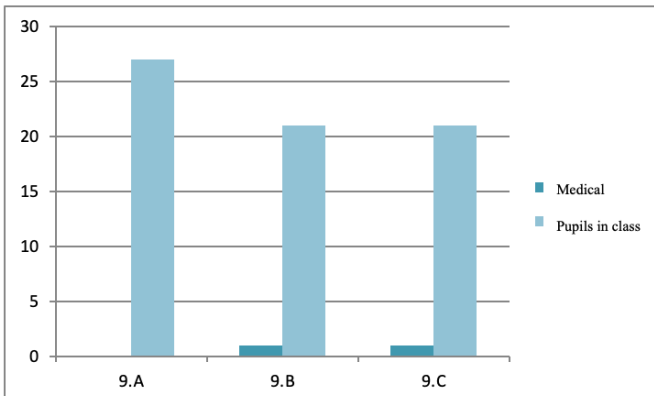


Figure 17: Students admitted to medical fields 2022/2023

Students admitted to secondary vocational schools

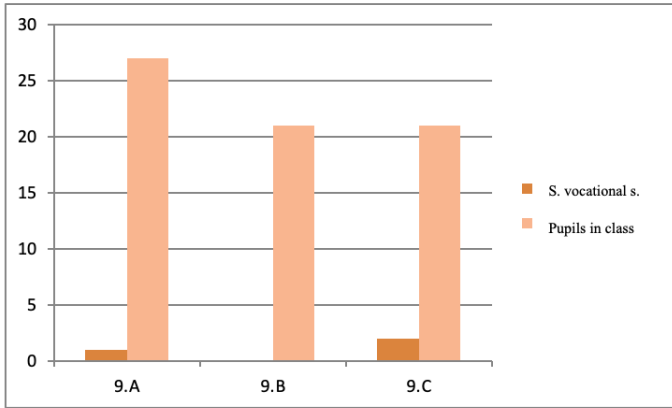


Figure 18: Students admitted to secondary vocational schools 2022/2023

Appendix 4: Set of questions for the interviews

Family and Friends

- Who are the most important people in your life?
- What do you enjoy doing with your friends?
- Who do you spend your free time with?
- Have you done anything interesting with your friends recently?
- Who are you most like in your family?
- Do you and your friends share the same ideas?
- Tell me about your best friend.
- Tell me about a good friend of yours.
- Do you normally go out with family or friends?
- Tell me a little about your family.
- Could you describe your family home to me?

Free Time

- How much time do you spend at home nowadays?
- Do you have a favourite newspaper or magazine?
- What's the most exciting thing you've ever done?
- Tell us about a TV programme you've seen recently?
- What's the difference between reading the news in the newspaper and watching it on TV?
- Who do you spend your free time with?
- Do you prefer to be outside or inside when you have free time?
- What do you most enjoy doing when you're at home?
- Is your routine at weekends different from your daily routine?
- What do you spend your time doing?
- Do you enjoy reading?
- What sort of books do you read?
- Does anyone you know have an interesting hobby?
- Do you enjoy going to parties?
- Do you like shopping?
- Where do you like listening to music?
- Do you like going to the cinema?
- Tell me about your favourite film star.
- Tell us about a film you really like.

- Do you enjoy playing computer games?
- Do you use the internet much?
- What do you use the internet for?

The Future

- Is there anything you'd love to be able to do in the future?
- Do you plan to study anything in the future?
- What are you going to do this weekend?
- Are you going to do anything special this weekend?
- Do you think computers will replace newspapers and TV in the future?
- Which country would you most like to visit in the future?
- Do you think you'll go there one day?

Appendix 5: The interview outcomes

Student	Reaction to English	Grammar	Vocabulary	Sticking to the topic	Fluency
Bilingual	5	5	5	5	5
Bilingual	5	5	5	5	5
Bilingual	5	5	5	5	5
Bilingual	5	5	5	5	5
Language	5	4	3	5	3
Language	5	4	4	5	3
Language	5	3	3	5	4
Language	5	3	4	5	3

Table 10: Point assessment for the interview

Evaluation sheet

Class: 9.b

Study programme: language

"Future"

1. Reaction to English as a mother tongue (how well the student understands a native speaker)

1 2 3 4(5)

- no problems

2. Grammatical correctness of the student's expression

1 2 3(4)5

- tenses

3. Vocabulary

1 2 3(4)5

- sometimes looks for words

- simple

4. Sticking to the topic

1 2 3 4(5)

- no problems

5. Fluency

1 2(3)4 5

- sometimes looks for words, doesn't answer more than needs to, not very talkative

Evaluation sheet

Class: 9.C

Study programme: language

„Future“

1. Reaction to English as a mother tongue (how well the student understands a native speaker)

1 2 3 4 (5)

- understands well, reacts to the questions without hesitation

2. Grammatical correctness of the student's expression

1 2 (3) 4 5

- „he had 10“ instead of „he was 10“ when speaking about age
- 3rd person singular
- tenses

3. Vocabulary

1 2 (3) 4 5

- the V is simple

4. Sticking to the topic

1 2 3 4 (5)

- OK

5. Fluency

1 2 3 (4) 5

- answers the questions but doesn't develop on them very much

Evaluation sheet

Class: 9. A

Study programme: bilingual

"Family and friends"

1. Reaction to English as a mother tongue (how well the student understands a native speaker)

1 2 3 4 5

- very natural
- American accent
- confident

2. Grammatical correctness of the student's expression

1 2 3 4 5

- hasn't noticed any error

3. Vocabulary

1 2 3 4 5

- interesting words / expressions: conservative family, very thoughtful open way of thinking, role-model, keep on keeping me family together, empty husk of a human being, disbarred, old-tiny

4. Sticking to the topic

1 2 3 4 5

- likes art, talks about it a lot, always knows what to say

5. Fluency

1 2 3 4 5

- complex sentences, explains a lot, very talkative

Evaluation sheet

Class: 9.A

Study programme: Bilingual

"Future"

1. Reaction to English as a mother tongue (how well the student understands a native speaker)

1 2 3 4 5

- no problems at all
- American accent
- very natural

2. Grammatical correctness of the student's expression

1 2 3 4 5

- haven't noticed any mistakes

3. Vocabulary

1 2 3 4 5

- the speech is coherent, the student knows his vocabulary, isn't looking for words
- interesting words / expressions: sold it, therapist, workaholic, achieve, technically, lawyer, babysitting, "it's a goal", "that affects every single area of my life"

4. Sticking to the topic

1 2 3 4 5

- no problems

5. Fluency

1 2 3 4 5

- uses "like" a lot

Appendix 6: Comparative test - scores

Test results: bilingual students

Student	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total score
7	5	4	6	8	6	15	44
20	5	4	6	8	6	15	44
1	4	4	6	8	6	15	43
5	5	4	6	8	5	15	43
9	4	4	6	8	6	15	43
17	5	4	6	8	5	15	43
10	5	4	5	8	5	15	42
3	3	3	6	8	6	15	41
11	4	4	6	6	6	15	41
14	5	3	4	8	6	15	41
18	3	3	6	8	6	15	41
6	3	4	6	6	6	14	39
12	4	4	6	7	5	13	39
13	3	4	6	6	6	14	39
15	3	4	6	6	6	14	39
19	4	4	5	6	6	14	39
4	4	4	6	7	5	12	38
8	4	3	6	7	5	12	37
16	4	4	5	7	5	12	37
2	3	3	5	6	6	10	33
Average							40

Table 11: Test results: bilingual students

Test results: language students

Student	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total score
10	5	4	6	8	5	15	43
23	5	4	6	7	6	15	43
24	5	4	6	8	5	15	43
27	4	4	6	8	6	15	43
19	5	4	6	8	6	14	43
30	4	4	6	8	5	15	42
37	3	4	6	8	6	15	42
40	4	3	6	8	6	15	42
18	4	4	6	6	6	15	41
9	4	4	6	7	5	14	40
13	4	3	6	7	5	15	40
35	4	4	6	7	5	14	40
42	5	4	6	8	3	14	40
43	4	4	6	6	5	15	40
1	4	3	6	7	4	15	39
11	4	4	6	8	5	12	39
14	3	3	5	8	5	15	39
38	5	4	6	7	5	12	39
50	4	4	6	8	4	13	39
3	5	2	6	8	5	12	38
39	4	3	6	6	6	13	38
52	3	2	6	7	5	15	38
2	4	2	6	6	6	13	37
5	5	3	6	6	6	11	37

29	4	4	6	7	4	12	37
41	4	2	6	7	5	13	37
44	4	3	5	7	5	13	37
48	4	3	5	8	4	13	37
7	4	4	6	6	4	12	36
20	4	3	5	7	4	13	36
36	4	2	6	7	4	13	36
12	4	2	5	6	5	13	35
32	3	2	6	8	5	11	35
46	4	3	6	7	5	10	35
8	4	4	6	7	4	9	34
17	3	3	5	7	4	12	34
21	5	3	6	5	3	12	34
28	4	1	4	7	4	14	34
60	4	2	5	7	6	10	34
31	4	3	4	4	5	13	33
34	4	1	6	8	4	10	33
15	4	2	6	6	4	10	32
26	3	3	6	5	4	10	31
51	4	2	6	6	4	9	31
56	5	3	6	5	2	10	31
6	3	2	6	4	5	10	30
4	5	4	6	8	6	0	29
25	4	3	6	6	5	5	29
22	5	3	6	8	5	0	27
49	3	3	5	5	3	8	27
58	4	3	6	5	3	6	27

16	4	2	4	3	5	8	26
47	4	1	5	5	3	8	26
33	4	2	6	8	4	0	24
53	3	1	4	5	4	5	22
45	3	1	6	7	4	0	21
54	4	2	6	7	2	0	21
55	4	1	5	4	3	0	17
57	3	2	5	4	3	0	17
59	1	0	4	8	2	0	15
Average							34

Table 12: Test results: language students

Score	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
0 points	-	-	-	-	-	-
1 point	-	-	-	-	-	-
2 points	-	-	-	-	-	-
3 points	30%	25%	-	-	-	-
4 points	40%	75%	5%	-	-	-
5 points	30%	-	20%	-	35%	-
6 points	-	-	75%	30%	65%	-
7 points	-	-	-	20%	-	-
8 points	-	-	-	50%	-	-

9 points	-	-	-	-	-	-
10 points	-	-	-	-	-	5%
11 points	-	-	-	-	-	-
12 points	-	-	-	-	-	15%
13 points	-	-	-	-	-	5%
14 points	-	-	-	-	-	20%
15 points	-	-	-	-	-	55%
Average	4 points	4 points	6 points	7 points	6 points	14 points

Table 13: Percentage ratio of the results of individual exercises in bilingual classes

Score	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
0 points	-	1.7%	-	-	-	13.3%
1 point	1.7%	10%	-	-	-	-
2 points	-	25%	-	-	4.1%	-
3 points	18.3%	32%	-	1.7%	12%	-
4 points	60%	32%	8.3%	6.7%	28.3%	-
5 points	20%	-	18.3%	12%	37%	3.3%
6 points	-	-	73.3%	16.7%	18.3%	1.7%
7 points	-	-	-	32%	-	-
8 points	-	-	-	32%	-	4.1%

9 points	-	-	-	-	-	3.3%
10 points	-	-	-	-	-	12%
11 points	-	-	-	-	-	3.3%
12 points	-	-	-	-	-	12%
13 points	-	-	-	-	-	16.7%
14 points	-	-	-	-	-	8.3%
15 points	-	-	-	-	-	22%
Average	4 points	3 points	6 points	7 points	5 points	11 points

Table 14: Percentage ratio of the results of individual exercises in language classes

Appendix 7: Comparative test

No. _____ Class: _____

1. You will see and listen to a video. Before that, read the following questions. You will see and hear the video twice. (5 points)


<https://www.youtube.com/watch?v=aK5HEPpubhk>

- What type of video is that?
 - a documentary
 - b) an advert
 - c) a fiction
 - d) historical fiction 0
- Why is Nicholas the Sweep banished from the town?
 - a) he stole an orange
 - b) he injured someone with an orange
 - c) he picked up an orange from the ground
 - d) he destroyed an orange on a fruit stall 0
- Why doesn't Nicholas want to take the oranges from Mrs. Sainsbury at first?
 - a) he doesn't have money to pay for them
 - b) he doesn't like oranges
 - c) he is too shy
 - d) he doesn't trust her 1
- How do we know that Nicholas is kind-hearted and fair?
 - a) he helps Mrs. Sainsbury with no claim for salary
 - b) he donates all the oranges he got to old and ill people
 - c) he goes back to his old workplace, apologizes to his boss and continues working for him
 - d) he goes back to his old workplace and places an orange in the sock of each child, but placing a lump of coal in the sock of his boss 1
- What character does Nicholas represent?
 - a) Baby Jesus
 - b) Santa Claus
 - c) Grandfather Frost
 - d) one of the Three Kings 1

2. Read the article and answer the questions. (4 points) 3p

39p

Prince Louis' fourth birthday marked with beach photos



Photographs of Prince Louis have been released to mark his fourth birthday. The pictures were taken earlier this month on the Norfolk coast by his mother, the Duchess of Cambridge. They show Louis - the youngest of her three children - enjoying a trip to the beach and holding a cricket ball.

To mark the prince's third birthday, the Duke and Duchess of Cambridge released a photograph of him on his bike about to go to nursery for the first time.

In this year's series of four photos, Prince Louis is pictured on the dunes in Norfolk, wearing a grey jumper with a band of colourful stars, and a shirt and blue shorts.

Prince Louis is fifth in line to the throne after his grandfather the Prince of Wales, his father Prince William, and older siblings Prince George and Princess Charlotte.

He was born at the private maternity Lindo Wing of St Mary's Hospital in London at 1:01 BST on 23 April 2018, weighing 8lb 7oz.

His mother Catherine's photos have regularly been used to mark her children's birthdays.

- What is Prince Louis doing in the photos?

On the first picture, he is running towards the beach. On the second picture, he is holding a cricket ball.
- How long has Prince Louis been attending nursery?

1 year

- Who is he the first in line to the throne?

Princess Charlotte 0
- Who usually takes photos of the royal children to mark their birthdays?

Louis's mom, Catherine. 1 3p
- Choose the correct alternative in each sentence. (6 points)
 - Jim was breaking ~~broken~~ **broke** his leg while he was playing golf.
 - She ~~was surfing~~ **surted** when the shark attacked her.
 - While I ~~had~~ **was taking** a shower, my cell phone rang.
 - Anna ~~was calling~~ **called** Judy while she was reading a newspaper.
 - Someone ~~was taking~~ **took** Peter's bag while she was reading a newspaper. 5p
 - Maria was walking home when a burglar was stealing ~~stole~~ **stole** her purse.
- Complete the sentences with one of the prepositions: AT - IN - ON (8 points)
 - The castle was built IN the Middle Ages.
 - I last saw him ON his birthday.
 - We're going ON holiday next month.
 - We often go skiing IN spring because the days are longer.
 - I should be finished with my report IN about half an hour. 3p
 - The boys left home AT the age of 16.
 - The manager has an appointment with a new client AT 5 p.m.
 - I couldn't find that small village ON any map.
- Read the text below. For each question, choose the correct answer. (6 points)

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet (1) The coconuts often fall into the sea and float on the water until they (2) another beach, where more trees then begin to grow.

~~The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet (1) The coconuts often fall into the sea and float on the water until they (2) another beach, where more trees then begin to grow.~~

The only thing that he knew was that ~~the wind is~~ the wind is taking her on north. The ~~pieces~~ ^{is} ~~and~~ ^{was} golden statue of wings. He was preparing his boat and then he realised that ~~he could be played~~ ^{he could be played} ~~and women get reward~~ ^{middle of an X} and women get reward.

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides (3) However, this amazing tree has hundreds of (4) and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a (5) in your cupboards, you will find coconut oil in products as (6) as medicine and desserts.

- | | | | | | | | | |
|---|------------------------------------|-------------|------------------------------------|-----------|------------------------------------|---------|------------------------------------|-----------|
| 1 | A | temperature | B | condition | <input checked="" type="radio"/> C | climate | D | weather |
| | <input checked="" type="radio"/> A | reach | B | go | C | travel | <input checked="" type="radio"/> D | arrive |
| 3 | A | cloud | <input checked="" type="radio"/> B | shade | C | dark | D | cold |
| 4 | <input checked="" type="radio"/> A | uses | B | jobs | C | roles | D | things 5p |
| 5 | A | scene | B | sight | <input checked="" type="radio"/> C | look | D | view |
| 6 | A | opposite | B | separate | <input checked="" type="radio"/> C | strange | D | different |
- Write a short story using these 10 words: (15 points) 15p

boat, ocean, black, moustache, north, prize, wings, play, find, girl

~~This story is about a strange guy with black moustache. He is obsessed with boats, treasures and money.~~ This story is about a strange guy with black moustache. He is obsessed with boats, treasures and money. One day as he was reading newspaper he saw that there is prize for finding a girl which got lost in ocean. The middle of an X and women get reward.

Appendix 7: Test 1

1. **You will see and listen to a video. Before that, read the following questions. You will see and hear the video twice. (5 points)**

<https://www.youtube.com/watch?v=ak5HEPpubhk>

1. What type of video is that?
 - a) a documentary b) an advert c) a fiction d) a historical fiction /
2. Why is Nicholas the Sweep banished from the town?
 - a) he stole an orange b) he injured someone with an orange c) he picked up an orange from the ground d) he destroyed an orange on a fruit stall /
3. Why doesn't Nicholas want to take the oranges from Mrs. Sainsbury at first?
 - a) he doesn't have money to pay for them b) he doesn't like oranges c) he is too shy
 - d) he doesn't trust her 1
4. How do we know that Nicholas is kind-hearted and fair?
 - a) he helps Mrs. Sainsbury with no claim for salary
 - b) he donates all the oranges he got to old and ill people
 - c) he goes back to his old workplace, apologizes to his boss and continues working for him
 - d) he goes back to his old workplace and places an orange in the stock of each child, but placing a lump of coal in the sock of his boss 1
5. What character does Nicholas represent?
 - a) Baby Jesus
 - b) Santa Claus
 - c) Grandfather Frost
 - d) one of the Three Kings

1

3p

1

1. What is prince Louis doing in the photos?

He is running ✓

2. How long has prince Louis been attending nursery?

3. Who is he the first in line to the throne?

The first is Prince William in line to the throne ✓

4. Who usually takes photos of the royal children to mark their birthdays?

Louis mother Catherine. ✓

1 (1P)

3. Choose the correct alternative in each sentence. (6 points)

1. Jim was breaking / broke his leg while he was playing golf. ✓

2. She was surfing / surfed when the shark attacked her. ✓

3. While had / was taking a shower, my cell phone rang. ✓

4. Anna was calling / called Judy while she was reading a newspaper. ✓

5. Someone was taking / took Peter's bag while she was reading a newspaper. ✓

6. Maria was walking home when a burglar was stealing / stole her purse. (1P)

4. Complete the sentences with one of the prepositions: AT – IN – ON (8 points)

1. The castle was built on the Middle Ages. ✓

2. I last saw him on his birthday. (5P)

3. We're going on holiday next month.

4. We often go skiing in spring because the days are longer.

5. I should be finished with my report at about half an hour. ✓

6. The boys left home at the age of 16.

7. The manager has an appointment with a new client at 5 p.m.

8. I couldn't find that small village in any map. ✓

5. Read the text below. For each question, choose the correct answer. (6 points)

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet (1) The coconuts often fall into the sea and float on the water until they (2) another beach, where more trees then begin to grow.

3

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides (3)
 . However, this amazing tree has hundreds of (4) and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a (5) in your cupboards, you will find coconut oil in products as (6) as medicine and desserts.

- | | | | | | | | | | |
|---|------------------------------------|-------------|------------------------------------|-----------|------------------------------------|---------|------------------------------------|-----------|---|
| 1 | A | temperature | B | condition | <input checked="" type="radio"/> C | climate | D | weather | 1 |
| 2 | A | reach | B | go | C | travel | <input checked="" type="radio"/> D | arrive | / |
| 3 | A | cloud | <input checked="" type="radio"/> B | shade | C | dark | D | cold | 1 |
| 4 | <input checked="" type="radio"/> A | uses | B | jobs | C | roles | <input checked="" type="radio"/> D | things | 7 |
| 5 | A | scene | B | sight | <input checked="" type="radio"/> C | look | D | view | 1 |
| 6 | A | opposite | <input checked="" type="radio"/> B | separate | C | strange | D | different | / |

(4P)

6. Write a short story using these 10 words: (15 points)

boat, ocean, black, moustache, north, prize, wings, play, find, girl

(5P)

~~There~~ ~~was~~
 Kuba was playing with his friends and then they saw a girl.
 Girl give them a prize. The prize was a bear with ~~was~~ moustache
 and wings. Bear found a boat in the ocean. They ~~are~~ went to
 the north

4

43p.

1. You will see and listen to a video. Before that, read the following questions. You will see and hear the video twice. (5 points)

<https://www.youtube.com/watch?v=ak5HEPpubhk>

1. What type of video is that?

- a) a documentary b) an advert c) a fiction d) a historical fiction

0p.

2. Why is Nicholas the Sweep banished from the town?

- a) he stole an orange b) he injured someone with an orange c) he picked up an orange from the ground d) he destroyed an orange on a fruit stall

1p.

3. Why doesn't Nicholas want to take the oranges from Mrs. Sainsbury at first?

- a) he doesn't have money to pay for them b) he doesn't like oranges c) he is too shy
d) he doesn't trust her

4. How do we know that Nicholas is kind-hearted and fair?

- a) he helps Mrs. Sainsbury with no claim for salary
b) he donates all the oranges he got to old and ill people
c) he goes back to his old workplace, apologizes to his boss and continues working for him
 d) he goes back to his old workplace and places an orange in the stock of each child, but placing a lump of coal in the sock of his boss

1p.

5. What character does Nicholas represent?

- a) Baby Jesus b) Santa Claus c) Grandfather Frost d) one of the Three Kings

1p.

4p.

9A

1. What is prince Louis doing in the photos?
He is enjoying a trip to the beach and holding a cricket ball. 1p.
2. How long has prince Louis been attending nursery?
1 year 1p.
3. Who is he the first in line to the throne?
His grandfather the Prince of Wales. 1p.
4. Who usually takes photos of the royal children to mark their birthdays?
Catharine the Duchess of Cambridge, his mum. 1p.

4p.

3. Choose the correct alternative in each sentence. (6 points)

1. Jim was breaking / broke his leg while he was playing golf. 1p.
2. She was surfing / surfed when the shark attacked her. 1p.
3. While I had / was taking a shower, my cell phone rang. 1p.
4. Anna was calling / called Judy while she was reading a newspaper. 1p.
5. Someone was taking / took Peter's bag while she was reading a newspaper. 1p.
6. Maria was walking home when a burglar was stealing / stole her purse. 1p.

6p.

4. Complete the sentences with one of the prepositions: AT – IN – ON (8 points)

1. The castle was built in the Middle Ages. 1p.
2. I last saw him on his birthday. 1p.
3. We're going on holiday next month. 1p.
4. We often go skiing in spring because the days are longer. 1p.
5. I should be finished with my report in about half an hour. 1p.
6. The boys left home at the age of 16. 1p.
7. The manager has an appointment with a new client at 5 p.m. 1p.
8. I couldn't find that small village on any map. 1p.

8p.

5. Read the text below. For each question, choose the correct answer. (6 points)

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet (1) C. The coconuts often fall into the sea and float on the water until they (2) A another beach, where more trees then begin to grow.

9C

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides (3) ^{B 1p.}
 . However, this amazing tree has hundreds of (4) ^{A 1p.} and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a (5) ^{C 1p.} in your cupboards, you will find coconut oil in products as (6) ^{D 1p.} as medicine and desserts. (6p.)

- | | | | | | | | | |
|---|--------------|-------------|--------------|-----------|--------------|---------|--------------|-----------|
| 1 | A | temperature | B | condition | C | climate | D | weather |
| 2 | A | reach | B | go | C | travel | D | arrive |
| 3 | A | cloud | B | shade | C | dark | D | cold |
| 4 | A | uses | B | jobs | C | roles | D | things |
| 5 | A | scene | B | sight | C | look | D | view |
| 6 | A | opposite | B | separate | C | strange | D | different |

(6p.)

6p.

6. Write a short story using these 10 words: (15 points)

boat, ocean, black, moustache, north, prize, wings, play, find, girl

This story is about a little girl with long black hair. Her name was Adele. She lived at the north of Sweden. One day she went on a trip with her older sister Theresa. They walked to one of the sandy beaches near their village. That day the ocean was calm and the sky was clear. Sisters were watching marine animals. Little birds with grey feathers and beautiful wings were playing with sunbathing sealions. They were having so much fun. However after a while Theresa found something in sand. Something very old and fragile. A men with a moustache was looking at them from the photograph. He was smiling and standing on a big boat, more over he was waving at the photographer. For the girls ~~was~~ was like a treasure, it was a prize.

* the photo

(15p.)

42p.

1. You will see and listen to a video. Before that, read the following questions. You will see and hear the video twice. (5 points)

<https://www.youtube.com/watch?v=ak5HEPpubhk>

1. What type of video is that?

- a) a documentary b) an advert c) a fiction d) a historical fiction 1

2. Why is Nicholas the Sweep banished from the town?

- a) he stole an orange b) he injured someone with an orange c) he picked up an orange from the ground d) he destroyed an orange on a fruit stall 0

3. Why doesn't Nicholas want to take the oranges from Mrs. Sainsbury at first?

- a) he doesn't have money to pay for them b) he doesn't like oranges c) he is too shy d) he doesn't trust her 1

4. How do we know that Nicholas is kind-hearted and fair?

- a) he helps Mrs. Sainsbury with no claim for salary
b) he donates all the oranges he got to old and ill people
c) he goes back to his old workplace, apologizes to his boss and continues working for him
 d) he goes back to his old workplace and places an orange in the stock of each child, but placing a lump of coal in the sock of his boss 1

5. What character does Nicholas represent?

- a) Baby Jesus b) Santa Claus c) Grandfather Frost d) one of the Three Kings 0

37.

1. What is prince Louis doing in the photos?

He is most likely playing a ball game on the beach. 0

2. How long has prince Louis been attending nursery?

He has been attending nursery for a year. 1

3. Who is he the first in line to the throne?

The first in line is the Prince of Wales, Charles. 1

4. Who usually takes photos of the royal children to mark their birthdays?

The Duchess of Cambridge, Catherine, usually takes these photos. 1

3. Choose the correct alternative in each sentence. (6 points)

1. Jim was breaking / broke his leg while he was playing golf. 1
2. She was surfing / surfed when the shark attacked her. 1
3. While I had / was taking a shower, my cell phone rang. 1
4. Anna was calling / called Judy while she was reading a newspaper. 1
5. Someone was taking / took Peter's bag while she was reading a newspaper. 1
6. Maria was walking home when a burglar was stealing / stole her purse. 1

4. Complete the sentences with one of the prepositions: AT – IN – ON (8 points)

1. The castle was built in the Middle Ages.
2. I last saw him on his birthday.
3. We're going on holiday next month.
4. We often go skiing in spring because the days are longer.
5. I should be finished with my report in about half an hour.
6. The boys left home at the age of 16.
7. The manager has an appointment with a new client at 5 p.m.
8. I couldn't find that small village on any map. 8p.

5. Read the text below. For each question, choose the correct answer. (6 points)

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet (1)C..... . The coconuts often fall into the sea and float on the water until they (2)A..... another beach, where more trees then begin to grow.

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides (3) B.....
 However, this amazing tree has hundreds of (4) A..... and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a (5) C..... in your cupboards, you will find coconut oil in products as (6) D..... as medicine and desserts.

- | | | | | | | | | | |
|---|---|-------------|---|-----------|---|---------|---|-----------|-----|
| 1 | A | temperature | B | condition | C | climate | D | weather | 69. |
| 2 | A | reach | B | go | C | travel | D | arrive | |
| 3 | A | cloud | B | shade | C | dark | D | cold | |
| 4 | A | uses | B | jobs | C | roles | D | things | |
| 5 | A | scene | B | sight | C | look | D | view | |
| 6 | A | opposite | B | separate | C | strange | D | different | |

6. Write a short story using these 10 words: (15 points)

boat, ocean, black, moustache, north, prize, wings, play, find, girl

One day, a young girl visited the northern coast of Spain. While she was playing with sand, a strange man appeared from the shore. He had a small wooden boat, and wore a black moustache. He claimed he travelled across the entire Atlantic ocean in search of the most beautiful seashell. He announced a search competition. The person with the most beautiful seashell would receive a great prize, a parrot. Its body was red, it had beautiful blue wings and could imitate a human being. The competition ended in an hour. After seeing all the seashells, he announced the girl as the winner, as she was able to find a shell of a crab who was extinct for 200 years. She named the parrot Patrick.

159.

Anotace

Jméno a příjmení:	Bc. Lucie Pětvaldská
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2024

Název práce:	Výhody a nevýhody bilingvního vzdělávání
Název práce v angličtině:	Advantages and disadvantages of bilingual education
Anotace práce:	Diplomová práce zkoumá rozdíly mezi dvěma metodami výuky anglického jazyka na Základní škole Generála Zdeňka Škarvady v Ostravě-Porubě. Škola se specializuje na rozšířenou výuku cizích jazyků, a navíc poskytuje bilingvní výuku. Úvod práce definuje termín "bilingvní" ve vzdělávacím kontextu, popisuje realizaci bilingvního vzdělání a jeho modely. Analyzuje obecnou charakteristiku dané školy a porovnává učební plány bilingvních a jazykových tříd. Praktická část využívá čtyři nástroje pro objektivní srovnání: dotazník pro žáky ohledně přípravy do hodin, průzkum budoucího působení žáků na středních školách (výběr a úspěšnost u přijímacích zkoušek), kvalitativní rozhovory s žáky a srovnávací test anglických dovedností.
Klíčová slova:	Bilingvní výuka, rozšířená výuka cizích jazyků, základní škola, anglický jazyk, vzdělávání
Anotace práce v angličtině	The thesis compares two English teaching methods at General Zdenek Skarvada

	<p>Primary School in Ostrava-Poruba. The school focuses on extended language teaching and bilingual education. The thesis clarifies the term "bilingual" in education, explains its implementation and models. The work also examines the Skarvada school's characteristics and compares bilingual and language class curriculums. The practical part employs four tools: a student questionnaire on lesson preparation time, a survey on future studies, qualitative interviews with pupils, and a comparative test assessing English language skills.</p>
Klíčová slova v angličtině:	Bilingual education, extended teaching of foreign languages, primary and lower secondary school, English language
Přílohy vázané v práci:	Dotazník, tabulky, seznam otázek k rozhovoru, hodnotící listy, srovnávací test
Rozsah práce:	67 stran + 37 stran příloh
Jazyk práce:	anglický