

APPENDICES

Appendix 1: Observation sheet (template)

OBSERVATION SHEET – Use of Czech in English classes

Date:

School:

Class:

Teacher:

Learners' age:

Learners' level:

Timing	Activity/ Phase of the lesson	Interaction pattern	Use of Czech (W, S, T)*	Reason of the use of Czech – my explanation	Teacher's explanation	ESL method /approach

*W stands for "words"; S stands for "sentence(s)" – up to three sentences, T stands for "text" – > more than three sentences

Appendix 2: Examples of completed observation sheets (6th and 7th grades)

6th graders - Project Explore 1

OBSERVATION SHEET – Use of Czech in English classes

Date: 3/10 School: ZŠ Pod Žvahovem Class: 6. B Teacher: [redacted] Learners' age: 11-12 Learners' level: A2 Assistant
8⁰⁰-8⁴⁵ (9x) SENDs S₅

Timing	Activity/ Phase of the lesson	Interaction pattern	Use of Czech (W, S, T)*	Reason of the use of Czech – my explanation	Teacher's explanation	ESL method /approach
8 ⁰⁰ -8 ⁰¹	Lesson opening	T-Ss	—	—	—	
8 ⁰² -8 ¹⁰	Test - instructions + writing	S	—	—	—	
8 ¹¹ -8 ¹²	Instructions - vocabulary	T-Ss	S - 'check in your mind to understand'	Ss did not understand before	✓	
8 ¹³ -8 ²⁰	Vocabulary practice	T-Ss	W - 'člověk' W - 'střevníkatelnost'	to make sure that everyone understands to make sure that everyone understands	✓	No electricity that lesson
8 ²¹ -8 ²⁵	Game - run, read, explain to your team	Ss-Ss (6w)	S - 'Subject je stáří přehled'	to clarify the meaning	✓	
8 ²⁶	Story with the words	Ss-Ss	W - 'krátkých příběhů' S - 'něco v minulosti se stalo' S - 'budete pokračovat i jindy slova' S - 'rozpoznejte, že je do v minulosti' S - 'Nepočkejte se Vám spolupracovat'	to clarify the instructions to clarify the instructions to clarify the instructions to clarify the instructions to make them understand it so that they can improve their cooperation	✓ ✓ ✓ ✓ ✓	
	Feedback				✓	

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CZ used 9x: W = 3x 1x instructions 2x vocabulary meaning S = 7x 1x vocabulary meaning 1x feedback 4x instruction

weaker group Project 2

OBSERVATION SHEET – Use of Czech in English classes

Date: 24/10 School: ZŠ Londýnská Class: 7th grade Teacher: [redacted] Learners' age: 12-13 Learners' level: A2+ 18x

Timing	Activity/ Phase of the lesson	Interaction pattern	Use of Czech (W, S, T)*	Reason of the use of Czech – my explanation	Teacher's explanation	ESL method /approach
0-1	Introduction	F-S	—	—	—	
2-	Vocab revision - ping pong		S - instructions S - instructions W - translation W - translation W - translation	to test their knowledge -11- -11-	✓ ✓ ✓	features of 6TH
	Miming game to revise vocabulary		S - correction T - instructions + discipline T - discipline issues W - translation W - translation W - translation	to make it clear s to make them quiet to test their knowledge to test their knowledge to test their knowledge	✓ ✓ ✓	
	Ss practice in their workbooks	I	S - correct errors T - discipline issues S - correct errors S - discipline issues S - error correction S - instructions T - gr. explanation/correction	to make it clear to make them stop speaking to make it clear to make it clear to make it clear quickly to make it clear to make it clear	✓ ✓ ✓	while monitoring to make it clear

*W stands for "words"; S stands for "sentence(s)" – up to three sentences, T stands for "text" –> more than three sentences

Lesson closure
↳ revise the adverbs by translating
W - tr W - tr W - tr
W - tr W - tr
W - tr W - tr

Appendix 3: Examples of completed observation sheets (8th and 9th grades)

PRACTICE PEEP

OBSERVATION SHEET – Use of Czech in English classes
 Date: 14/11 8⁵⁵-9⁴⁰ School: FZŠ Mezi Školami Class: 8.A Teacher: [redacted] Learners' age: 13-14 Learners' level:

Timing	Activity/ Phase of the lesson	Interaction pattern	Use of Czech (W, S, T)*	Reason of the use of Czech – my explanation	Teacher's explanation	ESL method /approach
8 ⁵⁵ - 8 ⁵⁷	Lesson opening	T-Ss				
9 ⁰⁰ - 9 ⁰²	Running dictation activity	T-Ss				
9 ⁰³ - 9 ²⁰	Practice prepositions	Ss-Ss T-Ss T-S	W, W - translation of English's prepositions W - error correction	to know the Czech equivalent to know the Czech word	✓	GT7
9 ²¹ - 9 ⁴⁰	Name of things	S-S (PW)	S-organization	to save time	✓	GT7 GT7

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 T let the Ss translate (but does not translate herself)

Project 5

OBSERVATION SHEET – Use of Czech in English classes
 Date: 31/10 8⁰⁰-8⁴⁵ School: ZŠ Vodňanova Class: 9.B Teacher: [redacted] Learners' age: 14-15 Learners' level: B1+

Timing	Activity/ Phase of the lesson	Interaction pattern	Use of Czech (W, S, T)*	Reason of the use of Czech – my explanation	Teacher's explanation	ESL method /approach
8 ²⁰ - 8 ⁰²	Greeting	T-Ss	T	habit	✓	GT7
8 ⁰³ - 8 ¹⁰	HW checking - WB	T-Ss	—	—	—	
8 ¹¹ - 8 ¹⁷	WB	T-Ss	—	—	—	
8 ¹⁸ - 8 ²⁶	SB - listening	T-Ss	—	—	—	
8 ²⁷ - 8 ³²	SB - future tenses	T-Ss	S - gram. expl.	to make it clear	✓	GT7
8 ³³ - 8 ³⁶	SB - listening	T-Ss	—	—	—	
8 ³⁷ - 8 ⁴⁴	Speaking - talking about ambitions	S-S	—	—	—	
8 ⁴⁴ - 8 ⁴⁵	T checks -	T-S, T-Ss	—	—	—	

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Appendix 4: Questionnaire for English teachers

The original questionnaire was devised in Google Forms and sent to the observed teachers. The questions were rewritten in the chart below.

Questionnaire for English teachers: Use of Czech in English classes

General questions:

- Are you a woman or a man?
- How old are you?
- What is your nationality?
- How long have you been teaching English?
- What is your specialisation?
- Where do you teach?

In the following section you will find 15 statements. I would like you to briefly comment on each of them.

- 1) I believe that only English should be spoken in English lessons.
- 2) I believe that the use of Czech in English lessons hinders learning.
- 3) I use English for lesson openings.
- 4) I state the lesson aims in English.
- 5) I give the instructions in English.
- 6) I check the learners' understanding of the instructions in English.
- 7) I provide feedback in English.
- 8) I correct errors or mistakes in English.
- 9) I use English for testing (either oral or written).
- 10) I present new grammar only in English.
- 11) I use only English for grammar practice.
- 12) I present new vocabulary only in English.
- 13) I use only English for vocabulary practice.
- 14) I use only English in activities developing the learners' skills (reading, writing, listening, speaking)
- 15) I use only English for extra commentary unrelated to the subject matter (behavioural problems, organisation...)
- 16) Other comments: