# Univerzita Karlova v Praze

## Filozofická fakulta

# Ústav anglického jazyka a didaktiky

Filologie – Didaktika konkrétního jazyka (anglický jazyk)

## Irina Minakova

# Autonomní učení anglickému jazyku v kontextu české střední odborné školy

# Learner Autonomy in English Classes at a Czech Secondary Technical School

**Přílohy k disertační práci**

Vedoucí práce - PhDr. Zuzana Jettmarová, M.Sc., Ph.D.

2016

# Contents

## Appendix 1: Informed Consent

VYŠŠÍ ODBORNÁ ŠKOLA
A STŘEDNÍ PRŮMYSLOVÁ ŠKOLA DOPRAVNÍ
MASNÁ 18, 110 00  PRAHA  1

### Informovaný souhlas

#### s účasti na výzkumném projektu

#### prováděným s cílem zvýšení efektivity výuky anglického jazyka na škole

**Téma výzkumného projektu:** Autonomie žáka ve výuce anglickému jazyku u středoškolského studenta.

**Období a místo realizace:** 2010-2014, VOŠ a SPŠD Masná, Praha 1.

**Řešitelka projektu:** Mgr. I. Minaková, vyučující AJ, SPŠD Masná a studentka doktorského studia Filozofické Fakulty Univerzity Karlovy v Praze.

Vážení žáci a Vážení rodiče,

obracím se na Vás se žádostí o spolupráci na výzkumném projektu, jehož cílem je zvýšení efektivity výuky AJ na naší škole a rozšíření učebních strategii napomáhajících studentům ke zlepšení osvojování anglického jazyka. V rámci výzkumu budou pořizovány audio a video nahrávky některých hodin a rozhovorů, proběhne i dotazníkové šetření, které prokáže názory a postoje studentů týkající se výuky anglického jazyka. Účast na projektu proběhne zcela dobrovolně a v plné anonymitě.

Pokud s účastí na projektu souhlasíte, připojte podpis, kterým vyslovujete souhlas s níže uvedeným prohlášením. Je možné poslat svůj souhlas buď emailovou formou (stručnou odpovědí na tento email) nebo zaslat níže uvedené prohlášení poštou na adresu Bobkova 714/3,19800.

#### Prohlášení

Prohlašuji, že souhlasím s účastí na výše uvedeném projektu. Řešitelka projektu mne informovala o podstatě výzkumu a seznámila mne s cíli a postupy, které budou při výzkumu používány. Souhlasím s tím, že všechny získané údaje budou použity jen pro účely výzkumu. Měl/a jsem možnost vše si řádně, v klidu a v dostatečně poskytnutém čase zvážit, měl/a jsem možnost se řešitelky zeptat na vše, co jsem považoval/a za pro mne podstatné a potřebné vědět. Na tyto mé dotazy jsem dostala jasnou a srozumitelnou odpověď. Jsem informován/a , že mám možnost kdykoliv od spolupráce na projektu odstoupit, a to i bez udání důvodu.

Jméno, příjmení a podpis řešitelky projektu: Mgr. Irina Minakova

Jméno, příjmení a podpis účastníka v projektu (zákonného zástupce): _____

_____ V_____ dne:_____

Ing. Josef I n e m a n
ředitel školy

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## Appendix 2: CEFR descriptors for proficiency levels A1, A2 and B1

## The Common European Framework of Reference

This version was retrieved 30.12.2014 from:

http://www.coe.int/T/E/Cultural_Cooperation/education/Languages/Language_Policy/Common_Framework_of_Reference/1cadre.asp#TopOfPage

|  | **A1** | **A2** | **B1** |
|---|---|---|---|
| **Listening** | I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I 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). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I 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. |
| **Reading** | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters. |
| **Spoken Interaction** | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. |
| **Spoken Production** | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. |
| **Writing** | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. |

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| Year | Author | Theme | Type of publication | Instrument | Method | Educational level | Country |
|------|--------|-------|---------------------|------------|--------|-------------------|---------|
| 2013 | Banegas D.L. | Teachers developing language-driven CLIL | PhD Thesis | Collaborative action research | Qualitative | Secondary | Argentina |
| 2013 | Benetou E. | Personalizing the learning of young learners | PhD Thesis | Action research | QL | Primary | Greece |
| 2013 | Dixon D. | Measuring language learner autonomy… | PhD Thesis | Questionnaire | QN | Tertiary | China, UK, Taiwan |
| 2013 | Oguz, Aytunga | Developing a scale for learner autonomy support… | Educational Sciences: Theory & Practice. Autumn 2013, Vol 13 Issue 4, p2187-2194 | Questionnaire | QN, Factor analysis | Primary, Secondary | China |
| 2013 | Wenying Jiang | Measurements of development in L2 written production | Applied linguistics, Feb., Vol. 34, issue1, e-journal | A T-unit index | QN | Tertiary | China |
| 2012 | Iman Shamsini | Learners' engagement with internet materials with EFL learners | PhD Thesis | Action research | QL | Tertiary | Syria |
| 2011 | Yi-Chu Wei, Sherri | Understanding students' learner autonomy | PhD Thesis | Action research | QL | Tertiary | China |
| 2010 | Townsend A.J. | Educational action research networks… | PhD Thesis | Case studies, Action research | QL | Contribution to the theory of AR | UK |
| 2009 | Simon Borg | English language teachers' conceptions of research about practitioner research including AR | Applied linguistics 30/3, 355-388, e-journal | Multi-method strategy | Mixed-method | Contribution to the theory of AR | UK |

**Appendix 3: Overview of recent PhD dissertations and reviewed journals**

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## Appendix 4: Recent papers on the linkage between LA, PBLL and metacognition

| | |
|---|---|
| **Author(s) & citation** | Dooly, M., & Masats, D. (2010). Closing the loop between theory and praxis: new models in EFL teaching. *ELT journal*, ccq017. |
| **Cultural and educational context** | Spain, Universitat Autonoma de Barcelona, the faculty of Education, pre-service teachers' course, the language methodology module of the Masters' degree in Secondary Education. |
| **Focus of the study** | Project-based language learning. Relationships between language, content, pedagogy, technologies, media education. |
| **Type of research or the article** | *The report* on a Project-based teaching unit designed for secondary foreign language teacher training. |
| **Data collection** | Students' discussions via forum, video record, relevant transcripts. |
| **Methods** | Participant observation, case study |

| | |
|---|---|
| **Author(s) & citation** | Cubukcu, F. (2009). Learner autonomy, self regulation and metacognition.*International Electronic Journal of Elementary Education*, *2*(1), 53-64. |
| **Cultural and educational context** | Dokuz Eylul University, Turkey. Participants  - junior trainee teachers |
| **Focus of the study** | Self-regulation, metacognition, autonomy (their use and correlation) |
| **Type of research or the article** | A report on the empirical study conducted in the Teacher Training department |
| **Data collection** | Written texts based on the transcribed verbatim intervies |
| **Methods** | Semi-structured interviews. Creswell's strategy was used for the coding process |

Appendix 4: Recent papers on the linkage between LA, PBLL and metacognition (continued)

| | |
|---|---|
| **Author(s) & citation** | McCarthy, T. (2010). Integrating Project-based learning into a traditional skills-based curriculum to foster learner autonomy: An action research. *The Journal of Kanda University of International Studies*, *22*, 221-244. |
| **Cultural and educational context** | EFL in a Japanese university. The students background is six years compulsory EFL classes in Japanese high schools |
| **Focus of the study** | To investigate if integrating a PBL approach into main curriculum could foster LA and whether promoting LA within PBL approach has a potential to change a passive learner into an active one. |
| **Type of research or the article** | A report on a teacher-initiated classroom research project (action research) to facilitate a discussion on learners' attitude change |
| **Data collection** | Pre- and post-PBL questionnaires, semi-structured interviews, teaching journal (participant observation) with the focus on three emergent themes: learners' perception of LLS, their self-efficacy, and their view of the changing role of the teacher. |
| **Methods** | Qualitative and quantitative research methods were employed |

| | |
|---|---|
| **Author(s) & citation** | Kristmanson, P., Lafargue, C., & Culligan, K. (2013). Experiences with Autonomy: Learners' Voices on Language Learning. *Canadian Modern Language Review/La Revue canadienne des langues vivantes*, *69*(4), 462-486. |
| **Cultural and educational context** | Urban high school students (Grade 12) and English, Spanish and French teachers engaged to improve their practices |
| **Focus of the study** | Linkage between using language portfolio and *learner autonomy* in ESL and EFL classes |
| **Type of research or the article** | An interpretative qualitative study within a larger action-research project (a three year project exploring CEFR and ELP) |
| **Data collection** | Students' artefacts, focus group interviews related to learners perceptions of experiences with ELP |
| **Methods** | Two focus groups, semi-structured interviews (transcribed) and analysed with employing mnemonic techniques (Warren & Karner, 2005) |

| LA aspects | Metacognitive aspects | Process-oriented activities (in-class or out of class) | Final products (to be presented) | Strengths | Limitations |
|---|---|---|---|---|---|
| • Ethical principles (mutual respect, trust, togetherness, shared responsibilities) | • Goal setting (language, non-language) | • Driving question dialogue | • Reports (on findings) | • Authenticity | • Institutional regulations |
| • Language awareness | • Planning (sequence of tasks, staging, timing, setting deadlines) | • Taking notes | • Posters | • Autonomy | • Time consuming |
| • Learning awareness | • Monitoring (effort, TL use, engagement attitudes, preferences) | • Interviews | • Video | • Diversity | • Initial learners resistance |
| • Reflectivity (teacher's and learners' diaries, in-class discussions) | • Reflections (mutual | • Surveys | • Power point presentation | • Integrity | • Meeting deadlines |
| • Self-regulation (preferences, styles, actions) | T/S feedback, discussions) | • Questionnaires | • Booklets | • Life-long skills | • Keeping track |
| • Choice and decision making | • Self-evaluation | • Library search | • Magazines | • Multi-skills | |
| • Learner empowerment | • Evaluation | • Internet search | • Newspaper | • Experimentation | |
| • Role taking | • Strategic thinking | • Rehearsals | • Portfolios | • Investigation | |
| • Role reversing | • Critical thinking | • E-mail correspondence | • Articles | • Exploration | |
| • Evaluation and self-evaluation | | • Field trips | • Stories | • Flexibility | |
| • Collaboration | | • Theatrical performance | • Theatrical performance | • Interaction | |
| • Enquiry | | • Event preparation | • Quizzes | • Collaboration | |
| • Knowledge construction | | • Academic writing | • Photo albums with comments | • Communication | |
| • Responsibility sharing | | • Creative writing | • Conferences | • Enthusiastic participation | |
| | | • Small group discussions | • Clubs | | |
| | | • Test and quiz writing | | | |

**Appendix 5: Summary of common features of PBLL and LA**

## Appendix 6: Preliminary research maps

## Attachment A:
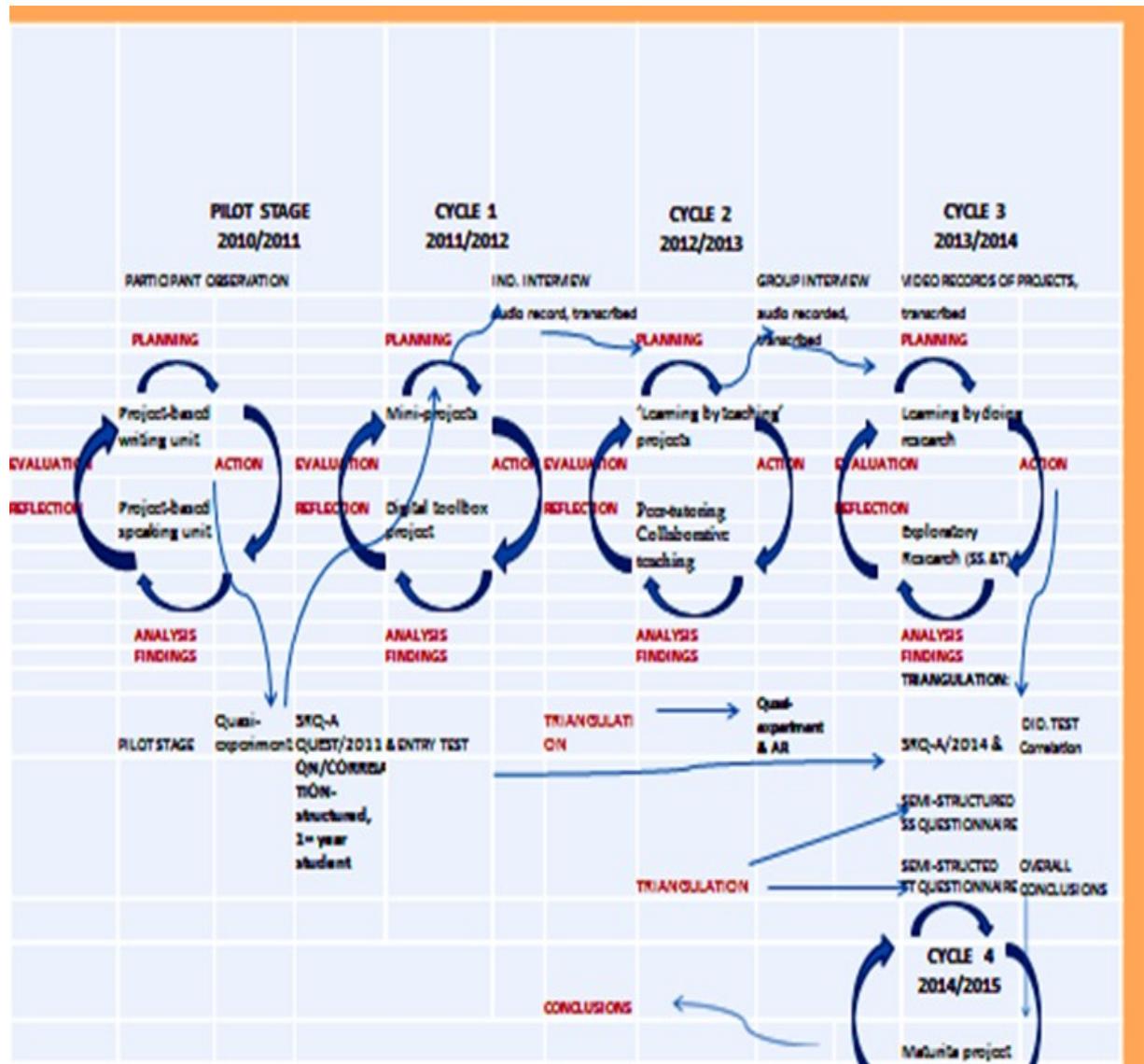


**Note:** The *action research* plan shows major principles of investigation based on the spiral movement of the cycles which contain four research phases: (1) planning; (2) action; (3) analysis and findings, and (4) reflection and evaluation. It also indicates the context of the treatment (the PBU implementation) inside the 'cycles' and other methods employed.

Appendix 6: Preliminary research maps (continued)

**Attachment B:**

| 2010 – 2011<br><br>PILOT study<br><br>(project-based learning) | 2011 – 2012<br><br>CYCLE 1 | 2012 – 2013<br><br>CYCLE 2 | 2013 - 2014<br><br>CYCLE 3 | 2014 – 2015<br><br>CYCLE 4:<br><br>**PBU4: Get ready for Maturita** |
|---|---|---|---|---|
| QL Group A, PBU, (DL3-4) N=11-15 | **Pre-treatment stage** SRQ- A, 2011, AET, 2011, QN: Correlation test 1 | **TREATMENT STAGE** | | **Post-treatment stage** SRQ-A, 2014, MDT, 2014, GDT, 2015 **Maturita DT Correlation test 2** |
| | **Main study:** PBU 1: 'Digital English Toolbox' (School Intranet ) | **PBU 2: 'Learning by teaching'** **Treatment group DL&DPE** | **PBU 3: 'Learning by doing research'** **Treatment group: DL&DPE** | **Non-parametric tests:** **Kruskal-Wallis, Wilcoxon tests** |
| **Complementary study 1** | | TRIANGULATION ➡ | | **Ss questionnaire Ts questionnaire** |
| Group B, (DP3) PBU, N=12 ➡ | Group B (DP4) PBU, N= 12 | | | **QUASI –EXPERIMENT POST-TREATMENT STAGE** **Treatment group (TG) & Control (CG):** TG: SRQ-A 2011 vs 2014 TG: Academic tests (2011, 2014, 2015) CG: SRQ-A 2011 vs 2014 CG: Academic tests (2011, 2014, 2015)  TG & CG: creating 2 groups (2011, 2014) TG vs CG: SRQ-A 2014 TG vs CG: Academic tests (2014,2015) TG vs CG: National graduation examination scores (didactic test), 2015 |
| QL | **Individual interviews, N=6** | **Complementary study 2:** | | |
| | Group C (DS3) PBU, N=15 ➡ | Group C (DS4) PBU, N=15 | | |
| | | **Focus group interview, N=7** | | |

**Note:** Attachment B presents the most elaborated version of the research design. It includes two research genres (action research and quasi-experiment) and both primary and complimentary research instruments. It also highlights triangulation phases and indicates QL and QN strands.

**Appendix 7: The Framework of Project-Based Units**

| Planning stage | Implementation stage | Evaluation stage, assessment |
|---|---|---|
| Dates:-------------- ---------------------- --------------------- | Dates:--------------- ---------------------- --------------------- | Dates: --------------- ---------------------- ---------------------- |
| **WHO:** Individual Pair work Group work | **Preliminary in-class work:** Bringing materials Pair and group discussions Creating final products | **Immediate reflections:** Learner diaries Peer-dialogues Group discussions |
| **WHAT and WHAT FOR:** Goal Topic Final product (genre): HOW: Steps 1 2 3 | **Language work:** Integrated skills Reflections, discussions Rehearsals & advisory | **Self-Evaluation:** Comments Filling in handouts |
| **Extra points:** | **Out-of-class work:** Sources search Reading, writing, listening, Watching Making notes Making vocabulary lists | **Peer-assessment :** Assessment mindmaps and handouts |
| | FINAL PRODUCT PRESENTATIONS Dates: | **Post-project discussion** |

**Attachment A: Project framework (all stages)**

## Planning stage

**Dates**
-------------------------------
-------------------------------

**Who:**
**Individual** --------------------
**Pair work** --------------------
**Group work** -------------------

**What and what for:**
**Goal 1 (content)** -------------
**Goal 2 (language)** ------------

**Topic** -----------------------
**Final product** ------------
-------------------------------

**Steps:**
1) --------------------------
2) --------------------------
3) --------------------------

**Extra points:**
1) --------------------------
2) --------------------------

3) --------------------------

Project: ----------------------------------------------
Name:  ----------------------------------------------
Class:  ----------------------------------------------
How long do you think the project will take?
What are you going/planning to do?
Week 1: ----------------------------------------------
-------------------------------------------------------
-------------------------------------------------------
Week ...: ----------------------------------------------
-------------------------------------------------------
-------------------------------------------------------
In which format have you decided to work? Why?
-------------------------------------------------------
-------------------------------------------------------
-------------------------------------------------------
What do you want to find out (explore) in this project?
-------------------------------------------------------
-------------------------------------------------------
What language skills would you like to improve in this project? How?
-------------------------------------------------------
What is the topic of your project?
-------------------------------------------------------
Please decide what you will create during the project?
Options: an article, a speech, a letter, a picture, a poster or.........?
-------------------------------------------------------
How are you going to start your project? Think about 3 first steps:
   1) ----------------------------------------------
   2) ----------------------------------------------
   3) ----------------------------------------------

What part of the project are we in? Where are we?
What choices and decisions did you make to get where you are?
Where do we want to go?

**Attachment B: The project framework for the planning stage**

**Appendix 8: Action research: Table of cycles No. 1 (intervention aspects)**

## ACTION RESEARCH 2011 – 2015       TABLE OF CYCLES

### The investigation on the efficacy of the project-based units incorporated in the secondary EFL curriculum

**PILOT STAGE**                                    2010/2011

**PBU 1** - Writing Unit (learning to write an article)
**PBU 2** - Speech Unit (in-class presentation)

CHANGES: need for the project framework and materials

**CYCLE 1**                                    2011/2012

Series of mini-projects: Creating learning materials

(ENGLISH DIGITAL TOOLBOX  - school intranet)

Learners' quizzes, handouts, articles, Powerpoint presentations, self-made tests (grammar&vocabulary)

CHANGES: practice of teaching each other

**CYCLE 2**                                    2012/2013

PBU1   LEARNING by TEACHING

Language and Content – driven (Collaboration)

CHANGES:     doing research together

**CYCLE 3**                                    2013/2014

PBU 1  Research projects

(research questions, instruments, analysis, findings, presentations)

CHANGES: creating collaborative MATURITA potfolio

**CYCLE 4**                                    2014/2015

PBU1, 2: Graduation exam project:

Collective maturita portfolio (language and content-driven
Integrated-language skills

**Appendix 9: Action research: Table of cycles No. 2 (overall research agenda)**

**Action research Pilot study 2010-2011**

- Project-based unit (Aviation project) aimed at exploring the efficacy of learner autonomy-oriented project-based units. The framework designed for PBUs was also based on metacognitive principles: goal setting-planning--monitoring- reflection- assessment.
- Learning strategies examined: peer and group discussions/ sharing vocabulary/searching resources/creating learning materials/drafting/peer-editing and peer-reviewing/writing an article/ presenting an article/ self and peer assessment/ group discussions/ reflective comments
- DATA: T´s diary, Ss´portfolios and reflections

**Action research Cycle 1 2011-2012**

- Project-based units (Digital English Toolbox, Intranet) aimed at exploring learner autonomy through creating learner materials by students. PBUs are also focused on their communicative skills development.
- Learning strategies examined: peer and group work/ sharing vocabulary/searching resources/ creating learning materials/drafting/peer-editing and peer-reviewing/self and peer assessment/ group discussions/ reflective comments
- DATA: T´s diary, Ss´portfolios and reflections
- Triangulation

**Action research Cycle 2 2012-2013**

- Project-based units -"Learning by teaching".
- Learning strategies examined: learning through peer tutoring: (1) teaching a peer; (2) a group of peers, and (3) the whole class/ rehearsals/
- DATA: T´s diary, SS´artefacts and reflections
- Triangulation

**Action research Cycle 3 2013-2014**

- Research-based PBUs : 'Learning by doing research' aimed to examine integrated skill development. The stages involved exploring the following strategies: setting goals/developing research questions/planning/work with data/ data collection, analysis, findings, reports/presentations and assessment
- DATA.: T´s diary, SS´artefacts and reflections
- Triangulation

**Action research Cycle 4 2014-2015**

- Integrated PBUs 'Getting ready for maturita' aimed to explore the efficacy of autonomy-based learning strategies: collaborative learning, sharing materials, peer-tutoring, rehearsals, presenting end-products, self-, peer- and overall assessment
- DATA.: T´s diary, SS´artefacts and reflections
- Triangulation

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**Appendix 10: Pilot stage**

**Attachment A: The introductory handout**

**AVIATION   PROJECT\***
**(Preparation for the school-leaving examination)**

This handout will help you to follow the stages of the project devoted to aviation. Within this project you are supposed to work out a presentation on the chosen theme. The final product of the project will include giving your speech in front of the class with the PowerPoint slides on the screen as supportive material (visual aid).

In order to do so you will have to read some technical articles both in Czech and English, search for the useful material on the Internet, take pictures, make notes, write your speech in the form of the article first, and then learn it and deliver. Please, don't copy materials from the Internet, try to paraphrase them instead (use either your own words or quotation marks with the source reference). Keep all notes on sources and references you are going to use in the project on a separate sheet of paper.
Here are some preliminary steps to take:

**Choose the theme of your presentation and make up a title of you project in English. Write down the title of the project on the cover page of your project along with your full name and class. Don't forget to keep all project-related materials in the portfolio including notes, drafts, web and book sources and references, pictures so on.**

Now you are ready to start.
Here are your tasks and deadlines. Remember, we are all in the same boat, which means late homework assignments will badly affect the overall project.

|  | START | FINISH and BRING |
|---|---|---|
| Vocabulary |  |  |
| Airport tour |  |  |
| Taking pictures |  |  |
| The outline of the speech |  |  |
| First draft |  |  |
| Peer-editing |  |  |
| Computer-based part. Work with moodle |  |  |
| Pictures database PowerPoint Moodle |  |  |
| Second draft of the speech nd rehearsal |  |  |
| The presentation day |  |  |

\*Similar introductory handouts were generated for all examined projects and the four-cycle action research.

Appendix 10: The pilot stage of the action research (continued)

## Attachment B: Qualitative findings of the pilot stage (student reflections)

### Excerpt A: Learner reflections:  Language-related emergent themes (positive)

**Martin (S1)**: *I think that aviation project was great, it was very helpful for me. I learned some new words. Then I learned some new phrases. I think it was very good for us to talk in englsh in our classes.*     VOCABULARY, SPEAKING, LANGUAGE AWARENESS

**Martin (S1)**: *I think, I am good at speaking and listening now.* SPEAKING, LISTENING, SELF-EFFICACY

**Honza (S2)**: *I got better, because I wanted to try learn more vocabulary and get better in pronunciation and fluency. I think our class got better very much both in terms of pronunciation and fluency.*     PRONUNCIATION, FLUENCY, VOCABULARY, SELF-EFFICACY

**Honza (S2)**: *[the project] meets my expectations...I'd like to be an air traffic dispetcher, who needs to know English very well.*     AMBITIONS, IDENTIFIED & INTRINSIC SELF-REGULATION

**Eliska (S3):** *My English is going better now.* PROJECT EFFICACY; IMPROVEMENT

**Eliska (S3):** *I like writing. For example, writing articles about Czech Republic, Prague and United Kingdom. I think I got better this year.* WRITING; MOTIVATION; IMPROVEMENT

**Pepa (S4):** *I got better because I know more words than before.* VOCABULARY; IMPROVEMENT

**Katka (S5):** *I learnt new vocabulary and using English tenses.*     VOCABULARY; GRAMMAR

**Katka (S5):** *I will try to become better and I hope one day I shall be able to talk with native British without shame. In the future I will be still working on my English.*     INTRINSIC MOTIVATION

**Katka (S5):** The project helps me with grammar, power-point presentations and with speaking. GRAMMAR; VOCABULARY; SPEAKING

**Katka (S5):** *I like the study plan for next month.* PLANNING (METACOGNITION)

**Katka (S5):** In the future, I want to find a part-time job, where I'll have to use English every day. Then I want to go to England for a long time. LONG-TERM PLANS; INTRINSIC MOTIVATION

**Katka (S6):** *My English is getting better when you came to us. It is obvious that you have a lot of experiences and knowledge and a lot of patience too.* LANGUAGE IMPROVEMENT

**Katka (S6):** *I am interested more in English and I enjoy it.* INTRINSIC MOTIVATION

**Katka (S6):** *At first my speaking in English was a big problem for me, but now I don't worry about it - I like it.* IMPROVEMENT IN SPEAKING; SELF-EFFICACY

**Katka (S6):** *If I meet a foreigner, who doesn't know a way, I'll help him because i just can speak.* SELF-EFFICACY; SPEAKING

**Katka (S6**): *I learnt new words, collocations, grammar. I speak Enlish better than before. My vocabulary is better too.*     LANGUAGE IMPROVEMENT; VOCAB; SPEAKING

Appendix 10: The pilot stage of the action research (continued)

**Pepa (S4):** *I want to be better than now (in English) but it is hard.* INTRINSIC MOTIVATION

**Pepa (S4):** *I'd like to improve the times (tenses) and to communicate in all situations.* MOTIVATION

**Michaela (S7):** *Lessons are very interesting (not boring).* MOTIVATION

**Michaela (S7):** *I have improved a lot.* LANGUAGE IMPROVEMENT

**Michal (S7):** *My conversation with people is better and my vocabulary is extended.* SPEAKING; VOCABULARY

**Michal (S7):** *In the next few years, I still need to improve my vocabulary to communicate in any situation.* PLANS, AMBITIONS; MOTIVATION

**Michal (S7):** *I think I can already write a letter, call a friend abroad or go to purchase.* SELF-EFFICACY

**Denisa (S9):** *Aviation project was very useful.* PROJECT EFFICACY

**Tomas (S10):** *I think my listening got better.* UNDERSTANDING ENGLISH

**Katka (S5):** *I feel that this year I really moved forward in English. My vocabulary got bigger, which is really important. I learnt how to use passive and conditionals and finally started with talking a little bit. I can see the improvement. I can write a letter or an email. I can speak with my English friend.* IMPROVEMENT; GRAMMAR; SPEAKING; WRITING

**Tomas (S10):** *Now I know that I have to do better work in english lessons…I've decided that I have to change my position [attitude] to studying English language.* ATTITUDE TOWARDS LEARNING ENGLISH; MOTIVATION

**Eva (S8):** *The Aviation project was good thing to do.* PROJECT EFFICACY (general)

**Negative reflections:**

**Honza (S2):** *I didn't like noise in classroom and a lot of homework.* NOISE

**Katka (S6):** *I missing listening and more grammar rules.* LISTENING; GRAMMAR

**Michaela (S7):** *Projects took too much time. More that it was necessary.* TIME

**Attachement B: Teacher's reflections and a summary (the pilot study)**

**Teacher's reflections**

**Excerpt A:**

**Sample 1:** *They also started their work on the logical structure of the article, collecting examples and other supporting evidence to argue and interpret their thesis. This session involved both in-class and homework activities to master drafting and paragraphing in particular.*

**Sample 2:** *With my help and guiding handouts designed for the use of peer-editing strategies, the students wrote their final drafts and got my feed-back in the form of advice and comments. We used the Moodle tool to saved the articles in orded to share students' end-products with all of the class participants. We also arranged an email address of the group to exchange final products.*

**Sample 3:** *We also had an in-class discussion to share suggestions on the further inquiry-based work during the second part of the project focused on speaking skills. Katka suggested that it would be useful to see some examples before writing. Everybody agreed with her. Perhaps, I should think about creating a collection of students' artefacts and use them a examples.*

**Sample 4:** *Most learners decided to write their speech.However, after a group discussion, some of them suggested writing notes or the outline on the card to use them during speech delivery. I supported this idea, of course.*

**Sample 5:** *The week of speech deliveries was also the time for self and peer-assessment. The learners and me designed the evaluation handout together. We discussed the criteria for self- and peer-evaluation. Most of them were really engaged in the discussion trying to explain the importance of the criteria.*

**Sample 6:** *All learners except one shared their ideas with great interest. Most of them reflected on the speech unit in English. Honza who was quite resistant during the project, admitted the fact that he failed to get rid of a language barrier.*

**The pilot study. Summary of Teacher's reflections (learner autonomy):**

| **Emergent theme:** Learner autonomy (choice and suggestion making, note-taking) | |
|---|---|
| **(1) Planning** | When some Ss had difficulty to make a decision, I suggested |
| | several options to choose from. It worked. |
| | HW suggested using pictures in the future articles. It was the first time when he was so proactive |
| **(2)Implementing and monitoring** | Development of the note-taking skills as a monitoring device |
| | Some learners noted that their suggestions were accepted |
| **(3) Evaluating** | Ss accepted there was more space for making their own choice |
| | in projects than in the text-book based classes |
| **Summary:** | |
| Positive outcomes: growth in terms of negotiating in the TL, appreciation of giving them freedom for their own choice. | |
| Challenges: several late assignments appeared. Perhaps we are moving too fast. Making choices takes different amount of time. | |

Appendix 10: Pilot stage

**Attachment C: Quantitative results of the pilot stage**

The results of the State Graduation Examination of the whole final-year students' stream (the Spring term, 2011):

| State Graduation Examination 2011, N=93 (%) | | | | |
|---|---|---|---|---|
| **CLASS** | **DT** | **WR** | **OR** | **TOTAL** |
| **DE4** | 86.06 | 73.14 | 76.29 | 78.49 |
| **DL4** | 83.69 | 81.49 | 68.95 | 78.04 |
| **DL4 (Minakova)** | **86.04** | **80.84** | **70.77** | **79.22** |
| **DMŽ4** | 70.77 | 76.16 | 64.32 | 70.42 |
| **DS4** | 81.35 | 89.24 | 67.64 | 79.41 |
| **DZ4** | 72.23 | 67.37 | 64.32 | 67.97 |
| **ES4** | 79.37 | 70.84 | 64.11 | 71.44 |
| **S4** | 78.36 | 56.82 | 59.21 | 64.80 |
| **Total** | **79.73** | **74.49** | **66.95** | **73.72** |

**Note:** DT – didactic test, WR – writing, OR – oral examination.

The second column of the table above demonstrates that the whole final-year stream passed the Graduation Didactic Test with the results between 71% and 86% on average (the mean of all classes' means was 79.73%). This indicates that the overall results in the didactic test were the highest compared with writing and the oral examination (see columns WR and OR).  The data reported here were taken from the spring protocols distributed to our school by CERMAT.

With regard to my students, DL4 (Minakova) placed in the third and highlighted row of the table, their scores were among the best in all parts of the Graduation Examination. This revealed that *learner autonomy* and *project-based units* implemented in my English classes favourably affected my students' academic achievement in English.

## Appendix 11: SRQ-A, 2011 & 2014. Overview of items and scores

| QA: Why do I do my homework for English classes/ project-based classes? | | Very true | Sort of true | Not very true | Not at all true |
|---|---|---|---|---|---|
| 1 | Because I want the teacher to think I'm a good student. | 4 | 3 | 2 | 1 |
| 2 | Because I'll get in trouble if I don't. | 4 | 3 | 2 | 1 |
| 3 | Because it's fun. | 4 | 3 | 2 | 1 |
| 4 | Because I will feel bad about myself if I don't do it. | 4 | 3 | 2 | 1 |
| 5 | Because I want to understand the subject. | 4 | 3 | 2 | 1 |
| 6 | Because that's what I'm supposed to do. | 4 | 3 | 2 | 1 |
| 7 | Because I enjoy doing my homework. | 4 | 3 | 2 | 1 |
| 8 | Because it's important to me to do my homework. | 4 | 3 | 2 | 1 |
| QB: Why do I work on my class work in English classes / project-based classes? | | | | | |
| 9 | So that the teacher won't yell at me/won't be angry with me. | 4 | 3 | 2 | 1 |
| 10 | Because I want the teacher to think I am a good student. | 4 | 3 | 2 | 1 |
| 11 | Because I want to learn new things. | 4 | 3 | 2 | 1 |
| 12 | Because I'll be ashamed of myself if I didn't get done. | 4 | 3 | 2 | 1 |
| 13 | Because it's fun. | 4 | 3 | 2 | 1 |
| 14 | Because that's the rule. | 4 | 3 | 2 | 1 |
| 15 | Because I enjoy doing my classwork in English classes. | 4 | 3 | 2 | 1 |
| 16 | Because it's important to me to work on my class work in English classes / in my project-based classes. | 4 | 3 | 2 | 1 |
| QC: Why do I try to answer hard questions in English classes / project-based classes? | | | | | |
| 17 | Because I want the other students to think I'm smart. | 4 | 3 | 2 | 1 |
| 18 | Because I feel ashamed of myself when I don't try. | 4 | 3 | 2 | 1 |
| 19 | Because I enjoy answering hard questions. | 4 | 3 | 2 | 1 |
| 20 | Because that's what I'm supposed to do. | 4 | 3 | 2 | 1 |
| 21 | To find out if I'm right or wrong. | 4 | 3 | 2 | 1 |
| 22 | Because it's fun to answer hard questions. | 4 | 3 | 2 | 1 |
| 23 | Because it's important to me to try to answer hard questions in English classes. | 4 | 3 | 2 | 1 |
| 24 | Because I want the teacher to say nice things about me. | 4 | 3 | 2 | 1 |
| QD: Why do I try to do well in English classes/ project-bassed classes? | | | | | |
| 25 | Because that's what I'm supposed to do. | 4 | 3 | 2 | 1 |
| 26 | So my English teacher will think I'm a good student. | 4 | 3 | 2 | 1 |
| 27 | Because I enjoy doing my in-class work well. | 4 | 3 | 2 | 1 |
| 28 | Because I will get in trouble if I don't do well. | 4 | 3 | 2 | 1 |
| 29 | Because I'll feel really bad about myself if I don't do well. | 4 | 3 | 2 | 1 |
| 30 | Because it's important to me to try to do well in English. | 4 | 3 | 2 | 1 |
| 31 | Because I will feel really proud of myself if I do well. | 4 | 3 | 2 | 1 |
| 32 | Because I might get a reward if I do well in English. | 4 | 3 | 2 | 1 |

Note: The questionnaire was adopted and slightly modified with the authors' permission (Deci and Ryan, 1991) from: http://www.psych.rochester.edu/SDT/measures/SRQ.text.php_4.9.2011

*SRQ-A : The Self-Regulation Questionnaire – Academic. The Likert-type scale was used for the questionnaire evaluation.

## Appendix 12: SRQ-A, 2011. Measurements used in the analysis

External SR items      □ (orange)                Identified SR items      □ (red)

Introjected SR items   □ (blue)                  Intrinsic SR items       □ (green)

| Item number | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 |
|---|---|---|---|---|---|---|---|---|
| Likert scale (4-1), means | 2.97 | 2.98 | 1.70 | 2.47 | 3.41 | 3.16 | 1.82 | 2.84 |
| Num. of 1 &2 | 31 | 41 | 131 | 72 | 13 | 23 | 118 | 35 |
| Num. of 3 &4 | 114 | 106 | 16 | 75 | 132 | 124 | 28 | 112 |
| Sum | 145 | 147 | 147 | 147 | 145 | 147 | 146 | 147 |
| Percentage of 1 &2 | 21.38 | 27.89 | 89.12 | 48.98 | 8.97 | 15.65 | 80.82 | 23.81 |
| Percentage of 3 &4 | 78.62 | 72.11 | 10.88 | 51.02 | 91.03 | 84.35 | 19.18 | 76.19 |

| Item number | B9 | B10 | B11 | B12 | B13 | B14 | B15 | B16 |
|---|---|---|---|---|---|---|---|---|
| Likert scale (4-1), means | 2.85 | 3.24 | 3.42 | 2.32 | 2.43 | 3.02 | 2.42 | 3.17 |
| Num. of 1&2 | 48 | 21 | 15 | 90 | 69 | 36 | 75 | 24 |
| Num. of 3 &4 | 99 | 126 | 132 | 57 | 78 | 111 | 72 | 123 |
| Sum | 147 | 147 | 147 | 147 | 147 | 147 | 147 | 147 |
| Percentage of 1&2 | 32.65 | 14.29 | 10.20 | 61.22 | 46.94 | 24.49 | 51.02 | 16.33 |
| Percentage of 3 &4 | 67.35 | 85.71 | 89.80 | 38.78 | 53.06 | 75.51 | 48.98 | 83.67 |

Appendix 12: SRQ-A, 2011. Measurements used in the analysis (continued)

| Item number | C17 | C18 | C19 | C20 | C21 | C22 | C23 | C24 |
|---|---|---|---|---|---|---|---|---|
| Likert scale (4-1), means | 2.46 | 2.45 | 2.46 | 2.71 | 3.24 | 2.30 | 2.80 | 2.95 |
| Num.of 1 &2 | 73 | 74 | 73 | 55 | 24 | 91 | 49 | 41 |
| Num. of 3 &4 | 73 | 73 | 74 | 92 | 123 | 56 | 97 | 106 |
| Sum | 146 | 147 | 147 | 147 | 147 | 147 | 146 | 147 |
| Percentage of 1 &2 scores | 50.00 | 50.34 | 49.66 | 37.41 | 16.33 | 61.90 | 33.56 | 27.89 |
| Percentage of 3 &4 scores | 50.00 | 49.66 | 50.34 | 62.59 | 83.67 | 38.10 | 66.44 | 72.11 |

| Item number | D25 | D26 | D27 | D28 | D29 | D30 | D31 | D32 |
|---|---|---|---|---|---|---|---|---|
| Likert scale (4-1), means | 3.15 | 3.10 | 2.95 | 3.13 | 2.98 | 3.34 | 3.27 | 2.56D2 |
| Num. of 1 &2 | 28 | 26 | 38 | 36 | 39 | 16 | 21 | 67 |
| Num. of 3 &4 | 119 | 121 | 109 | 111 | 107 | 131 | 126 | 80 |
| Sum | 147 | 147 | 147 | 147 | 146 | 147 | 147 | 147 |
| Percentage of 1 &2 | 19.05 | 17.69 | 25.85 | 24.49 | 26.71 | 10.88 | 14.29 | 45.58 |
| Percentage of 3 &4 | 80.95 | 82.31 | 74.15 | 75.51 | 73.29 | 89.12 | 85.71 | 54.42 |

**Note:** These four tables illustrate: (1) the means of the scores for all SRQ-A items (colours indicate the type of the self-regulation; (2) the sum of 1&2 scores which were coded 'disagree'; (3) the sum of 3&4 scores which were coded 'agreee'; (4) participants who disagree with the item in %; (5) participants who agree with the item in %.

## Appendix 13: SRQ-A, 2011. Data distribution within each self-regulation type
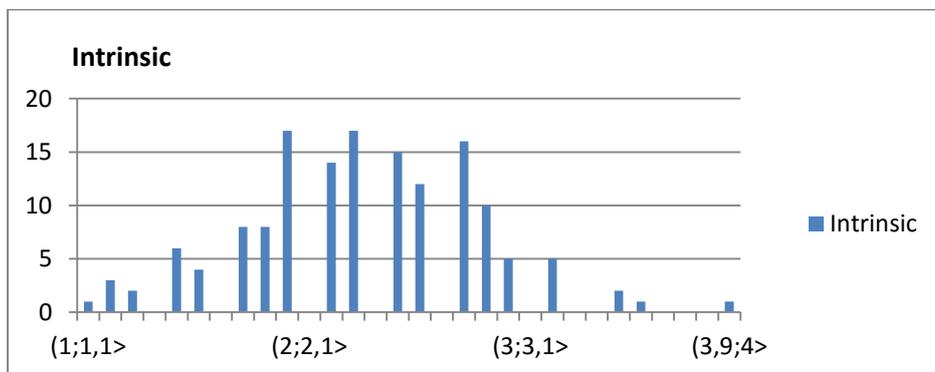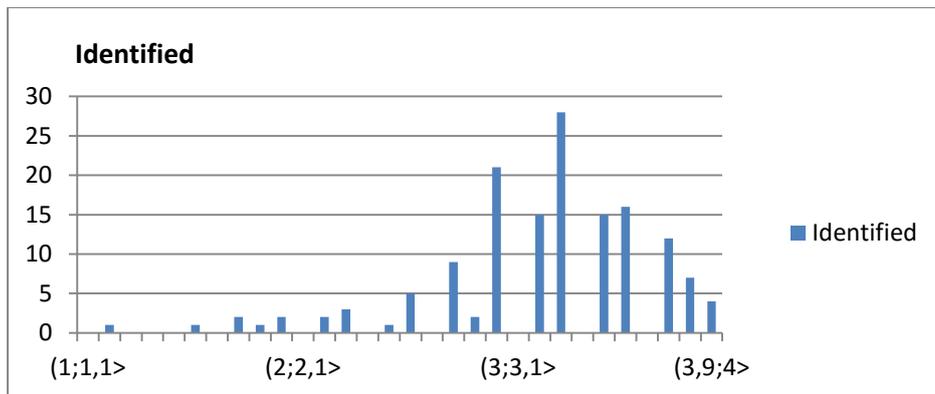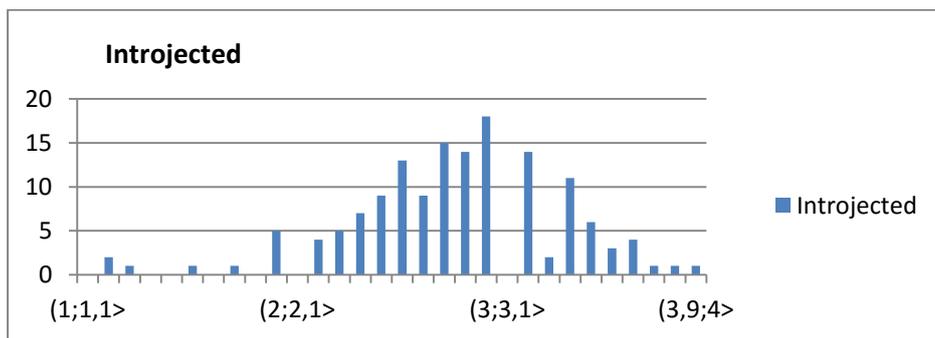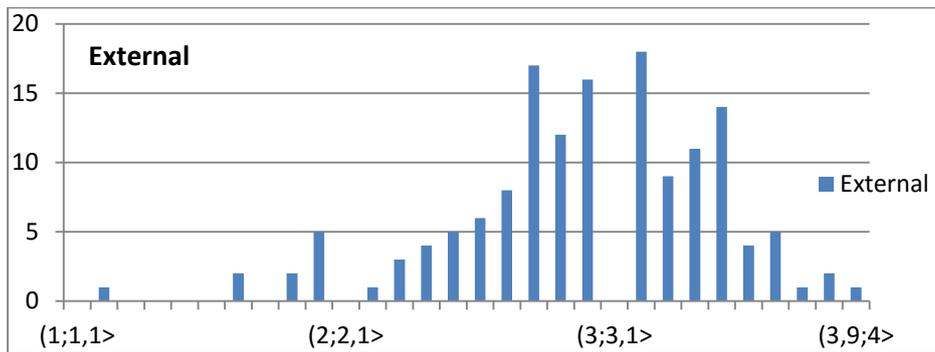


**Note:** The graphs illustrate that the overall distributions of the data within the four self-regulation types (SRQ-A, 2011) were normal and therefore were accepted for the further statistical analysis.

**Appendix 14: SRQ-A, 2011. Summary (agree/disagree dichotomy)**

| External Self-Regulation | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Item number | QA2 | QA6 | QB9 | QB14 | QC20 | QC24 | QD25 | QD28 | QD32 |
| Mean | 2.98 | 3.16 | 2.85 | 3.02 | 2.71 | 2.95 | 3.15 | 3.13 | 2.56 |
| Agree (3,4) | 72.11% | 84.35% | 67.35% | 75.51% | 62.59% | 72.11% | 80.95% | 75.51% | 54.42% |
| Disagree (1,2) | 27.89% | 15.65% | 32.65% | 24.49% | 37.41% | 27.89% | 19.05% | 24.49% | 45.58% |

| Introjected Self-Regulation | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Item number | QA1 | QA4 | QB10 | QB12 | QC17 | QC18 | QD26 | QD29 | QD31 |
| Mean | 2.97 | 2.47 | 3.24 | 2.32 | 2.46 | 2.45 | 3.10 | 2.98 | 3.27 |
| Agree (3, 4) | 78.62% | 51.02% | 85.71% | 38.78% | 50.00% | 49.66% | 82.31% | 73.29% | 85.71% |
| Disagree (1,2) | 21.38% | 48.98% | 14.29% | 61.22% | 50.00% | 50.34% | 17.69% | 26.71% | 14.29% |

| Identified Self-Regulation | | | | | | |
|---|---|---|---|---|---|---|
| Item number | QA5 | QA8 | QB11 | QB16 | QC21 | QC23 | QD30 |
| Mean | 3.41 | 2.84 | 3.42 | 3.17 | 3.24 | 2.80 | 3.34 |
| Agree (3,4) | 91.03% | 76.19% | 89.80% | 83.67% | 83.67% | 66.44% | 89.12% |
| Disagree (1,2) | 8.97% | 23.81% | 10.20% | 16.33% | 16.33% | 33.56% | 10.88% |

| Intrinsic Self-Regulation | | | | | | |
|---|---|---|---|---|---|---|
| Item number | QA3 | QA7 | QB13 | QB15 | QC19 | QC22 | QC27 |
| Mean | 1.70 | 1.82 | 2.43 | 2.421 | 2.46 | 2.30 | 2.95 |
| Agree (3,4) | 10.88% | 19.18% | 53.06% | 48.98% | 50.34% | 38.10% | 74.15% |
| Disagree (1,2) | 89.12% | 80.82% | 46.94% | 51.02% | 49.66% | 61.90% | 25.85% |

**Note:** The summary of the main measurements of the SRQ-A, 2011 is presented here as follows: under each item (e.g. QA3, QB13 etc.) which belongs to a certain self-regulation type, three measurements (the mean of the scores, percentage of those respondents who agreed with the item and percentage of those who disagreed).

## Appendix 15: SRQ-A, 2011. Participants accepted for the correlation test
## Attachment A: D1B (authentic coding of the observed class)
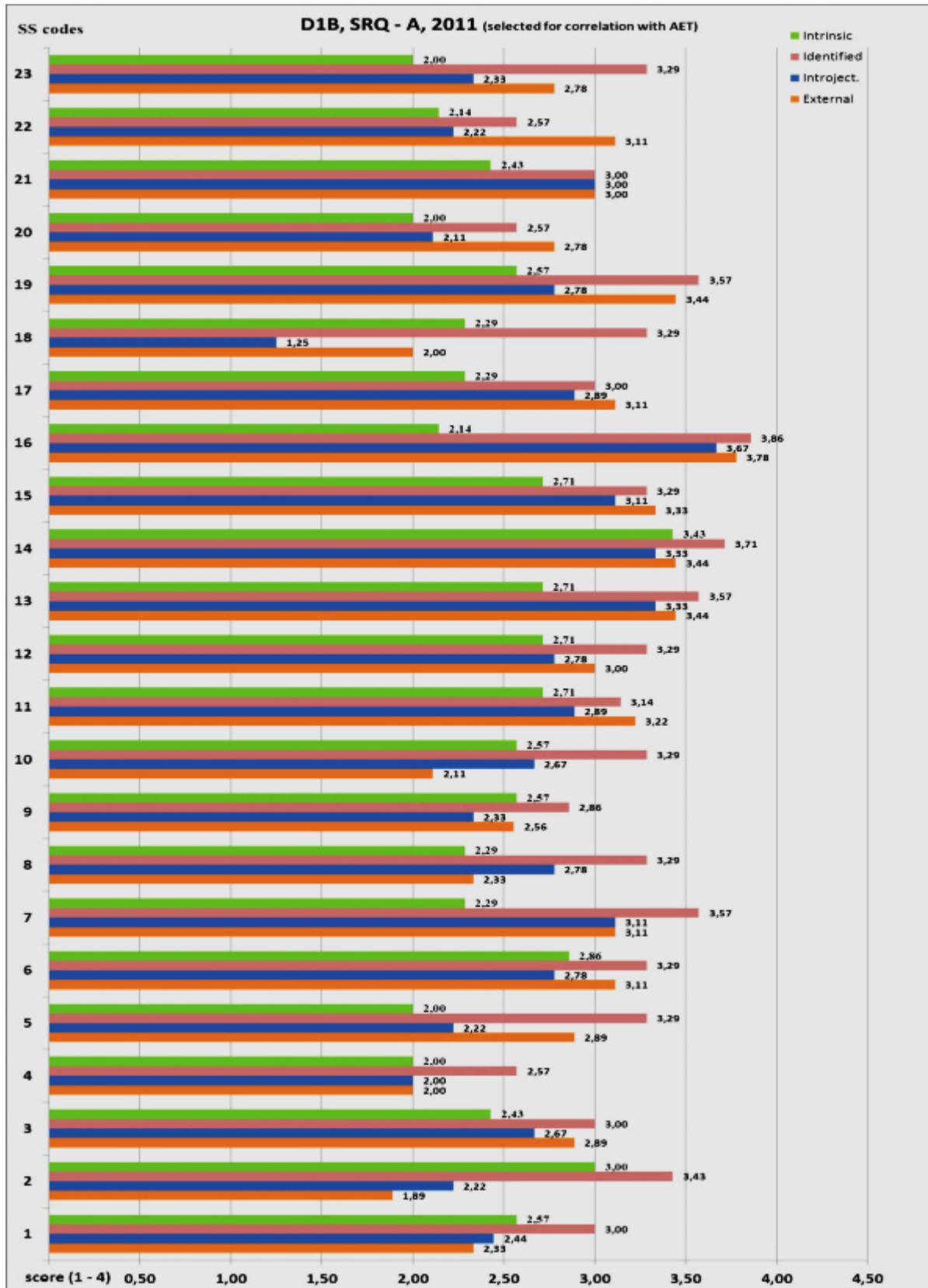
Appendix 15: SRQ-A, 2011. Participants accepted for the correlation test (continued)

**Attachment B: D1C (authentic coding of the observed class)**
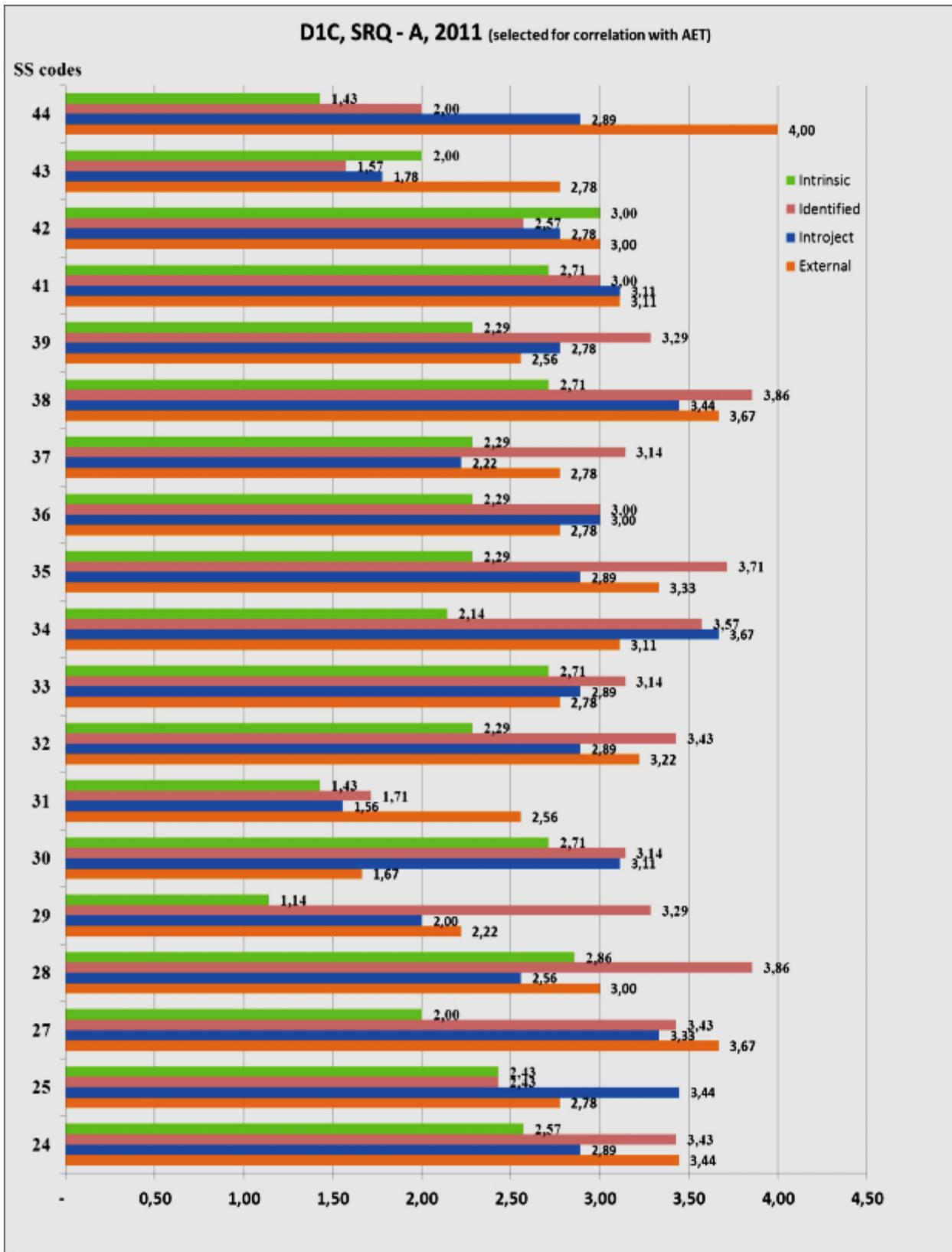


D1C, SRQ - A, 2011 (selected for correlation with AET)

Appendix 15: SRQ-A, 2011. Participants accepted for the correlation test (continued)

**Attachment C: D1A (authentic coding of the observed class)**
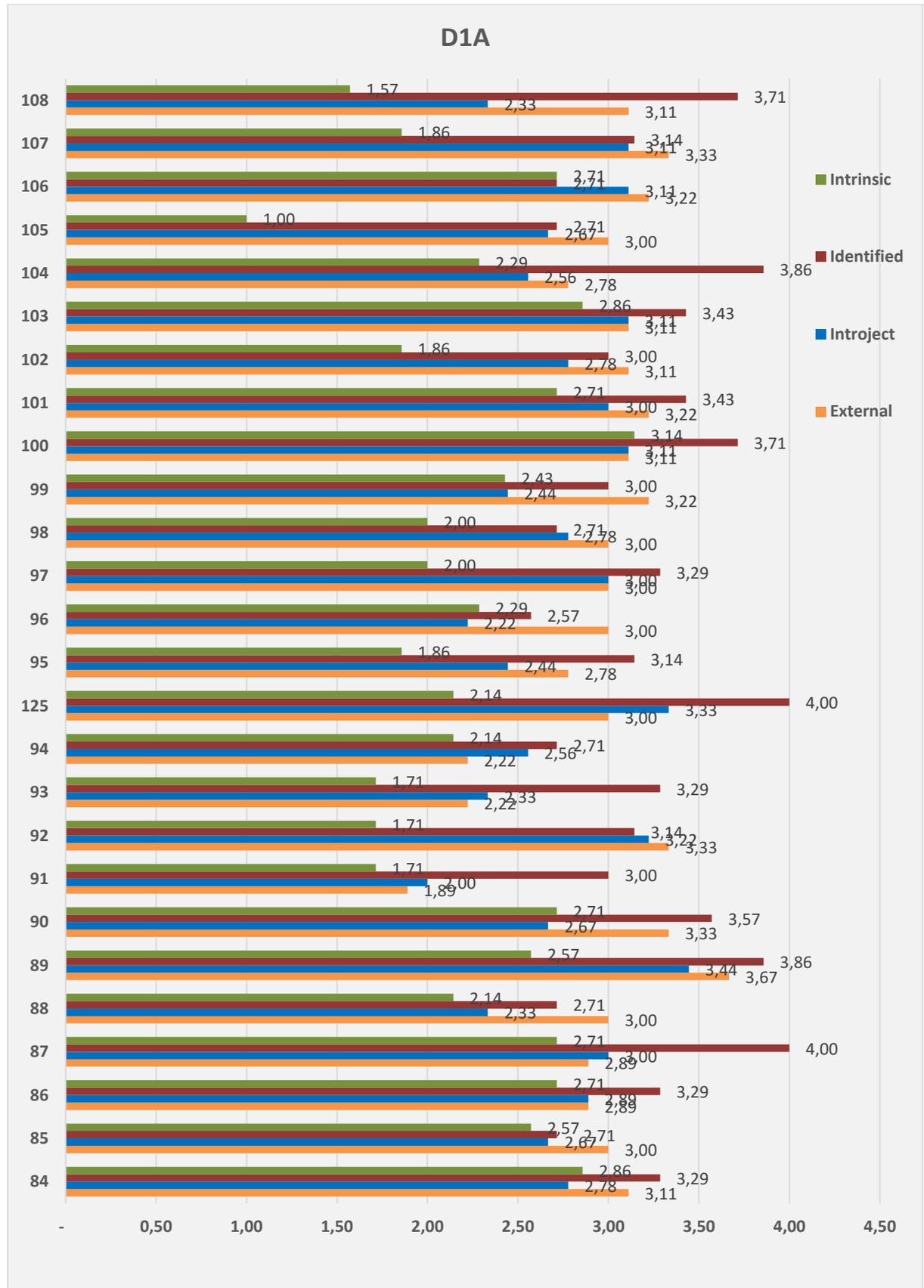
Appendix 15: SRQ-A, 2011. Participants accepted for the correlation test (continued)

**Attachment D: D1E (authentic coding of the observed class)**
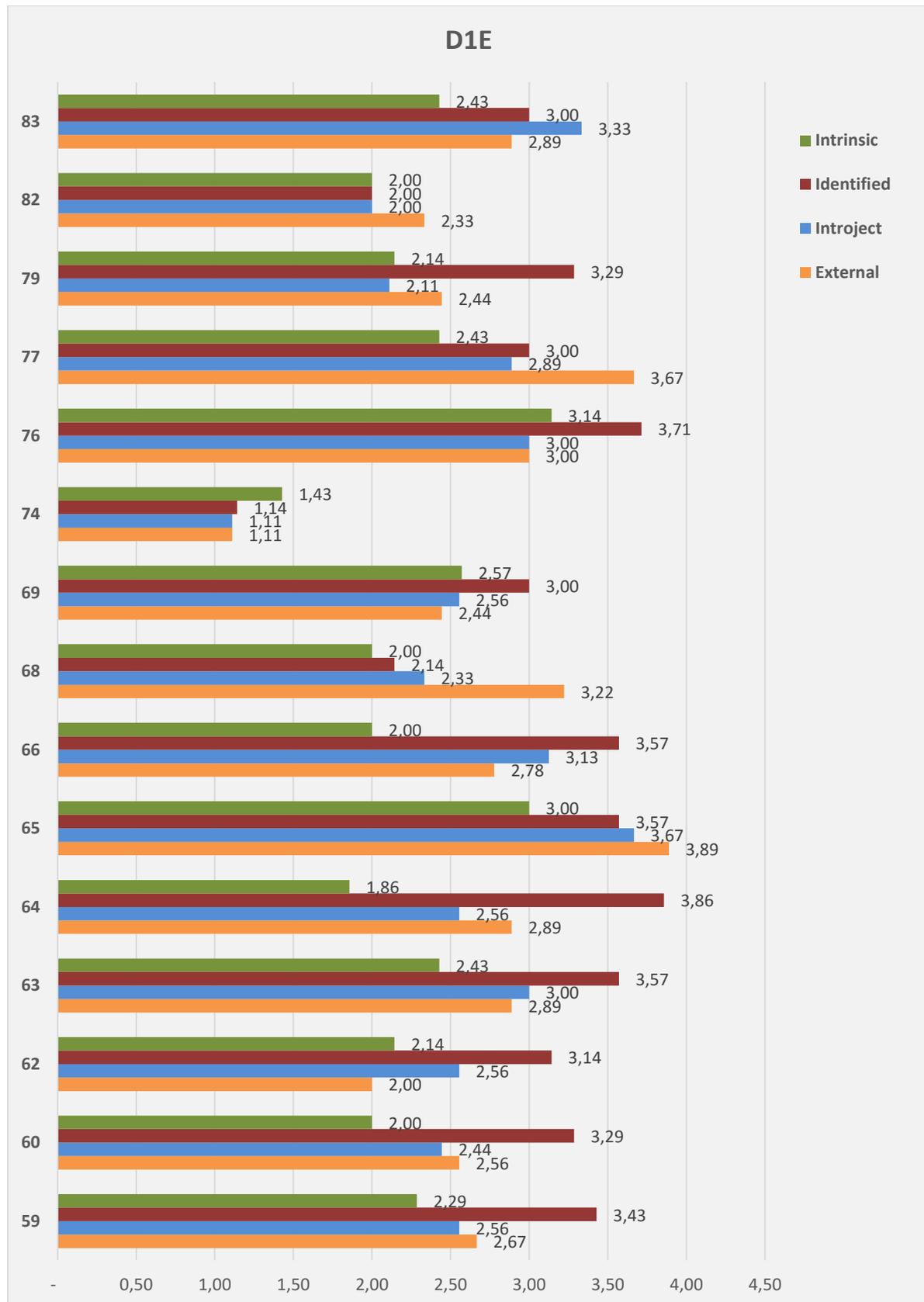
Appendix 15: SRQ-A, 2011. Participants accepted for the correlation test (continued)
**Attachment E: D1D**
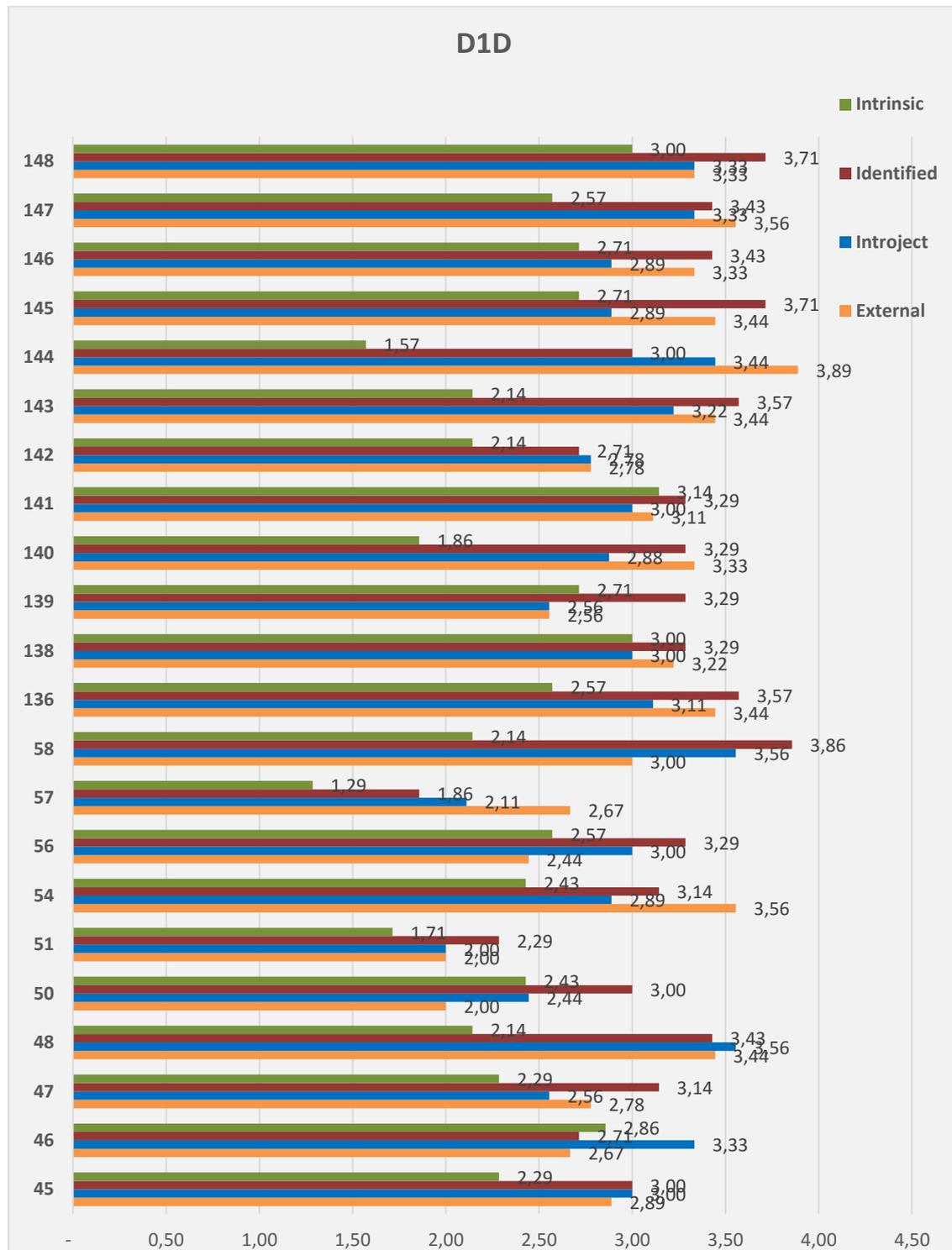
Appendix 15: SRQ-A, 2011. Participants accepted for the correlation test (continued)

**Attachment F: DPE1 (authentic coding of the observed class)**
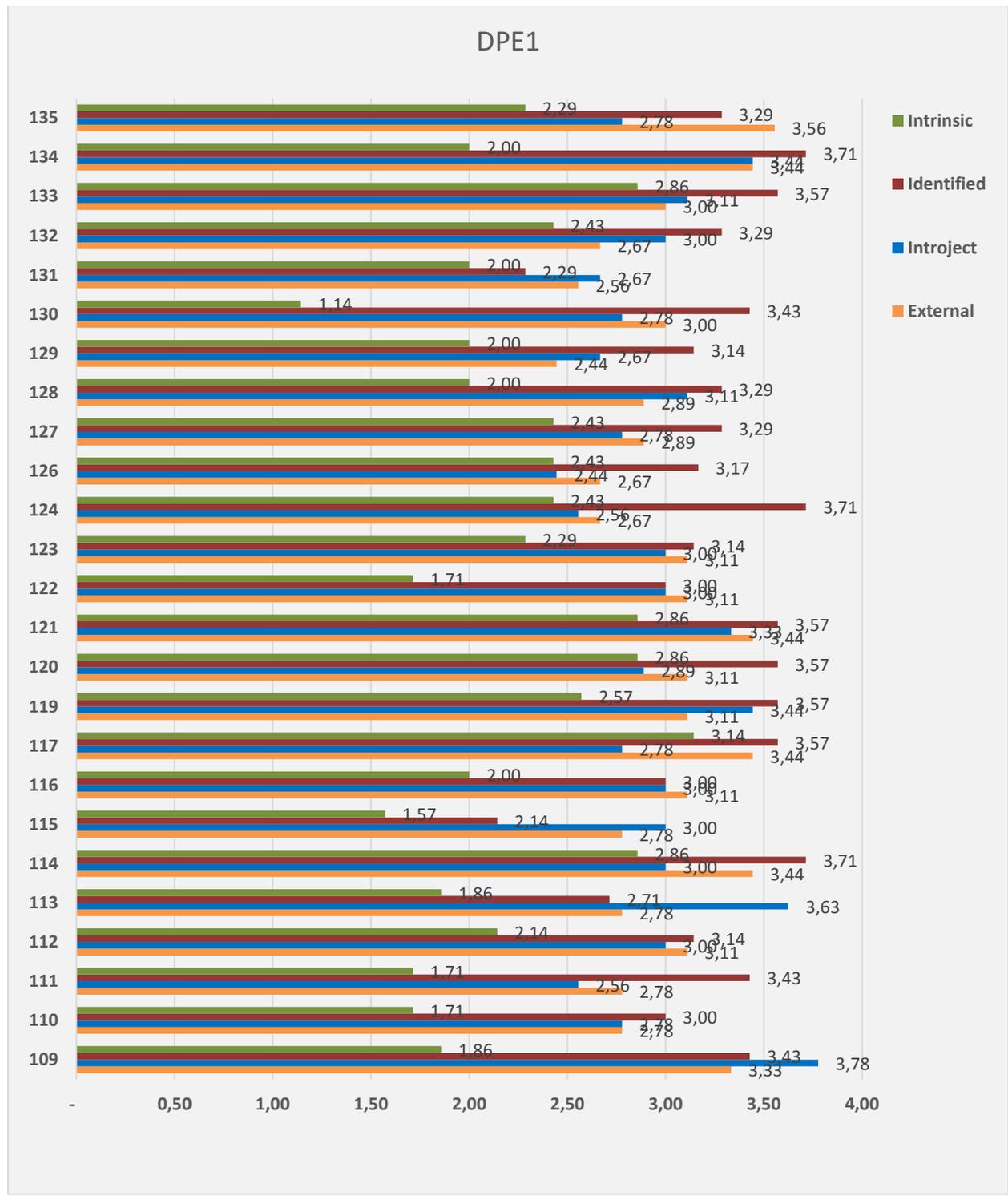


**Note:** The Attachments A-F of Appendix 15 present the SRQ-A scores of the students (X-axis) who participated in both events (SRQ-A and AET in 2011) and therefore were accepted for the Pearson correlation coefficient test in 2011 (N= 88 in total). Y-axis shows participants codes used for SRQ-A, 2011 and AET, 2011.

## Appendix 16: SRQ-A, 2014. Measurements used in the analysis

| External SR items | | Identified SR items | |
| --- | --- | --- | --- |
| Introjected SR items | | Intrinsic SR items | |

| Item number | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Likert scale (4-1). means | 2.53 | 2.86 | 1.83 | 2.44 | 3.19 | 2.88 | 1.73 | 2.52 |
| Num. of 1&2 | 54 | 41 | 92 | 63 | 22 | 37 | 101 | 58 |
| Num. of 3&4 | 64 | 76 | 26 | 54 | 93 | 81 | 17 | 60 |
| Sum | 118 | 117 | 118 | 117 | 115 | 118 | 118 | 118 |
| Percentage of 1 & 2 | 45.76 | 35.04 | 77.97 | 53.85 | 19.13 | 31.36 | 85.59 | 49.15 |
| Percentage of 3 & 4 | 54.24 | 64.96 | 22.03 | 46.15 | 80.87 | 68.64 | 14.41 | 50.85 |

| Item number | B9 | B10 | B11 | B12 | B13 | B14 | B15 | B16 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Likert scale (4-1). means | 2.72 | 2.80 | 3.50 | 2.37 | 2.26 | 2.45 | 2.42 | 2.82 |
| Num. of 1&2 | 39 | 42 | 7 | 70 | 71 | 56 | 58 | 42 |
| Num. of 3&4 | 79 | 76 | 111 | 48 | 47 | 60 | 60 | 76 |
| Sum | 118 | 118 | 118 | 118 | 118 | 116 | 118 | 118 |
| Percentage of 1 & 2 | 33.05 | 35.59 | 5.93 | 59.32 | 60.17 | 48.28 | 49.15 | 35.59 |
| Percentage of 3 & 4 | 66.95 | 64.41 | 94.07 | 40.68 | 39.83 | 51.72 | 50.85 | 64.41 |

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Appendix 16: SRQ-A, 2014. Measurements used in the analysis (continued)

| Item number | C17 | C18 | C19 | C20 | C21 | C22 | C23 | C24 |
|---|---|---|---|---|---|---|---|---|
| Likert scale (4-1). means | 2.19 | 2.35 | 2.44 | 2.53 | 3.12 | 2.31 | 2.69 | 2.27 |
| Num. of 1&2 | 72 | 65 | 63 | 53 | 26 | 70 | 50 | 68 |
| Num. of 3&4 | 46 | 53 | 55 | 65 | 92 | 48 | 68 | 50 |
| Sum | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 |
| Percentage of 1 & 2 | 61.02 | 55.08 | 53.39 | 44.92 | 22.03 | 59.32 | 42.37 | 57.63 |
| Percentage of 3 & 4 | 38.98 | 44.92 | 46.61 | 55.08 | 77.97 | 40.68 | 57.63 | 42.37 |

| Item number | D25 | D26 | D27 | D28 | D29 | D30 | D31 | D32 |
|---|---|---|---|---|---|---|---|---|
| Likert scale (4-1). means | 2.58 | 2.66 | 2.60 | 2.61 | 2.80 | 3.01 | 3.12 | 2.14 |
| Num. of 1&2 | 53 | 43 | 50 | 55 | 44 | 33 | 23 | 76 |
| Num. of 3&4 | 65 | 74 | 68 | 63 | 73 | 85 | 95 | 42 |
| Sum | 118 | 117 | 118 | 118 | 117 | 118 | 118 | 118 |
| Percentage of 1 & 2 | 44.92 | 36.75 | 42.37 | 46.61 | 37.61 | 27.97 | 19.49 | 64.41 |
| Percentage of 3 & 4 | 55.08 | 63.25 | 57.63 | 53.39 | 62.39 | 72.03 | 80.51 | 35.59 |

**Note:** The reason to combine 1&2 scores in one group and 2&4 in the other was due to agree/disagree dichotomy applied for the evaluation of the questionnaire.

## Appendix 17: SRQ-A, 2014. Data distribution within each self-regulation type



External



Introjected



Identified



Intrinsic
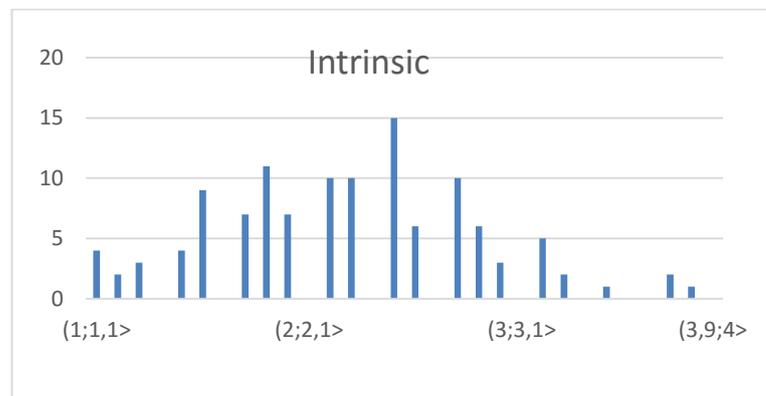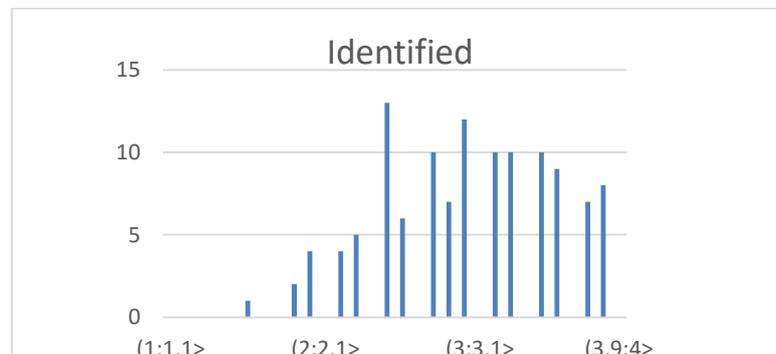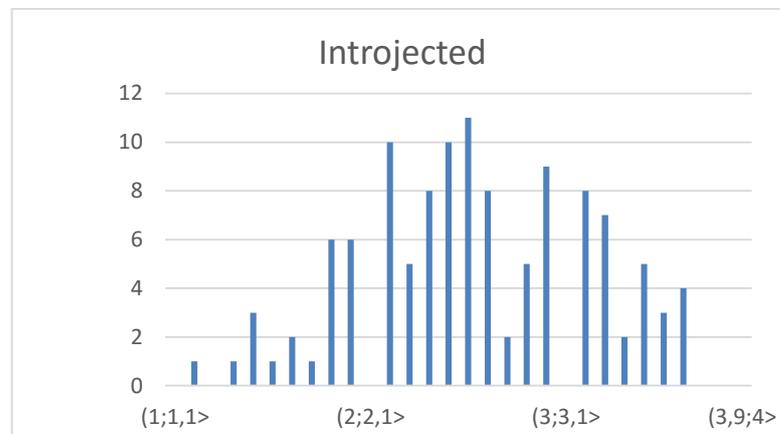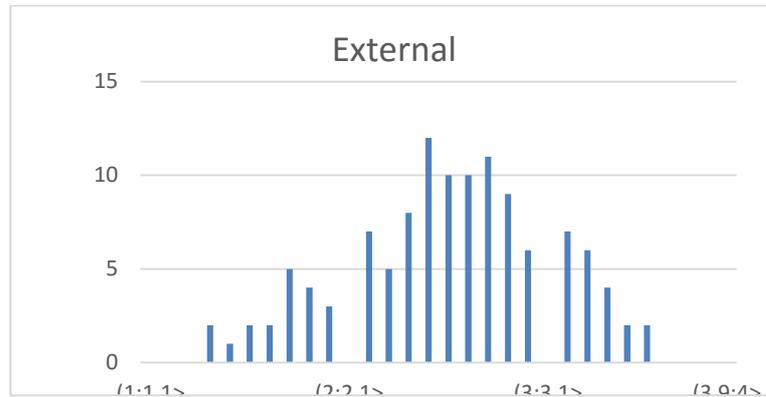
## Appendix 18: SRQ-A, 2014. Summary (agree/disagree dichotomy) of each SR type

## Preliminary analysis

| External Self-Regulation, 2014 |
| --- |

| Item number | QA2 | QA6 | QB9 | QB14 | QC20 | QC24 | QD25 | QD28 | QD32 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mean | 2.86 | 2.88 | 2.72 | 2.45 | 2.53 | 2.27 | 2.58 | 2.61 | 2.14 |
| Agree (3&4) | 35.04% | 31.36% | 33.05% | 48.28% | 44.92% | 57.63% | 44.92% | 46.61% | 64.41% |
| Disagree (1&2) | 64.96% | 68.64% | 66.95% | 51.72% | 55.08% | 42.37% | 55.08% | 53.39% | 35.59% |

**Note:** The item number (e.g 2 in QA:2) relates to the statement evaluated by respondents. The four SRQ-A, 2014 questions remained the same as in 2011 for CG and were slightly modified for the TG as follows:

| QA: | Why do I do my English homework/ Why do I do my homework during projects? |
| --- | --- |
| QB: | Why do I work on my class work in English classes/ in project-based classes? |
| QC: | Why do I try to answer hard questions in English classes/ in project-based classes? |
| QD: | Why do I try to do well in English classes/ in project-based classes? |

| EXTERNAL SELF-REGULATION, 2014 CONTROLLED respondent answers (%) | | | |
| --- | --- | --- | --- |
| Q/Item Number | Item content | Agree 2011 vs 2014 | Disagree 2011 vs 2014 |
| QA: 2 | Because I'll get in trouble if I don't. | 35.04% | 64.96% |
| QA: 6 | Because that's what I 'm supposed to do. | 31.36% | 68.64% |
| QB: 9 | So that the teacher won't be angry with me. | 33.05% | 66.95% |
| QB: 14 | Because that's the rule. | 48.28% | 51.72% |
| QC: 20 | Because that's what I'm supposed to do. | 44.92% | 55.08% |
| QC: 24 | Because I want the teacher to say nice things about me. | 57.63% | 42.37% |
| QD: 25 | Because that's what I'm supposed to do. | 44.92% | 55.08% |
| QD: 28 | Because I will get in trouble if I don't do well. | 46.61% | 53.39% |
| QD: 32 | Because I might get a reward if I do well. | 64.41% | 35.59% |

**Note: External self-regulation (2014).** More specific findings were discovered during further analysis. For example, the percentage in item QA: 2 (column 'Agree') decreased from 72.11% in 2011 to 35.4% in 2014. This indicates that more than half of the respondents moved away from such an external factor as doing homework in order not to get in trouble. Similar results were found within other external factors except for QD: 32. This item is concerned with the question 'Why do I try to do well in English classes (CG)/ in project-based classes (TG)?' Compared with the percentage in 2011 (54.42% agreed, 45.58% disagreed), the number of the respondents who associated themselves with item QD: 32 increased. Nevertheless, it seemed that the overall dependence of the whole population on external factors reduced. With regard to *introjected self-regulation*, the results of the comparative analysis were not as clear and consistent as within

*external SR.* The percentage of those who agreed with the statements in some items decreased (QB:12, QD: 26, 29, 31), while in others increased (QA: 4, QB:12, QC:18).

## Introjected Self-Regulation, 2014

| Item number | QA1 | QA4 | QB10 | QB12 | QC17 | QC18 | QD26 | QD29 | QD31 |
|---|---|---|---|---|---|---|---|---|---|
| Mean | 2.53 | 2.44 | 2.80 | 2.37 | 2.19 | 2.35 | 2.66 | 2.80 | 3.12 |
| Agree (3&4) | 45.76% | 53.85% | 35.59% | 59.32% | 61.02% | 55.08% | 36.75% | 37.61% | 19.49% |
| Disagree (1&2) | 54.24% | 46.15% | 64.41% | 40.68% | 38.98% | 44.92% | 63.25% | 62.39% | 80.51% |

| INTROJECTED SELFSELF-REGULATION , 2014 Respondent answers in % | | CONTROLLED | |
|---|---|---|---|
| Q/Item Number | Item content | Agree | Disagree |
| QA: 1 | Because I want the teacher to think I am a good student. | 45.76% | 54.24% |
| QA: 4 | Because I will feel bad about myself if I don't do it. | 53.85% | 46.15% |
| QB: 10 | Because I want the teacher to think I am a good student. | 35.59% | 64.41% |
| QB: 12 | Because I will be ashamed of myself if I didn't get done. | 59.32% | 40.68% |
| QC: 17 | Because I want the other students to think I'm smart. | 61.02% | 38.98% |
| QC: 18 | Because I feel ashamed of myself when I don't try. | 55.08% | 44.92% |
| QD: 26 | So my teacher will think I am a good student. | 36.75% | 63.25% |
| QD: 29 | Because I'll feel really bad about myself if I don't do well. | 37.61% | 62.39% |
| QD: 31 | Because I will feel really proud of myself if I do well. | 19.49% | 80.51% |

**Note: Introjected self-regulation, 2014.** The preliminary findings within *introjected SR* revealed that while in 2011, 78.62% of the respondents agreed with the item QA: 1 'Because I want the teacher to think I am a good student' (the item was concerned with the reason why students do their homework in English, the number of respondents who agreed with the same item was 19.49%. This example indicates that the students became less teacher-dependent over time. Another example, however, demonstrates the opposite tendency. If we compare the results of item QB: 12, one of the responses to the question 'Why do I work on my class work in English classes' in 2011 (38.78% of those who agreed with the item) and responses to the same item in 2014 (59.32%), we can suggest that in this specific area (feeling guilt) the number of students increased. Nevertheless, the majority of the participants disagreed with 5items out of 8. This may suggest that most final-year students moved away from the controlled types of self-regulation.

Appendix 18: SRQ-A, 2014. Summary (agree/disagree dichotomy) of each SR type (ctnd)

### Identified Self-Regulation

| Item number | QA5 | QA8 | QB11 | QB16 | QC21 | QC23 | QD30 |
|---|---|---|---|---|---|---|---|
| Mean | 3.19 | 2.52 | 3.50 | 2.82 | 3.12 | 2.69 | 3.01 |
| Agree (3&4) | 19.13% | 49.15% | 5.93% | 35.59% | 22.03% | 42.37% | 27.97% |
| Disagree (1&2) | 80.87% | 50.85% | 94.07% | 64.41% | 77.97% | 57.63% | 72.03% |

**Note:** As far as autonomous self-regulation is concerned, comparative analysis of the *identified* (partly autonomous) and *intrinsic* (autonomous) SR types between SRQ-A, 2011 and 2014 brought findings which revealed a dramatic fall of the percentage of those who agreed with items within identified self-regulation (see Tables…, also Tables…..in Chapter…). This indicated that the majority of the observed population changed their opinions within this self-regulation type. For example, almost 90 % of learners believed that they worked in English classes because they wanted to learn new things (QB; 11), while in 2014, only 6% of the respondents agreed with this item. Most items in *identified SR* were concerned with importance to students either to work in English classes or to face challenges in learning English. At this phase of the analysis, it was difficult to specify in what direction the participants were moving (towards or against autonomy). According to the Self-Determination theory and Deci and Ryan's continuum, *identified SR* was only partly autonomous and still belonged to extrinsic motivation.

### Identified self-regulation

| IDENTIFIED SELF-REGULATION: (weak form) Respondent answers in % | | AUTONOMOUS | |
|---|---|---|---|
| Q/Item Number | Item content | Agree | Disagree |
| QA: 5 | Because I want to understand the subject. | 19.13% | 80.87% |
| QA: 8 | Because it's important to me to do my homework. | 49.15% | 50.85% |
| QB: 11 | Because I want to learn new things. | 5.93% | 94.07% |
| QB: 16 | Because it is important to me to work on my classwork. | 35.59% | 64.41% |
| QC: 21 | To find out if I'm right or wrong. | 22.03% | 77.97% |
| QC: 23 | Because it is important to me to try to answer hard questions in class. | 42.37% | 57.63% |
| QD: 30 | Because it is important to me to try to do well in English classes. | 27.97% | 72.03% |

**Note: Identified self-regulation, 2014**.The results within identified SR above show that neither of items resulted in high percentage among those who agreed with them (the lowest result was 5.93% and the highest 49.15%). Therefore the overall findings revealed that English as a subject was not a matter of importance to most final-year students. Moreover, their beliefs regarding identified self-regulation became lower compared with the SRQ-A findings in 2011).

Somewhat contradictive results were found within intrinsic SR. The results within some items in 2014 remained almost the same as in 2011. Approximately half of the participants agreed and half disagreed with items QB: 15, QC: 19, 22 in both 2011 and 2014.

Appendix 18: SRQ-A, 2014. Summary (agree/disagree dichotomy) of each SR type (ctnd)

**Intrinsic self-regulation, 2014**

| Intrinsic Self-Regulation | | | | | | | |
|---|---|---|---|---|---|---|---|

| Item number | QA3 | QA7 | QB13 | QB15 | QC19 | QC22 | QD27 |
|---|---|---|---|---|---|---|---|
| Mean | 1.83 | 1.73 | 2.26 | 2.42 | 2.44 | 2.31 | 2.60 |
| Agree (3&4) | 77.97% | 85.59% | 60.17% | 49.15% | 53.39% | 59.32% | 42.37% |
| Disagree (1&2) | 22.03% | 14.41% | 39.83% | 50.85% | 46.61% | 40.68% | 57.63% |

| INTRINSIC SELF-REGULATION (strong form) Respondent answers in % | | AUTONOMOUS | |
|---|---|---|---|
| Q/Item Number | Item content | Agree | Disagree |
| QA: 3 | Because it's fun. | 77.97% | 22.03% |
| QA: 7 | Because I enjoy doing my homework. | 85.59% | 14.41% |
| QB: 13 | Because it's fun. | 60.17% | 39.83% |
| QB: 15 | Because I enjoy doing my classwork. | 49.15% | 50.85% |
| QC: 19 | Because I enjoy answering hard questions. | 53.39% | 46.61% |
| QC: 22 | Because it's fun to answer hard questions. | 59.32% | 40.68% |
| QD: 27 | Because I enjoy doing well in my English classes. | 42.37% | 57.63% |

**Note:** Surprisingly, 77.97% in QA: 3 and 85.59% in QA: 7 responded that they enjoyed doing homework in English (2014) compared with 10.88% in QA: 3 and 19.18% in QA: 7 in 2011. All the items within *intrinsic self-regulation* were concerned with enjoyment and personal interest in learning English. Nevertheless, while most responses in 2014 either changed in favour of intrinsic motivation, in one item (QC: 27) the percentage of respondents who agreed with this item (74.15% in 2011) fell to 42.37% in 2014. Given that this item was concerned with high degree of self-efficacy which is not generally typical of secondary school students, this result is understandable and logical.

**Appendix 19: Academic Entry Test form (AET), 2011**


**ACADEMIC ENTRY TEST (AET), 2011**                    **for the first-year students**

**Name-------------------------------- Class------------------------------- Date---------------
-----**

**------ he from Germany?**      a) Is       b) Are      c) Am       d) Does                    ☐

**She ------- him the car.**              a) helped   b) sold      c) carried   d) did          ☐

**A: '--------are your parents?'**      a) What    b) Who      c) When    d) Where
**B: 'They are at home'.**                                                                      ☐

**This is my teacher.**
 **----------- John.**          a) He named  b) His name is  c) His name d) Named him          ☐

**A: 'Are you OK?'**
**B: ' -------'**              a) Thank you   b) And you?   c) How are you? d) Yes. Thanks.     ☐


**----------- you smoke?**      a) Are     b) Do       c) Is       d) Does                      ☐

**The film  -------- at 9.**      a)  ends   b) over      c) finish  d) closes                   ☐

**Where ---------- my money?**  a)  be       b) are       c) is        d) much                  ☐

**He can swim. ------- he?**    a) doesn't  b) does    c) can't  d) can                          ☐

 **----- to get the train or the bus?** a) Are you going   b) You go  c) Do you go                ☐
    d) You are going

**There wasn't ------- in the garden.** a) nobody    b) somebody  c) anybody  d) people          ☐

**How much ---------?**              a) is it   b) you have   c) you are having   d) it is       ☐

**I can see him now. He------ the paper.**  a) is reading b) has read c) reads  d) reading        ☐

**I want ------- that film.**              a) see    b) to see     c) seeing     d) saw          ☐

**How ------- help?**                a) can I   b) I can     c) I will      d) can I do           ☐

**How much money -------you?**        a) he gave b) did he give c) he gives d) gave he            ☐

**She never -------- the teacher.**        a) listens  b) listen     c) is listening d) listens to ☐

**-------play golf?**                a) Does she  b) Is she c) She is   d) She does                ☐

**She is ------- home.**                a) in          b) ---      c) on          d) at          ☐

**Jane is -------- that Judith.** a) more pretty  b) much pretty c) prettier d) more prettier     ☐

**I usually -------- to the station.**  a) drives  b) am driving  c) was driving  d) drive       ☐

**She has --------- money in the bank.** a) some of   b) many of   c) a lot of   d) a lot        ☐

**I don't eat much -------.**        a) apples  b) meat   c) biscuits  d) oranges                ☐

**Let's go home. I -------- tired.**  a)  am getting  b) get   c) have   d) am having             ☐

**'That's my jacket,' said Keith.**

' **Which one is -------?'**                    a) of you    b) yours  c) your   d) to you

------------------------------------------------------------------------------------------------

**The camera ------------ my friend.**   a) belongs  b) comes to  c) is to   d) belongs to

**My sister is ------- me.**        a) oldest than   b) older then  c) older than d) as older as

**A: 'I don't have the money.'**

**B: 'Oh. --------.'**        a) I'll pay           b) I pay          c) I buy        d) I will buy

**I hope ------- him.**           a) to meeting    b) meet          c) to meet     d) meeting

**Where ------- to school?**      a) did you go    b) did you      c) are you     d) were you

**I listen --------- every morning.** a) the radio b) on the radio c) to the radio d) in the radio

**I ------- him since Monday.**  a) am not seeing b) haven't seen  c) wasn't seeing

d) won't see

**Did they -------- to Brighton?**        a) gone      b) went        c)  go         d) been

**The car hit him while he----- the other way.** a) looked  b)was looking c)was seeing d) goes

**A: 'What's up? B: '-----------.'** a) It has nothing  b) No. nothing  c) Nothing

d) None

**We've only got a -------- food. I hope it's enough.**   a) little of   b) few   c) little d) few of

**I --------- my letters yet.**     a) haven't written   b) wrote   c) have written  d) will be written

**He is --------- young to get married.**   a) such    b) such a    c) so a          d) too
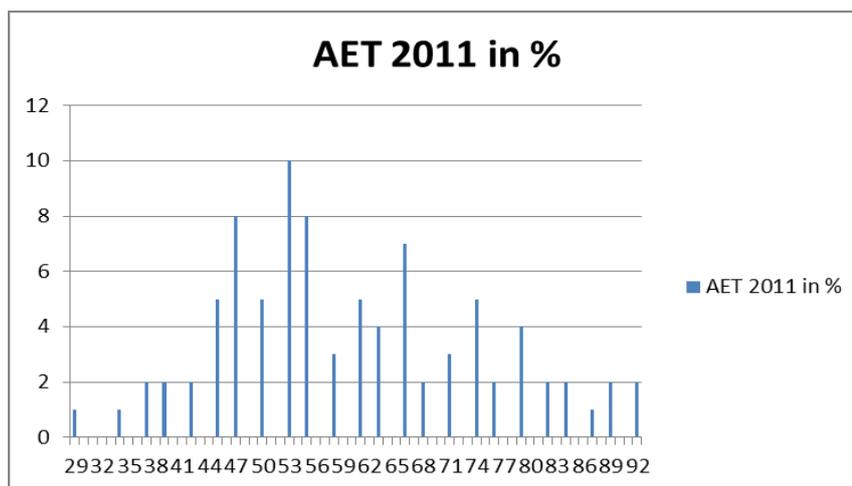


**Note:** Data distribution of the students' scores in AET, 2011

## Appendix 20: AET 2011 scores (D1A & D1B)

**AET 2011**

### D1A

| Num. | Name | Correct Answers | Final % |
|------|------|-----------------|---------|
| 1 | LK | 20 | 53% |
| 2 | JL | 17 | 45% |
| 3 | DF | 19 | 50% |
| 4 | JK | 20 | 53% |
| 5 | DM | 15 | 39% |
| 6 | MH | 29 | 76% |
| 7 | TK | 26 | 68% |
| 8 | JB | 31 | 82% |
| 9 | PK | 15 | 39% |
| 10 | DK | 21 | 55% |
| 11 | VB | 27 | 71% |
| 12 | JK | 19 | 50% |
| 13 | JR | 17 | 45% |
| 14 | JS | 25 | 66% |
| 15 | OP | 28 | 74% |
| 16 | JSe | 17 | 45% |
| 17 | JW | 15 | 39% |
| 18 | AP | 23 | 61% |
| 19 | MS | 35 | 92% |
| 20 | JTr | 17 | 45% |
| 21 | MR | 23 | 61% |
| 22 | JP | 17 | 45% |
| 23 | TV | 32 | 84% |
| 24 | JV | 19 | 50% |

### D1B

| Num. | Name | Correct Answers | Final % |
|------|------|-----------------|---------|
| 1 | JH | 30 | 79% |
| 2 | VK | 30 | 79% |
| 3 | RT | 28 | 74% |
| 4 | RV | 26 | 68% |
| 5 | JO | 25 | 66% |
| 6 | MP | 25 | 66% |
| 7 | VKo | 23 | 61% |
| 8 | VP | 23 | 61% |
| 9 | AR | 23 | 61% |
| 10 | TM | 22 | 58% |
| 11 | AK | 21 | 55% |
| 12 | LšC | 20 | 53% |
| 13 | PH | 20 | 53% |
| 14 | IP | 20 | 53% |
| 15 | MS | 20 | 53% |
| 16 | AT | 20 | 53% |
| 17 | FCh | 19 | 50% |
| 18 | LK | 19 | 50% |
| 19 | LKa | 18 | 47% |
| 20 | JP | 17 | 45% |
| 21 | TKa | 16 | 42% |
| 22 | MS | 16 | 42% |
| 23 | MV | 16 | 42% |
| 24 | PJ | 15 | 39% |
| 25 | DV | 15 | 39% |
| 26 | DŠ | 13 | 34% |
| 27 | MŠ | 11 | 29% |

**Note:** D1A and D1B (authentic coding of the observed classes).

## Appendix 21: AET 2011 results (D1C & D1D)

**AET 2011**

**D1C**                                                                 **D1D**

| Num. | Name | Correct Answers | Final % |
|------|------|-----------------|---------|
| 1 | PV | 19 | 50% |
| 2 | EK | 21 | 55% |
| 3 | AS | 22 | 58% |
| 4 | ToK | 25 | 66% |
| 5 | AS | 24 | 63% |
| 6 | DR | 29 | 76% |
| 7 | DP | 29 | 76% |
| 8 | MP | 25 | 66% |
| 9 | JP | 19 | 50% |
| 10 | PM | 18 | 47% |
| 11 | JŠ | 25 | 66% |
| 12 | TP | 17 | 45% |
| 13 | JŠ | 32 | 84% |
| 14 | LB | 34 | 89% |
| 15 | FH | 28 | 74% |
| 16 | MČ | 23 | 61% |
| 17 | LK | 22 | 58% |
| 18 | MH | 19 | 50% |
| 19 | DB | 19 | 50% |
| 20 | PK | 19 | 50% |
| 21 | JC | 18 | 47% |
| 22 | KK | 15 | 39% |
| 23 | LH | 14 | 37% |
| 24 | VB | 14 | 37% |
| 25 | DM | 11 | 29% |
| 26 | JB | 11 | 29% |

| Num. | Name | Correct Answers | Final % |
|------|------|-----------------|---------|
| 1 | DL | 21 | 55% |
| 2 | DV | 20 | 53% |
| 3 | DR | 22 | 58% |
| 4 | BZ | 21 | 55% |
| 5 | JH | 27 | 71% |
| 6 | PP | 18 | 47% |
| 7 | OT | 18 | 47% |
| 8 | JS | 30 | 79% |
| 9 | TZ | 24 | 63% |
| 10 | PT | 18 | 47% |
| 11 | VB | 24 | 63% |
| 12 | FK | 14 | 37% |
| 13 | MJ | 16 | 42% |
| 14 | JS | 21 | 55% |
| 15 | AK | 26 | 68% |
| 16 | AZ | 17 | 45% |
| 17 | DF | 23 | 61% |
| 18 | MK | 17 | 45% |
| 19 | JU | 35 | 92% |
| 20 | JD | 23 | 61% |
| 21 | K | 21 | 55% |
| 22 | T | 20 | 53% |
| 23 | OP | 34 | 89% |
| 24 | JH | 20 | 53% |
| 25 | PA | 30 | 79% |
| 26 | LH | 20 | 53% |
| 27 | JA | 17 | 45% |

**Note:** D1C and D1D (authentic coding of the observed classes).

## Appendix 22: AET 2011 results (D1E & DPE1)

**AET 2011**

**D1E**

| Num. | Name | Correct Answers | Final % |
|------|------|-----------------|---------|
| 1 | FCz | 28 | 74% |
| 2 | LČ | 21 | 55% |
| 3 | EU | 31 | 82% |
| 4 | DkK | 19 | 50% |
| 5 | KK | 28 | 74% |
| 6 | LK | 27 | 71% |
| 7 | SM | 19 | 50% |
| 8 | M | 21 | 55% |
| 9 | AN | 25 | 66% |
| 10 | TM | 20 | 53% |
| 11 | KM | 24 | 63% |
| 12 | P | 18 | 47% |
| 13 | NP | 33 | 87% |
| 14 | KP | 21 | 55% |
| 15 | MŠ | 35 | 92% |
| 16 | DS | 24 | 63% |
| 17 | DŠ | 32 | 84% |
| 18 | PŠ | 25 | 66% |
| 19 | DV | 31 | 82% |
| 20 | ŠV | 25 | 66% |
| 21 | AW | 25 | 66% |

**DPE1**

| Num. | Name | Correct Answers | Final % |
|------|------|-----------------|---------|
| 1 | FŠ | 28 | 74% |
| 2 | PV | 27 | 71% |
| 3 | MR | 24 | 63% |
| 4 | JR | 15 | 39% |
| 5 | ZT | 17 | 45% |
| 6 | RR | 23 | 61% |
| 7 | JL | 7 | 18% |
| 8 | JŽ | 18 | 47% |
| 9 | JK | 21 | 55% |
| 10 | JV | 25 | 66% |
| 11 | MK | 13 | 34% |
| 12 | DK | 8 | 21% |
| 13 | JČ | 13 | 34% |
| 14 | MD | 13 | 34% |
| 15 | MM | 22 | 58% |
| 16 | SK | 25 | 66% |
| 17 | LG | 14 | 37% |
| 18 | JK | 16 | 42% |
| 19 | NČ | 11 | 29% |
| 20 | FD | 31 | 82% |
| 21 | Š | 27 | 71% |
| 22 | JŠ | 25 | 66% |
| 23 | DŠ | 24 | 63% |
| 24 | TP | 23 | 61% |
| 25 | JPr | 20 | 53% |
| 26 | JG | 17 | 45% |
| 27 | VK | 15 | 39% |
| 28 | JM | 15 | 39% |
| 29 | DP | 13 | 34% |
| 30 | JV | 13 | 34% |
| 31 | VH | 12 | 32% |
| 32 | PK | 8 | 21% |

**Note:** D1E and DPE1 (authentic coding of the observed classes).

## Appendix 23: The Pearson product-moment correlation coefficient computations, 2011

**AET & SRQ-A, 2011(N=88)**

| AET 2011 (%) | External | Introjected | Identified | Intrinsic |
|---|---|---|---|---|
| 68 | 2.33 | 2.44 | 3.00 | 2.57 |
| 61 | 1.89 | 2.22 | 3.43 | 3.00 |
| 53 | 2.89 | 2.67 | 3.00 | 2.43 |
| 53 | 2.00 | 2.00 | 2.57 | 2.00 |
| 58 | 2.89 | 2.22 | 3.29 | 2.00 |
| 29 | 3.11 | 2.78 | 3.29 | 2.86 |
| 45 | 3.11 | 3.11 | 3.57 | 2.29 |
| 79 | 2.33 | 2.78 | 3.29 | 2.29 |
| 47 | 2.56 | 2.33 | 2.86 | 2.57 |
| 39 | 2.11 | 2.67 | 3.29 | 2.57 |
| 47 | 3.22 | 2.89 | 3.14 | 2.71 |
| 74 | 3.00 | 2.78 | 3.29 | 2.71 |
| 53 | 3.44 | 3.33 | 3.57 | 2.71 |
| 42 | 3.44 | 3.33 | 3.71 | 3.43 |
| 42 | 3.33 | 3.11 | 3.29 | 2.71 |
| 50 | 3.78 | 3.67 | 3.86 | 2.14 |
| 66 | 3.11 | 2.89 | 3.00 | 2.29 |
| 53 | 2.00 | 1.25 | 3.29 | 2.29 |
| 53 | 3.44 | 2.78 | 3.57 | 2.57 |
| 79 | 2.78 | 2.11 | 2.57 | 2.00 |
| 61 | 3.00 | 3.00 | 3.00 | 2.43 |
| 61 | 3.11 | 2.22 | 2.57 | 2.14 |
| 55 | 2.78 | 2.33 | 3.29 | 2.00 |
| 47 | 3.44 | 2.89 | 3.43 | 2.57 |
| 66 | 2.78 | 3.44 | 2.43 | 2.43 |
| 66 | 3.67 | 3.33 | 3.43 | 2.00 |
| 45 | 3.00 | 2.56 | 3.86 | 2.86 |
| 66 | 2.22 | 2.00 | 3.29 | 1.14 |
| 76 | 1.67 | 3.11 | 3.14 | 2.71 |
| 84 | 2.56 | 1.56 | 1.71 | 1.43 |
| 76 | 3.22 | 2.89 | 3.43 | 2.29 |
| 55 | 2.78 | 2.89 | 3.14 | 2.71 |
| 50 | 3.11 | 3.67 | 3.57 | 2.14 |
| 58 | 3.33 | 2.89 | 3.71 | 2.29 |
| 63 | 2.78 | 3.00 | 3.00 | 2.29 |
| 58 | 2.78 | 2.22 | 3.14 | 2.29 |
| 39 | 3.67 | 3.44 | 3.86 | 2.71 |
| 37 | 2.56 | 2.78 | 3.29 | 2.29 |

| AET 2011 (%) | External | Introjected | Identified | Intrinsic |
|---:|---:|---:|---:|---:|
| 47 | 3.11 | 3.11 | 3.00 | 2.71 |
| 50 | 3.00 | 2.78 | 2.57 | 3.00 |
| 74 | 2.78 | 1.78 | 1.57 | 2.00 |
| 89 | 4.00 | 2.89 | 2.00 | 1.43 |
| 79 | 2.89 | 3.00 | 3.00 | 2.29 |
| 92 | 2.67 | 3.33 | 2.71 | 2.86 |
| 53 | 2.78 | 2.56 | 3.14 | 2.29 |
| 45 | 3.44 | 3.56 | 3.43 | 2.14 |
| 61 | 2.00 | 2.44 | 3.00 | 2.43 |
| 89 | 2.00 | 2.00 | 2.29 | 1.71 |
| 53 | 3.56 | 2.89 | 3.14 | 2.43 |
| 45 | 2.44 | 3.00 | 3.29 | 2.57 |
| 53 | 2.67 | 2.11 | 1.86 | 1.29 |
| 55 | 3.00 | 3.56 | 3.86 | 2.14 |
| 84 | 2.67 | 2.56 | 3.43 | 2.29 |
| 74 | 2.56 | 2.44 | 3.29 | 2.00 |
| 87 | 2.00 | 2.56 | 3.14 | 2.14 |
| 53 | 2.89 | 3.00 | 3.57 | 2.43 |
| 55 | 2.89 | 2.56 | 3.86 | 1.86 |
| 66 | 3.89 | 3.67 | 3.57 | 3.00 |
| 50 | 2.78 | 3.13 | 3.57 | 2.00 |
| 82 | 3.22 | 2.33 | 2.14 | 2.00 |
| 47 | 2.44 | 2.56 | 3.00 | 2.57 |
| 71 | 1.11 | 1.11 | 1.14 | 1.43 |
| 82 | 3.00 | 3.00 | 3.71 | 3.14 |
| 92 | 3.67 | 2.89 | 3.00 | 2.43 |
| 74 | 2.44 | 2.11 | 3.29 | 2.14 |
| 63 | 2.33 | 2.00 | 2.00 | 2.00 |
| 55 | 2.89 | 3.33 | 3.00 | 2.43 |
| 50 | 3.33 | 3.22 | 3.14 | 1.71 |
| 66 | 2.78 | 2.56 | 3.43 | 1.71 |
| 55 | 3.11 | 3.00 | 3.14 | 2.14 |
| 61 | 2.78 | 3.00 | 2.14 | 1.57 |
| 66 | 3.11 | 3.00 | 3.00 | 2.00 |
| 71 | 3.11 | 2.89 | 3.57 | 2.86 |
| 34 | 3.44 | 3.33 | 3.57 | 2.86 |
| 63 | 3.11 | 3.00 | 3.00 | 1.71 |
| 74 | 3.00 | 3.33 | 4.00 | 2.14 |
| 53 | 3.44 | 3.11 | 3.57 | 2.57 |
| 37 | 3.22 | 3.00 | 3.29 | 3.00 |
| 47 | 2.56 | 2.56 | 3.29 | 2.71 |
| 55 | 3.33 | 2.88 | 3.29 | 1.86 |
| 47 | 3.11 | 3.00 | 3.29 | 3.14 |

| AET 2011 (%) | External | Introjected | Identified | Intrinsic |
|---|---|---|---|---|
| 63 | 2.78 | 2.78 | 2.71 | 2.14 |
| 45 | 3.44 | 3.22 | 3.57 | 2.14 |
| 47 | 3.89 | 3.44 | 3.00 | 1.57 |
| 55 | 3.44 | 2.89 | 3.71 | 2.71 |
| 71 | 3.33 | 2.89 | 3.43 | 2.71 |
| 68 | 3.56 | 3.33 | 3.43 | 2.57 |
| 79 | 3.33 | 3.33 | 3.71 | 3.00 |
| **Pearson correlation coefficient** | **-0.20** | **-0.24** | **-0.34** | **-0.26** |

**Note:** The Pearson product-moment correlation coefficient (2011) computations revealed a negative linear relationship between the scores in four types of learners' self-regulation (external, introjected, identified and intrinsic) in SRQ-A* and academic scores in AET** (2011) at a 5% significance level.

*SRQ-A: Self-Regulation Questionnaire – Academic

**AET: Academic Entry Test

## Appendix 24: The Pearson product-moment correlation coefficient computations, 2014

### AET & SRQ-A, 2014 (N=98)

| MDT 2014 (%) | External | Introjected | Identified | Intrinsic |
|---:|---:|---:|---:|---:|
| 56 | 2.22 | 2.67 | 2.43 | 2.00 |
| 63 | 3.33 | 3.00 | 3.86 | 3.29 |
| 78 | 2.44 | 2.56 | 2.86 | 2.71 |
| 76 | 2.78 | 3.22 | 3.43 | 2.29 |
| 67 | 2.89 | 2.11 | 3.00 | 1.71 |
| 83 | 2.89 | 2.56 | 3.57 | 2.29 |
| 87 | 3.22 | 3.43 | 2.71 | 2.43 |
| 57 | 2.44 | 2.11 | 2.00 | 1.00 |
| 37 | 2.44 | 2.00 | 2.43 | 1.57 |
| 56 | 1.56 | 1.56 | 1.57 | 1.00 |
| 62 | 2.67 | 3.11 | 3.43 | 2.86 |
| 54 | 2.67 | 2.67 | 3.14 | 1.86 |
| 75 | 1.33 | 1.67 | 3.14 | 1.86 |
| 52 | 1.89 | 2.22 | 3.17 | 2.29 |
| 67 | 2.67 | 3.11 | 3.29 | 2.86 |
| 73 | 2.89 | 2.33 | 3.43 | 2.43 |
| 60 | 2.56 | 2.56 | 3.00 | 2.43 |
| 75 | 2.67 | 2.56 | 3.29 | 2.86 |
| 87 | 2.11 | 2.56 | 2.57 | 2.14 |
| 56 | 3.00 | 3.33 | 3.57 | 1.86 |
| 75 | 2.22 | 3.00 | 3.71 | 2.71 |
| 98 | 2.56 | 3.00 | 3.00 | 2.57 |
| 81 | 3.33 | 3.56 | 3.57 | 2.71 |
| 79 | 2.78 | 3.00 | 3.71 | 2.71 |
| 86 | 2.11 | 2.00 | 3.43 | 3.14 |
| 83 | 2.33 | 2.67 | 3.29 | 2.71 |
| 76 | 2.44 | 3.56 | 3.71 | 3.14 |
| 76 | 2.78 | 2.89 | 2.71 | 2.29 |
| 87 | 1.78 | 2.44 | 3.29 | 3.00 |
| 92 | 1.33 | 1.11 | 1.86 | 1.57 |
| 84 | 3.00 | 3.22 | 3.29 | 1.71 |
| 92 | 3.56 | 3.00 | 2.86 | 1.86 |
| 76 | 2.00 | 2.78 | 3.86 | 2.71 |
| 49 | 2.75 | 3.22 | 2.43 | 1.29 |
| 83 | 2.44 | 2.44 | 3.00 | 2.86 |
| 60 | 2.56 | 2.67 | 2.71 | 2.29 |
| 100 | 1.78 | 2.44 | 2.71 | 2.43 |
| 90 | 2.56 | 2.11 | 3.14 | 1.57 |

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| MDT 2014 (%) | External | Introjected | Identified | Intrinsic |
|---|---|---|---|---|
| 71 | 3.22 | 3.22 | 3.00 | 2.43 |
| 75 | 2.56 | 2.89 | 3.29 | 2.43 |
| 67 | 3.00 | 3.56 | 2.86 | 1.71 |
| 55 | 2.67 | 2.00 | 2.43 | 2.43 |
| 70 | 2.44 | 2.33 | 2.71 | 2.14 |
| 67 | 3.00 | 3.22 | 3.86 | 1.86 |
| 73 | 1.89 | 1.44 | 3.14 | 2.71 |
| 79 | 1.44 | 2.56 | 3.86 | 2.71 |
| 76 | 2.00 | 2.67 | 3.29 | 1.86 |
| 86 | 1.56 | 1.89 | 3.00 | 1.14 |
| 87 | 3.11 | 2.44 | 2.57 | 2.71 |
| 90 | 2.11 | 2.00 | 2.71 | 2.14 |
| 63 | 2.44 | 2.11 | 3.57 | 2.29 |
| 65 | 3.33 | 3.22 | 3.00 | 1.57 |
| 83 | 1.67 | 2.33 | 3.14 | 3.86 |
| 89 | 2.33 | 2.22 | 1.86 | 2.14 |
| 68 | 2.33 | 2.44 | 3.71 | 2.00 |
| 73 | 2.89 | 3.33 | 3.57 | 2.43 |
| 92 | 3.11 | 3.67 | 3.29 | 3.14 |
| 63 | 2.89 | 3.11 | 3.14 | 1.86 |
| 48 | 2.89 | 3.11 | 2.43 | 1.00 |
| 71 | 2.33 | 1.78 | 2.17 | 2.29 |
| 62 | 2.11 | 1.89 | 2.29 | 1.57 |
| 63 | 1.89 | 2.67 | 3.00 | 2.00 |
| 90 | 2.78 | 3.00 | 2.71 | 2.57 |
| 81 | 2.13 | 2.22 | 3.43 | 2.57 |
| 56 | 2.67 | 3.11 | 3.71 | 2.14 |
| 79 | 2.44 | 2.11 | 2.29 | 2.43 |
| 63 | 2.33 | 2.56 | 3.29 | 2.71 |
| 92 | 2.33 | 1.89 | 2.43 | 1.86 |
| 48 | 2.89 | 2.33 | 3.00 | 2.00 |
| 71 | 3.11 | 2.89 | 3.57 | 3.00 |
| 52 | 3.11 | 3.11 | 2.71 | 2.14 |
| 86 | 3.22 | 3.67 | 3.71 | 2.14 |
| 59 | 3.11 | 3.00 | 3.43 | 1.86 |
| 86 | 3.56 | 3.67 | 3.57 | 3.00 |
| 68 | 2.22 | 2.44 | 2.86 | 2.43 |
| 73 | 3.33 | 1.89 | 2.00 | 2.00 |
| 97 | 1.78 | 2.33 | 3.14 | 2.43 |
| 67 | 2.44 | 2.11 | 2.14 | 1.43 |
| 79 | 2.78 | 2.89 | 2.71 | 2.14 |
| 52 | 3.11 | 2.44 | 2.43 | 2.43 |
| 84 | 2.78 | 2.33 | 2.29 | 1.29 |

| MDT 2014 (%) | External | Introjected | Identified | Intrinsic |
|---|---|---|---|---|
| 75 | 2.11 | 2.22 | 2.57 | 1.71 |
| 94 | 2.44 | 2.56 | 2.43 | 2.14 |
| 84 | 2.56 | 3.44 | 3.43 | 2.00 |
| 84 | 1.67 | 2.11 | 2.00 | 1.71 |
| 78 | 2.78 | 2.67 | 2.50 | 1.71 |
| 51 | 2.33 | 2.33 | 2.43 | 1.57 |
| 80 | 2.44 | 2.44 | 2.86 | 2.29 |
| 68 | 2.56 | 2.44 | 3.00 | 2.29 |
| 64 | 2.78 | 3.00 | 3.57 | 2.43 |
| 85 | 1.78 | 3.11 | 3.86 | 3.29 |
| 68 | 2.22 | 2.11 | 3.43 | 1.43 |
| 65 | 2.11 | 1.89 | 2.43 | 2.00 |
| 60 | 2.33 | 2.56 | 2.86 | 2.86 |
| 60 | 2.67 | 2.11 | 2.00 | 1.00 |
| 53 | 2.89 | 2.22 | 3.86 | 3.14 |
| 98 | 2.67 | 1.89 | 2.57 | 3.14 |
| 72 | 2.67 | 2.00 | 3.14 | 1.71 |
| Pearson correlation coefficient | -0.15 | 0.01 | 0.05 | 0.30 |

**Note:** The Pearson product-moment correlation coefficient (2014) computations revealed that there was a positive relationship between the scores in the *intrinsic self-regulation* scores in SRQ-A, 2014* and academic scores in MDT**, 2014. The test results revealed no correlation between three other self-regulation types (external, introjected and identified) with academic scores in 2014.

*SRQ-A: Self-Regulation Questionnaire - Academic

**MDT: Mock Didactic Test

## Appendix 25: Wilcoxon two-sample Test No. 1, 2011. Treatment Group assignment

## Computations of Wilcoxon two-sample test statistic, 2011

### Treatment group (TG)

| Identified | | | | | Intrinsic | | | |
|---|---|---|---|---|---|---|---|---|
| **DL1 score** | **rank** | **DPE1 score** | **rank** | | **DL1 score** | **rank** | **DPE1 score** | **rank** |
| 2.14 | 1.50 | 2.14 | 1.50 | | 1.71 | 3.50 | 1.57 | 1.00 |
| 2.43 | 3.00 | 2.71 | 4.50 | | 2.00 | 8.50 | 1.71 | 3.50 |
| 2.71 | 4.50 | 3.00 | 8.00 | | 2.14 | 11.00 | 1.71 | 3.50 |
| 3.00 | 8.00 | 3.00 | 8.00 | | 2.14 | 11.00 | 1.71 | 3.50 |
| 3.00 | 8.00 | 3.00 | 8.00 | | 2.29 | 13.00 | 1.86 | 6.50 |
| 3.14 | 12.00 | 3.14 | 12.00 | | 2.43 | 14.50 | 1.86 | 6.50 |
| 3.14 | 12.00 | 3.43 | 16.00 | | 2.43 | 14.50 | 2.00 | 8.50 |
| 3.29 | 14.00 | 3.43 | 16.00 | | 2.57 | 16.50 | 2.14 | 11.00 |
| 3.43 | 16.00 | 3.57 | 20.50 | | 2.71 | 18.50 | 2.57 | 16.50 |
| 3.57 | 20.50 | 3.57 | 20.50 | | 2.71 | 18.50 | 2.86 | 22.00 |
| 3.57 | 20.50 | 3.57 | 20.50 | | 2.86 | 22.00 | 2.86 | 22.00 |
| 3.71 | 25.00 | 3.57 | 20.50 | | 2.86 | 22.00 | 2.86 | 22.00 |
| 3.71 | 25.00 | 3.71 | 25.00 | | 3.00 | 25.50 | 3.14 | 27.00 |
| 4.00 | 27.00 | | | | 3.00 | 25.50 | | |
| **Tx (sum)** | **197.00** | **Ty (sum)** | **181.00** | | **Tx (sum)** | **224.50** | **Ty (sum)** | **153.5** |
| **m** | **14.00** | **n** | **13.00** | | **m** | **14.00** | **n** | **13.00** |
| **Ux** | **90.00** | **Uy** | **92.00** | | **Ux** | **62.50** | **Uy** | **119.50** |
| **Test statistic** | **90.00** | | | | **Test statistic** | **62.50** | | |

**Note:**

(1) Wilcoxon two-sample test is sometimes referred to as Wilcoxon-Mann-Whitney test (Sheskin, 2003, 2005).

(2) Only two self-regulation types were observed in the *quasi-experiment*: (1) *identified SR* and *intrinsic SR* since only these types are considered autonomous.

## Appendix 26: Kruskal-Wallis Test No. 1, 2011. Control Group assignment
## Attachment A:

## Computations of Kruskal-Wallis test statistic No. 1, 2011

## Control Group (CG)

## *Identified Self- Regulation*

| Identified | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| D1B score | rank | D1C score | rank | D1D score | rank | D1E score | rank | D1A score | rank | D1mix score | rank |
| 2.57 | 12 | 1.57 | 2 | 1.86 | 5 | 1.14 | 1 | 2.57 | 12 | 2.29 | 8.5 |
| 2.57 | 12 | 1.71 | 3.5 | 2.29 | 8.5 | 1.71 | 3.5 | 2.71 | 18 | 3.00 | 31.5 |
| 2.57 | 12 | 2.00 | 6.5 | 2.71 | 18 | 2.00 | 6.5 | 2.71 | 18 | 3.14 | 44.5 |
| 2.86 | 22.5 | 2.57 | 12 | 3.00 | 31.5 | 3.00 | 31.5 | 2.71 | 18 | 3.14 | 44.5 |
| 3.00 | 31.5 | 2.86 | 22.5 | 3.00 | 31.5 | 3.00 | 31.5 | 2.71 | 18 | 3.17 | 50 |
| 3.00 | 31.5 | 3.00 | 31.5 | 3.14 | 44.5 | 3.00 | 31.5 | 2.71 | 18 | 3.29 | 65 |
| 3.00 | 31.5 | 3.14 | 44.5 | 3.14 | 44.5 | 3.00 | 31.5 | 2.71 | 18 | 3.29 | 65 |
| 3.14 | 44.5 | 3.29 | 65 | 3.29 | 65 | 3.00 | 31.5 | 3.00 | 31.5 | 3.29 | 65 |
| 3.29 | 65 | 3.29 | 65 | 3.29 | 65 | 3.00 | 31.5 | 3.00 | 31.5 | 3.29 | 65 |
| 3.29 | 65 | 3.43 | 85 | 3.29 | 65 | 3.14 | 44.5 | 3.00 | 31.5 | 3.29 | 65 |
| 3.29 | 65 | 3.43 | 85 | 3.29 | 65 | 3.14 | 44.5 | 3.14 | 44.5 | 3.29 | 65 |
| 3.29 | 65 | 3.43 | 85 | 3.29 | 65 | 3.29 | 65 | 3.14 | 44.5 | 3.29 | 65 |
| 3.29 | 65 | 3.57 | 95.5 | 3.29 | 65 | 3.29 | 65 | 3.29 | 65 | 3.29 | 65 |
| 3.43 | 85 | 3.71 | 105 | 3.29 | 65 | 3.29 | 65 | 3.29 | 65 | 3.29 | 65 |
| 3.57 | 95.5 | 3.86 | 114 | 3.43 | 85 | 3.43 | 85 | 3.43 | 85 | 3.29 | 65 |
| 3.57 | 95.5 | 3.86 | 114 | 3.43 | 85 | 3.57 | 95.5 | 3.43 | 85 | 3.43 | 85 |
| 3.57 | 95.5 | | | 3.43 | 85 | 3.57 | 95.5 | 3.57 | 95.5 | 3.57 | 95.5 |
| 3.71 | 105 | | | 3.57 | 95.5 | 3.71 | 105 | 3.71 | 105 | 3.71 | 105 |
| 3.86 | 114 | | | 3.57 | 95.5 | 3.71 | 105 | 3.71 | 105 | 3.71 | 105 |
| | | | | 3.71 | 105 | 3.86 | 114 | 3.86 | 114 | 3.86 | 114.114 |
| | | | | | | 4.00 | 119.5 | 3.86 | 114 | 3.86 | 114 |
| | | | | | | | | 4.00 | 119.5 | 3.86 | 114 |
| $T_1$ (sum) | 1113 | $T_2$ (sum) | 936 | $T_3$ (sum) | 1189.5 | $T_4$ (sum) | 1203.5 | $T_5$ (sum) | 1256.5 | $T_6$ (sum) | 1561.614 |
| $n_1$ | 19 | $n_2$ | 16 | $n_3$ | 20 | $n_4$ | 21 | $n_5$ | 22 | $n_6$ | 22 |
| Test criterion G | | 2.523 | | | | | | | | | |

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Appendix 26: Kruskal-Wallis Test No. 1, 2011. Control Group assignment (continued)

**Attachment B:**

**Computations of Kruskal-Wallis test statistic No.1, 2011**

**Control Group (CG)**

**Intrinsic Self-Regulation**

| Intrinsic | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| D1B score | rank | D1C score | rank | D1D score | rank | D1E score | rank | D1A score | rank | D1mix score | rank |
| 2.00 | 32 | 1.14 | 3 | 1.29 | 5.5 | 1.14 | 3.0 | 1.00 | 1.0 | 1.14 | 3.0 |
| 2.00 | 32 | 1.43 | 9.5 | 1.57 | 13.5 | 1.29 | 5.5 | 1.57 | 13.5 | 2.00 | 32.0 |
| 2.00 | 32 | 1.43 | 9.5 | 1.71 | 16.5 | 1.43 | 9.5 | 1.71 | 16.5 | 2.00 | 32.0 |
| 2.00 | 32 | 1.86 | 21.5 | 1.86 | 21.5 | 1.43 | 9.5 | 1.71 | 16.5 | 2.00 | 32.0 |
| 2.14 | 44 | 2.00 | 32 | 2.14 | 44 | 1.43 | 9.5 | 1.86 | 21.5 | 2.00 | 32.0 |
| 2.14 | 44 | 2.00 | 32 | 2.14 | 44 | 1.43 | 9.5 | 1.86 | 21.5 | 2.00 | 32.0 |
| 2.29 | 57.5 | 2.29 | 57.5 | 2.29 | 57.5 | 1.71 | 16.5 | 1.86 | 21.5 | 2.00 | 32.0 |
| 2.29 | 57.5 | 2.29 | 57.5 | 2.29 | 57.5 | 1.86 | 21.5 | 2.00 | 32.0 | 2.14 | 44.0 |
| 2.29 | 57.5 | 2.29 | 57.5 | 2.43 | 72 | 2.00 | 32.0 | 2.14 | 44.0 | 2.29 | 57.5 |
| 2.43 | 72 | 2.29 | 57.5 | 2.43 | 72 | 2.00 | 32.0 | 2.14 | 44.0 | 2.29 | 57.5 |
| 2.57 | 83.5 | 2.43 | 72 | 2.57 | 83.5 | 2.14 | 44.0 | 2.29 | 57.5 | 2.29 | 57.5 |
| 2.57 | 83.5 | 2.57 | 83.5 | 2.57 | 83.5 | 2.14 | 44.0 | 2.29 | 57.5 | 2.29 | 57.5 |
| 2.57 | 83.5 | 2.71 | 95.5 | 2.57 | 83.5 | 2.17 | 49.0 | 2.43 | 72.0 | 2.43 | 72.0 |
| 2.71 | 95.5 | 2.71 | 95.5 | 2.71 | 95.5 | 2.29 | 57.5 | 2.57 | 83.5 | 2.43 | 72.0 |
| 2.71 | 95.5 | 2.86 | 106 | 2.71 | 95.5 | 2.43 | 72.0 | 2.57 | 83.5 | 2.43 | 72.0 |
| 2.71 | 95.5 | 3.00 | 111 | 2.86 | 106 | 2.43 | 72.0 | 2.71 | 95.5 | 2.43 | 72.0 |
| 2.71 | 95.5 | | | 3.00 | 111 | 2.43 | 72.0 | 2.71 | 95.5 | 2.71 | 95.5 |
| 3.00 | 111 | | | 3.14 | 114.5 | 2.43 | 72.0 | 2.71 | 95.5 | 2.86 | 106.0 |
| 3.43 | 117.5 | | | 3.43 | 117.5 | 2.57 | 83.5 | 2.71 | 95.5 | 2.86 | 106.0 |
| | | | | 3.57 | 119 | 3.14 | 114.5 | 2.71 | 95.5 | 2.86 | 106.0 |
| | | | | | | 4.00 | 120.0 | 2.86 | 106.0 | 2.86 | 106.0 |
| | | | | | | | | 3.14 | 114.5 | 3.14 | 114.5 |
| T$_1$ (sum) | 1321.5 | T$_2$ (sum) | 901 | T$_3$ (sum) | 1413.5 | T$_4$ (sum) | 949.0 | T$_5$ (sum) | 1 284.0 | T$_6$ (sum) | 1 391.0 |
| n$_1$ | 19 | n$_2$ | 16 | n$_3$ | 20 | n$_4$ | 21 | n$_5$ | 22 | n$_6$ | 22 |
| Test criterion G | | 7.516 | | | | | | | | | |

**Note:** Only two self-regulation types were observed in the *quasi-experiment*: (1) *Identified SR* and *Intrinsic SR* since these types are considered autonomous.

## Appendix 27: Wilcoxon two-sample Test No. 2, 2014. Treatment Group verification

## Computations of Wilcoxon two-sample test statistic No.2 (2014).Homogeneity

## Treatment group (TG)

| Identified | | | | Intrinsic | | | |
|---|---|---|---|---|---|---|---|
| DL4 score | rank | DPE4 score | rank | DL4 score | rank | DPE4 score | rank |
| 2.57 | 2.00 | 2.43 | 1.00 | 1.86 | 2.00 | 1.71 | 1.00 |
| 2.71 | 3.50 | 2.71 | 3.50 | 2.14 | 4.00 | 2.00 | 3.00 |
| 3.00 | 7.00 | 2.86 | 5.00 | 2.29 | 6.50 | 2.29 | 6.50 |
| 3.00 | 7.00 | 3.00 | 7.00 | 2.29 | 6.50 | 2.29 | 6.50 |
| 3.17 | 9.00 | 3.43 | 14.00 | 2.43 | 10.00 | 2.43 | 10.00 |
| 3.29 | 11.00 | 3.57 | 17.00 | 2.43 | 10.00 | 2.57 | 12.50 |
| 3.29 | 11.00 | 3.71 | 20.50 | 2.57 | 12.50 | 2.71 | 16.00 |
| 3.29 | 11.00 | 3.86 | 23.50 | 2.71 | 16.00 | 3.29 | 13.00 |
| 3.43 | 14.00 | 3.86 | 23.50 | 2.71 | 16.00 | 3.43 | 24.00 |
| 3.43 | 14.00 | | | 2.71 | 16.00 | | |
| 3.57 | 17.00 | | | 2.71 | 16.00 | | |
| 3.57 | 17.00 | | | 2.86 | 19.50 | | |
| 3.71 | 20.50 | | | 2.86 | 19.50 | | |
| 3.71 | 20.50 | | | 3.14 | 21.50 | | |
| 3.71 | 20.50 | | | 3.14 | 21.50 | | |
| **Tx (sum)** | **185.00** | **Ty (sum)** | **115.00** | **Tx (sum)** | **197.50** | **Ty (sum)** | **92.50** |
| **m** | **15.00** | **n** | **9.00** | **m** | **15.00** | **n** | **9.00** |
| **Ux** | **70.00** | **Uy** | **65.00** | **Ux** | **57.50** | **Uy** | **87.50** |
| **Test statistic** | **65.00** | | | **Test statistic** | **57.50** | | |

**Note:** Due to the changes occurred over time, it was necessary to verify the homogeneity of the observed groups again.

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## Appendix 28: Kruskal-Wallis Test No. 2, 2014. Control Group verification
## Attachment A:

## Computation of Kruskal-Wallis test statistic No. 2, 2014. Homogeneity

## Control group (CG)

## Identified Self-Regulation

**Identified**

| DPL4mix score | rank | DE4 score | rank | DMS4 score | rank | DZ4 score | rank | DŽ4 score | rank |
|---|---|---|---|---|---|---|---|---|---|
| 1.57 | 1 | 1.86 | 2.5 | 2.17 | | 2.00 | 5.5 | 2.00 | 5.5 |
| 1.86 | 2.5 | 2.43 | 22 | 2.29 | 14 | 2.00 | 5.5 | 2.43 | 22 |
| 2.00 | 5.5 | 2.43 | 22 | 2.29 | 14 | 2.14 | 9 | 2.43 | 22 |
| 2.14 | 9 | 2.57 | 31 | 2.29 | 14 | 2.14 | 9 | 2.57 | 31 |
| 2.43 | 22 | 2.71 | 37.5 | 2.43 | 22 | 2.29 | 14 | 2.57 | 31 |
| 2.43 | 22 | 2.71 | 37.5 | 2.43 | 22 | 2.29 | 14 | 2.86 | 44.5 |
| 2.71 | 37.5 | 2.86 | 44.5 | 2.57 | 31 | 2.43 | 22 | 2.86 | 44.5 |
| 2.71 | 37.5 | 3.00 | 52 | 2.71 | 37.5 | 2.43 | 22 | 3.00 | 52 |
| 2.86 | 44.5 | 3.00 | 52 | 2.71 | 37.5 | 2.43 | 22 | 3.00 | 52 |
| 2.86 | 44.5 | 3.00 | 52 | 2.86 | 44.5 | 2.50 | 28 | 3.14 | 61 |
| 3.00 | 52 | 3.14 | 61 | 3.00 | 52 | 2.57 | 31 | 3.43 | 76 |
| 3.00 | 52 | 3.14 | 61 | 3.00 | 52 | 2.71 | 37.5 | 3.57 | 81.5 |
| 3.14 | 61 | 3.29 | 69 | 3.14 | 61 | 2.71 | 37.5 | 3.86 | 91.5 |
| 3.14 | 61 | 3.29 | 69 | 3.14 | 61 | 3.14 | 61 | 3.86 | 91.5 |
| 3.14 | 61 | 3.43 | 76 | 3.29 | 69 | 3.43 | 76 | | |
| 3.29 | 69 | 3.57 | 81.5 | 3.29 | 69 | 3.57 | 81.5 | | |
| 3.29 | 69 | 3.86 | 91.5 | 3.29 | 69 | | | | |
| 3.43 | 76 | 3.86 | 91.5 | 3.43 | 76 | | | | |
| 3.43 | 76 | | | 3.43 | 76 | | | | |
| 3.86 | 91.5 | | | 3.57 | 81.5 | | | | |
| 3.86 | 91.5 | | | 3.57 | 81.5 | | | | |
| | | | | 3.57 | 81.5 | | | | |
| | | | | 3.71 | 87 | | | | |
| | | | | 3.71 | 87 | | | | |
| | | | | 3.71 | 87 | | | | |
| **T$_1$ (sum)** | 986 | **T$_2$ (sum)** | 953.5 | **T$_3$ (sum)** | 1327 | **T$_4$ (sum)** | 475.5 | **T$_5$ (sum)** | 706 |
| **n$_1$** | 21 | **n$_2$** | 18 | **n$_3$** | 25 | **n$_4$** | 16 | **n$_5$** | 14 |
| **Test statistic G** | | 6.568 | | | | | | | |

Appendix 28: Kruskal-Wallis Test No. 2, 2014. Control Group verification (continued)

**Attachment B:**

**Computations of Kruskal-Wallis test statistic No. 2, 2014**

**Control group (CG)**

**Intrinsic Self-Regulation**

| **Intrinsic** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **DPL4mix score** | **rank** | **DE4 score** | **rank** | **DMS4 score** | **rank** | **DZ4 score** | **rank** | **DŽ4 score** | **rank** |
| 1.00 | 2.5 | 1.14 | 5.5 | 1.00 | 2.5 | 1.14 | 5.5 | 1.00 | 2.5 |
| 1.00 | 2.5 | 1.57 | 18 | 1.57 | 18 | 1.29 | 8 | 1.43 | 11.5 |
| 1.29 | 8 | 1.71 | 25.5 | 1.86 | 33.5 | 1.29 | 8 | 1.57 | 18 |
| 1.43 | 11.5 | 1.86 | 33.5 | 1.86 | 33.5 | 1.43 | 11.5 | 1.57 | 18 |
| 1.57 | 18 | 1.86 | 33.5 | 1.86 | 33.5 | 1.43 | 11.5 | 1.71 | 25.5 |
| 1.57 | 18 | 1.86 | 33.5 | 1.86 | 33.5 | 1.57 | 18 | 2.00 | 41.5 |
| 1.57 | 18 | 2.14 | 49 | 2.00 | 41.5 | 1.71 | 25.5 | 2.29 | 56.5 |
| 1.57 | 18 | 2.14 | 49 | 2.00 | 41.5 | 1.71 | 25.5 | 2.29 | 56.5 |
| 1.71 | 25.5 | 2.14 | 49 | 2.00 | 41.5 | 1.71 | 25.5 | 2.43 | 65.5 |
| 1.86 | 33.5 | 2.29 | 56.5 | 2.14 | 49 | 2.00 | 41.5 | 2.57 | 73.5 |
| 1.86 | 33.5 | 2.43 | 65.5 | 2.14 | 49 | 2.00 | 41.5 | 2.86 | 82.5 |
| 1.86 | 33.5 | 2.43 | 65.5 | 2.14 | 49 | 2.14 | 49 | 3.14 | 89 |
| 2.29 | 56.5 | 2.43 | 65.5 | 2.14 | 49 | 2.14 | 49 | 3.14 | 89 |
| 2.29 | 56.5 | 2.71 | 78 | 2.29 | 56.5 | 2.43 | 65.5 | 3.29 | 91 |
| 2.43 | 65.5 | 2.71 | 78 | 2.43 | 65.5 | 2.43 | 65.5 | | |
| 2.71 | 78 | 2.71 | 78 | 2.43 | 65.5 | 2.43 | 65.5 | | |
| 2.86 | 82.5 | 3.71 | 92.5 | 2.43 | 65.5 | | | | |
| 2.86 | 82.5 | 3.86 | 94 | 2.43 | 65.5 | | | | |
| 2.86 | 82.5 | | | 2.57 | 73.5 | | | | |
| 3.00 | 86 | | | 2.57 | 73.5 | | | | |
| 3.71 | 92.5 | | | 2.57 | 73.5 | | | | |
| | | | | 2.71 | 78 | | | | |
| | | | | 3.00 | 86 | | | | |
| | | | | 3.00 | 86 | | | | |
| | | | | 3.14 | 89 | | | | |
| **$T_1$ (sum)** | **905** | **$T_2$ (sum)** | **970** | **$T_3$ (sum)** | **1353** | **$T_4$ (sum)** | **516.5** | **$T_5$ (sum)** | **720.5** |
| **$n_1$** | **21** | **$n_2$** | **18** | **$n_3$** | **25** | **$n_4$** | **16** | **$n_5$** | **14** |
| **Test statistic G** | | **8.282** | | | | | | | |

**Appendix 29: Wilcoxon two-sample Test No. 3.  Homogeneity of the TG (AET, 2011)**

# Computations of the Wilcoxon two-sample test statistic No. 3, 2011

**Treatment Group: AET, 2011**

| AET/2011 | | DPE1 score | rank |
|---|---|---|---|
| DL1 score | rank | | |
| 39 | 1,00 | 55 | 5,5 |
| 50 | 2,50 | 61 | 7,5 |
| 50 | 2,50 | 61 | 7,5 |
| 53 | 4,00 | 63 | 9,5 |
| 55 | 5,50 | 66 | 12,5 |
| 63 | 9,50 | 66 | 12,5 |
| 66 | 12,50 | 66 | 12,5 |
| 74 | 16,00 | 71 | 15 |
| 76 | 17,00 | | |
| 79 | 18,00 | | |
| 82 | 19,00 | | |
| 92 | 20,00 | | |
| Tx (sum) | 127,50 | Ty (sum) | 82,5 |
| M | 12 | n | 8 |
| Ux | 46,50 | Uy | 49,5 |
| Test statistic | 46,50 | | |

## Appendix 30: Wilcoxon two-sample Test No. 4. Homogeneity of the TG, MDT, 2014

**Computations of the Wilcoxon two-sample test statistic No. 4 (MDT, 2014)**

**Treatment group: MDT, 2014**

| MDT/2014 | | | |
|---|---|---|---|
| **DL4 score** | **rank** | **DPE4 score** | **rank** |
| 56 | 1,50 | 56 | 1,5 |
| 60 | 3,00 | 63 | 4 |
| 67 | 5,50 | 67 | 5,5 |
| 73 | 8,00 | 71 | 7 |
| 75 | 9,00 | 76 | 10,5 |
| 76 | 10,50 | 78 | 12 |
| 79 | 13,00 | 83 | 15,5 |
| 81 | 14,00 | 87 | 18,5 |
| 83 | 15,50 | | |
| 86 | 17,00 | | |
| 87 | 18,50 | | |
| 98 | 20,00 | | |
| **Tx (sum)** | **135,50** | **Ty (sum)** | **74,5** |
| **m** | **12** | **n** | **8** |
| **Ux** | **38,50** | **Uy** | **57,5** |
| **Test statistic** | **38,50** | | |

## Appendix 31: Kruskal-Wallis Tests No. 3 & 4. Homogeneity of the CG (academic)

## Attachment A: Computations of the Kruskal-Wallis test No.3

## Control Group: AET, 2011

| D1A score | rank | D1B score | rank | D1C score | rank | D1D score | rank | D1E score | rank | DPE1 score | rank |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 39 | 8 | 29 | 1,5 | 29 | 1,5 | 42 | 11,0 | 50 | 21,5 | 32 | 3,0 |
| 39 | 8 | 45 | 13,5 | 37 | 5 | 45 | 13,5 | 53 | 26,5 | 34 | 4,0 |
| 45 | 13,5 | 47 | 17,5 | 45 | 13,5 | 47 | 17,5 | 55 | 31,5 | 39 | 8,0 |
| 61 | 38 | 47 | 17,5 | 47 | 17,5 | 53 | 26,5 | 55 | 31,5 | 39 | 8,0 |
| 61 | 38 | 53 | 26,5 | 50 | 21,5 | 53 | 26,5 | 55 | 31,5 | 39 | 8,0 |
| 68 | 47,5 | 53 | 26,5 | 50 | 21,5 | 55 | 31,5 | 63 | 42,0 | 53 | 26,5 |
| 84 | 57 | 58 | 34,5 | 50 | 21,5 | 63 | 42,0 | 66 | 45,0 | 63 | 42,0 |
| 92 | 61 | 61 | 38 | 58 | 34,5 | 68 | 47,5 | 71 | 49,0 | | |
| | | 61 | 38 | 66 | 45 | 79 | 54,5 | 74 | 51,0 | | |
| | | 61 | 38 | 74 | 51 | 89 | 59,5 | 82 | 56,0 | | |
| | | 66 | 45 | 76 | 53 | | | 87 | 58,0 | | |
| | | 74 | 51 | 89 | 59,5 | | | | | | |
| | | 79 | 54,5 | | | | | | | | |
| $T_1$ (sum) | 271 | $T_2$ (sum) | 402 | $T_3$ (sum) | 345 | $T_4$ (sum) | 330,0 | $T_5$ (sum) | 443,5 | $T_6$ (sum) | 99,5 |
| $n_1$ | 8 | $n_2$ | 13 | $n_3$ | 12 | $n_4$ | 10 | $n_5$ | 11 | $n_6$ | 7 |
| Test criterion G | 9,818 | | | | | | | | | | |

## Attachment B: Computations of the Kruskal-Wallis test No. 4

## Control Group, MDT, 2014

| DŽ4 score | rank | DE4 score | rank | DL4 score | rank | DMS4 score | rank | DZ4 score | rank | DPE4 score | rank |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 53 | 3 | 55 | 5,5 | 49 | 2 | 48 | 1,0 | 59 | 10,5 | 54 | 4,0 |
| 60 | 12,5 | 63 | 17 | 60 | 12,5 | 55 | 5,5 | 79 | 36,5 | 56 | 7,5 |
| 64 | 20 | 63 | 17 | 76 | 34,5 | 56 | 7,5 | 83 | 40,5 | 57 | 9,0 |
| 65 | 21,5 | 67 | 23,5 | 83 | 40,5 | 59 | 10,5 | 84 | 42,5 | 73 | 30,0 |
| 65 | 21,5 | 67 | 23,5 | 84 | 42,5 | 62 | 14,0 | 94 | 54,0 | | |
| 87 | 48 | 71 | 27,5 | 87 | 48 | 63 | 17,0 | 97 | 55,0 | | |
| 98 | 56 | 73 | 30 | 92 | 51,5 | 63 | 17,0 | | | | |
| | | 75 | 32,5 | 100 | 57 | 63 | 17,0 | | | | |
| | | 75 | 32,5 | | | 68 | 25,5 | | | | |
| | | 76 | 34,5 | | | 68 | 25,5 | | | | |
| | | 79 | 36,5 | | | 71 | 27,5 | | | | |
| | | 81 | 39 | | | 73 | 30,0 | | | | |
| | | 86 | 45 | | | 80 | 38,0 | | | | |
| | | 87 | 48 | | | 86 | 45,0 | | | | |
| | | 90 | 50 | | | 86 | 45,0 | | | | |
| | | | | | | 92 | 51,5 | | | | |
| | | | | | | 93 | 53,0 | | | | |
| $T_1$ (sum) | 182,5 | $T_2$ (sum) | 462 | $T_3$ (sum) | 288,5 | $T_4$ (sum) | 430,5 | $T_5$ (sum) | 239,0 | $T_6$ (sum) | 50,5 |
| $n_1$ | 7 | $n_2$ | 15 | $n_3$ | 8 | $n_4$ | 17 | $n_5$ | 6 | $n_6$ | 4 |
| Test criterion G | 9,126 | | | | | | | | | | |

## Appendix 32: Wilcoxon matched-pairs test No. 1, TG - SRQ-A, 2011 vs 2014

**Computations for time triangulation: SRQ-A, 2011 vs 2014 (TG)**

**TG: Identified SR, 2011 vs  Identified SR, 2014**

| 2011 | 2014 | | | | | |
|---|---|---|---|---|---|---|
| **Identified** | **Identified** | **Difference, Identified** | **Difference Identified, in ordinal position** | **Difference, Identified, ABS** | **In ordinal position ABS** | **Rank** |
| 3,00 | 3,43 | 0,43 | -1,00 | 0,43 | 0,00 | |
| 3,29 | 3,00 | -0,29 | -0,57 | 0,29 | 0,00 | |
| 2,43 | 3,29 | 0,86 | -0,57 | 0,86 | 0,14 | 1,5 |
| 3,14 | 2,57 | -0,57 | -0,43 | 0,57 | 0,14 | 1,5 |
| 3,57 | 3,57 | 0,00 | -0,29 | 0,00 | 0,29 | 5 |
| 3,00 | 3,71 | 0,71 | -0,29 | 0,71 | 0,29 | 5 |
| 2,71 | 3,00 | 0,29 | -0,29 | 0,29 | 0,29 | 5 |
| 3,43 | 3,71 | 0,29 | 0,00 | 0,29 | 0,29 | 5 |
| 3,57 | 3,57 | 0,00 | 0,00 | 0,00 | 0,29 | 5 |
| 3,14 | 3,29 | 0,14 | 0,14 | 0,14 | 0,43 | 9 |
| 2,14 | 2,71 | 0,57 | 0,14 | 0,57 | 0,43 | 9 |
| 4,00 | 3,71 | -0,29 | 0,29 | 0,29 | 0,43 | 9 |
| 3,71 | 3,43 | -0,29 | 0,29 | 0,29 | 0,57 | 12,5 |
| 3,71 | 3,29 | -0,43 | 0,43 | 0,43 | 0,57 | 12,5 |
| 3,43 | 2,43 | -1,00 | 0,43 | 1,00 | 0,57 | 12,5 |
| 3,14 | 3,86 | 0,71 | 0,57 | 0,71 | 0,57 | 12,5 |
| 2,14 | 2,86 | 0,71 | 0,57 | 0,71 | 0,71 | 16 |
| 3,00 | 3,43 | 0,43 | 0,71 | 0,43 | 0,71 | 16 |
| 3,57 | 3,00 | -0,57 | 0,71 | 0,57 | 0,71 | 16 |
| 3,57 | 3,71 | 0,14 | 0,71 | 0,14 | 0,86 | 18 |
| 3,00 | 3,57 | 0,57 | 0,86 | 0,57 | 1,00 | 19 |
| **Sum of negative** | | **68** | | | | |
| **Sum of positive** | | **117** | | | | |
| **Test statistic Uw** | | **0,8853** | | | | |

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Appendix 32: Wilcoxon matched-pairs signed-ranks test No. 1, TG – SRQ-A, 2011 vs 2014 (continued)

**Computations for time triangulation: SRQ-A, 2011 vs 2014 (TG)**

**TG: Intrinsic SR, 2011 vs Intrinsic SR, 2014**

| 2011 | 2014 | | | | | |
|------|------|------|------|------|------|------|
| Intrinsic | Intrinsic | Difference, Intrinsic | Difference, Intrinsic, in ordered position | Diference, Intrinsic ABS | In ordered position ABS | Rank |
| 2,43 | 2,43 | 3,00 | -1,14 | 3,00 | 0,00 | |
| 2,57 | 2,43 | 3,29 | -0,57 | 3,29 | 0,14 | 1 |
| 2,43 | 2,86 | 2,43 | -0,29 | 2,43 | 0,29 | 5,5 |
| 2,71 | 2,14 | 3,14 | -0,29 | 3,14 | 0,29 | 5,5 |
| 2,14 | 1,86 | 3,57 | -0,29 | 3,57 | 0,29 | 5,5 |
| 2,29 | 2,71 | 3,00 | -0,29 | 3,00 | 0,29 | 5,5 |
| 2,86 | 2,57 | 2,71 | -0,14 | 2,71 | 0,29 | 5,5 |
| 2,86 | 3,14 | 3,43 | 0,00 | 3,43 | 0,29 | 5,5 |
| 3,00 | 2,71 | 3,57 | 0,29 | 3,57 | 0,29 | 5,5 |
| 1,71 | 2,86 | 3,14 | 0,29 | 3,14 | 0,29 | 5,5 |
| 2,00 | 2,29 | 2,14 | 0,29 | 2,14 | 0,43 | 11 |
| 2,14 | 2,71 | 4,00 | 0,29 | 4,00 | 0,43 | 11 |
| 2,71 | 3,14 | 3,71 | 0,43 | 3,71 | 0,43 | 11 |
| 3,00 | 2,71 | 3,71 | 0,43 | 3,71 | 0,57 | 14,5 |
| 1,71 | 2,00 | 3,43 | 0,43 | 3,43 | 0,57 | 14,5 |
| 2,14 | 3,29 | 3,14 | 0,57 | 3,14 | 0,57 | 14,5 |
| 1,57 | 2,71 | 2,14 | 0,57 | 2,14 | 0,57 | 14,5 |
| 2,00 | 2,29 | 3,00 | 0,57 | 3,00 | 1,14 | 18,5 |
| 2,86 | 1,71 | 0,00 | 1,14 | 0,00 | 1,14 | 18,5 |
| 2,86 | 3,43 | 3,57 | 1,14 | 3,57 | 1,14 | 18,5 |
| 1,71 | 2,29 | 3,00 | 1,14 | 3,00 | 1,14 | 18,5 |
| **Sum of negative** | | **56** | | | | |
| **Sum of positive** | | **154** | | | | |
| **Test statistic Uw** | | **1,8293** | | | | |

**Appendix 33: Wilcoxon matched-pairs test No. 2, CG - SRQ-A, 2011 vs 2014**

**Computations for time triangulation: SRQ-A, 2011 vs 2014 (CG)**

**CG: Identified SR, 2011 vs  Identified SR, 2014**

| 2011 | 2014 | | | | | |
|---|---|---|---|---|---|---|
| **Identified** | **Identified** | **Difference, Identified** | **Diference Identified, In ordered position** | **Difference Identified ABS** | **In ordered position, ABS** | **Rank** |
| 3,43 | 2,57 | 0,86 | -2,00 | 0,86 | 0,00 | |
| 3,29 | 3,29 | 0,00 | -1,57 | 0,00 | 0,00 | |
| 3,29 | 2,71 | 0,58 | -1,29 | 0,58 | 0,00 | |
| 3,29 | 3,29 | 0,00 | -0,72 | 0,00 | 0,00 | |
| 2,86 | 2,43 | 0,43 | -0,71 | 0,43 | 0,14 | 3 |
| 3,14 | 3,00 | 0,14 | -0,57 | 0,14 | 0,14 | 3 |
| 3,29 | 2,43 | 0,86 | -0,57 | 0,86 | 0,14 | 3 |
| 3,57 | 2,43 | 1,14 | -0,57 | 1,14 | 0,14 | 3 |
| 3,71 | 3,00 | 0,71 | -0,57 | 0,71 | 0,14 | 3 |
| 3 | 3,71 | -0,71 | -0,57 | 0,71 | 0,28 | 7 |
| 3,29 | 3,00 | 0,29 | -0,57 | 0,29 | 0,28 | 7 |
| 2,57 | 2,29 | 0,28 | -0,43 | 0,28 | 0,28 | 7 |
| 2,57 | 3,00 | -0,43 | -0,43 | 0,43 | 0,29 | 10,5 |
| 3,29 | 3,86 | -0,57 | -0,43 | 0,57 | 0,29 | 10,5 |
| 3,43 | 3,86 | -0,43 | -0,43 | 0,43 | 0,29 | 10,5 |
| 2,86 | 3,43 | -0,57 | -0,42 | 0,57 | 0,29 | 10,5 |
| 3,43 | 3,71 | -0,28 | -0,29 | 0,28 | 0,42 | 13,5 |
| 3,86 | 3,57 | 0,29 | -0,28 | 0,29 | 0,42 | 13,5 |
| 3,43 | 2,57 | 0,86 | -0,14 | 0,86 | 0,43 | 18 |
| 3,14 | 2,71 | 0,43 | 0,00 | 0,43 | 0,43 | 18 |
| 3,29 | 2,17 | 1,12 | 0,00 | 1,12 | 0,43 | 18 |
| 3,57 | 2,71 | 0,86 | 0,00 | 0,86 | 0,43 | 18 |
| 2,57 | 2,43 | 0,14 | 0,00 | 0,14 | 0,43 | 18 |
| 1,57 | 2,29 | -0,72 | 0,14 | 0,72 | 0,43 | 18 |
| 2 | 3,29 | -1,29 | 0,14 | 1,29 | 0,43 | 18 |
| 3 | 3,29 | -0,29 | 0,14 | 0,29 | 0,57 | 25 |
| 3,14 | 3,00 | 0,14 | 0,14 | 0,14 | 0,57 | 25 |
| 2,29 | 2,71 | -0,42 | 0,28 | 0,42 | 0,57 | 25 |
| 3,43 | 3,43 | 0,00 | 0,28 | 0,00 | 0,57 | 25 |
| 3,29 | 3,29 | 0,00 | 0,29 | 0,00 | 0,57 | 25 |
| 3,86 | 2,43 | 1,43 | 0,29 | 1,43 | 0,57 | 25 |
| 3,43 | 3,14 | 0,29 | 0,29 | 0,29 | 0,57 | 25 |
| 3,29 | 1,86 | 1,43 | 0,42 | 1,43 | 0,58 | 29,5 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 3,14 | 3,57 | -0,43 | 0,43 | 0,43 | 0,58 | 29,5 |
| 3,57 | 3,29 | 0,28 | 0,43 | 0,28 | 0,71 | 32 |
| 3,86 | 3,43 | 0,43 | 0,43 | 0,43 | 0,71 | 32 |
| 3,57 | 2,86 | 0,71 | 0,57 | 0,71 | 0,71 | 32 |
| 3,71 | 3,29 | 0,42 | 0,58 | 0,42 | 0,72 | 34 |
| 3,29 | 2,00 | 1,29 | 0,58 | 1,29 | 0,86 | 36,5 |
| 3,14 | 3,71 | -0,57 | 0,71 | 0,57 | 0,86 | 36,5 |
| 1,14 | 3,14 | -2,00 | 0,71 | 2,00 | 0,86 | 36,5 |
| 3,29 | 3,86 | -0,57 | 0,86 | 0,57 | 0,86 | 36,5 |
| 3,57 | 3,00 | 0,57 | 0,86 | 0,57 | 1,12 | 39 |
| 3 | 1,86 | 1,14 | 0,86 | 1,14 | 1,14 | 40,5 |
| 2 | 3,57 | -1,57 | 0,86 | 1,57 | 1,14 | 40,5 |
| 3,29 | 2,71 | 0,58 | 1,12 | 0,58 | 1,29 | 43 |
| 3,29 | 3,86 | -0,57 | 1,14 | 0,57 | 1,29 | 43 |
| 3,57 | 2,14 | 1,43 | 1,14 | 1,43 | 1,29 | 43 |
| 3,29 | 3,43 | -0,14 | 1,29 | 0,14 | 1,43 | 46 |
| 3,29 | 2,00 | 1,29 | 1,29 | 1,29 | 1,43 | 46 |
| 3,29 | 3,86 | -0,57 | 1,43 | 0,57 | 1,43 | 46 |
| 2,71 | 2,57 | 0,14 | 1,43 | 0,14 | 1,57 | 48 |
| 3 | 3,43 | -0,43 | 1,43 | 0,43 | 2,00 | 49 |
| **Sum of negative** | | 462 | | | | |
| **Sum of positive** | | 722,5 | | | | |
| **Test statistic Uw** | | 1,0942 | | | | |

Appendix 33: Wilcoxon matched-pairs signed-ranks test No. 2, CG – SRQ-A, 2011 vs 2014 (continued)

**Computations for time triangulation: SRQ-A, 2011 vs 2014 (CG)**

**CG: Intrinsic SR, 2011 vs Intrinsic SR, 2014**

| 2011 | 2014 | | | | | |
|---|---|---|---|---|---|---|
| Intrinsic | Intrinsic | Difference, Intrinsic | Difference, Intrinsic, in ordered position | Difference, Intrinsic ABS | In ordered position ABS | Rank |
| 3 | 3,14 | -0,14 | -1,71 | 0,14 | 0,00 | |
| 2 | 2,43 | -0,43 | -1,57 | 0,43 | 0,00 | |
| 2,86 | 2,29 | 0,57 | -1,28 | 0,57 | 0,14 | 3,5 |
| 2,29 | 3,00 | -0,71 | -0,97 | 0,71 | 0,14 | 3,5 |
| 2,57 | 2,00 | 0,57 | -0,71 | 0,57 | 0,14 | 3,5 |
| 2,71 | 2,00 | 0,71 | -0,71 | 0,71 | 0,14 | 3,5 |
| 2,71 | 2,14 | 0,57 | -0,71 | 0,57 | 0,14 | 3,5 |
| 2,71 | 2,43 | 0,28 | -0,71 | 0,28 | 0,14 | 3,5 |
| 3,43 | 2,57 | 0,86 | -0,43 | 0,86 | 0,15 | 8,5 |
| 2,29 | 2,00 | 0,29 | -0,43 | 0,29 | 0,15 | 8,5 |
| 2,29 | 1,14 | 1,15 | -0,43 | 1,15 | 0,15 | 8,5 |
| 2 | 1,14 | 0,86 | -0,43 | 0,86 | 0,15 | 8,5 |
| 2,14 | 2,29 | -0,15 | -0,43 | 0,15 | 0,28 | 12 |
| 2 | 2,71 | -0,71 | -0,43 | 0,71 | 0,28 | 12 |
| 2,57 | 1,86 | 0,71 | -0,43 | 0,71 | 0,28 | 12 |
| 1,86 | 1,43 | 0,43 | -0,42 | 0,43 | 0,29 | 15 |
| 2 | 2,14 | -0,14 | -0,28 | 0,14 | 0,29 | 15 |
| 2,86 | 3,00 | -0,14 | -0,15 | 0,14 | 0,29 | 15 |
| 2,29 | 2,71 | -0,42 | -0,15 | 0,42 | 0,42 | 17 |
| 2,29 | 2,14 | 0,15 | -0,15 | 0,15 | 0,43 | 23 |
| 2,29 | 2,29 | 0,00 | -0,14 | 0,00 | 0,43 | 23 |
| 2,43 | 2,57 | -0,14 | -0,14 | 0,14 | 0,43 | 23 |
| 3 | 2,43 | 0,57 | -0,14 | 0,57 | 0,43 | 23 |
| 2 | 2,43 | -0,43 | -0,14 | 0,43 | 0,43 | 23 |
| 1,43 | 3,14 | -1,71 | -0,14 | 1,71 | 0,43 | 23 |
| 2,29 | 1,71 | 0,58 | -0,14 | 0,58 | 0,43 | 23 |
| 2,29 | 2,43 | -0,14 | 0,00 | 0,14 | 0,43 | 23 |
| 1,71 | 2,14 | -0,43 | 0,00 | 0,43 | 0,43 | 23 |
| 3,57 | 3,71 | -0,14 | 0,15 | 0,14 | 0,43 | 23 |
| 2,57 | 1,86 | 0,71 | 0,28 | 0,71 | 0,43 | 23 |
| 2,14 | 1,29 | 0,85 | 0,28 | 0,85 | 0,57 | 31 |
| 2,29 | 3,86 | -1,57 | 0,29 | 1,57 | 0,57 | 31 |
| 2 | 1,57 | 0,43 | 0,29 | 0,43 | 0,57 | 31 |
| 2,14 | 2,29 | -0,15 | 0,29 | 0,15 | 0,57 | 31 |
| 2,43 | 2,71 | -0,28 | 0,43 | 0,28 | 0,57 | 31 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1,86 | 1,86 | 0,00 | 0,43 | 0,00 | 0,58 | 34 |
| 2 | 2,43 | -0,43 | 0,43 | 0,43 | 0,71 | 38 |
| 1,71 | 2,14 | -0,43 | 0,43 | 0,43 | 0,71 | 38 |
| 1,43 | 1,00 | 0,43 | 0,57 | 0,43 | 0,71 | 38 |
| 1,43 | 2,14 | -0,71 | 0,57 | 0,71 | 0,71 | 38 |
| 1,43 | 2,71 | -1,28 | 0,57 | 1,28 | 0,71 | 38 |
| 2,17 | 3,14 | -0,97 | 0,57 | 0,97 | 0,71 | 38 |
| 3,14 | 2,86 | 0,28 | 0,57 | 0,28 | 0,71 | 38 |
| 2,43 | 2,14 | 0,29 | 0,58 | 0,29 | 0,85 | 42 |
| 2 | 2,43 | -0,43 | 0,71 | 0,43 | 0,86 | 43,5 |
| 2,86 | 2,43 | 0,43 | 0,71 | 0,43 | 0,86 | 43,5 |
| 2 | 2,71 | -0,71 | 0,71 | 0,71 | 0,97 | 45 |
| 2,57 | 1,43 | 1,14 | 0,85 | 1,14 | 1,00 | 46 |
| 2,86 | 2,57 | 0,29 | 0,86 | 0,29 | 1,14 | 47 |
| 2,71 | 1,71 | 1,00 | 0,86 | 1,00 | 1,15 | 48 |
| 3,14 | 3,29 | -0,15 | 1,00 | 0,15 | 1,28 | 49 |
| 2,14 | 1,57 | 0,57 | 1,14 | 0,57 | 1,57 | 50 |
| 1,57 | 2,00 | -0,43 | 1,15 | 0,43 | 1,71 | 51 |
| **Sum of negative** | | **583,5** | | | | |
| **Sum of positive** | | **742,5** | | | | |
| **Test statistic Uw** | | **0,7452** | | | | |

**Appendix 34: Wilcoxon two-sample test No. 5, TG vs CG - SRQ-A, 2014**
**Computations for participant triangulation, 2014**

**Treatment Group vs Control Group, SRQ-A, 2014**

**Identified Self-Regulation:**

| Treatment Group 2014 | | | Control Group 2014 | | |
|---|---|---|---|---|---|
| Identified | order | rank | Identified | order | rank |
| 3.43 | 2.43 | 11.5 | 2.57 | 1.86 | 1.5 |
| 3.00 | 2.57 | 16.5 | 3.29 | 1.86 | 1.5 |
| 3.29 | 2.71 | 21.5 | 2.71 | 2.00 | 3.5 |
| 2.57 | 2.86 | 25.5 | 3.29 | 2.00 | 3.5 |
| 3.57 | 3.00 | 31.0 | 2.43 | 2.14 | 5.0 |
| 3.71 | 3.00 | 31.0 | 3.00 | 2.17 | 6.0 |
| 3.00 | 3.00 | 31.0 | 2.43 | 2.29 | 7.5 |
| 3.71 | 3.29 | 42.5 | 2.43 | 2.29 | 7.5 |
| 3.57 | 3.29 | 42.5 | 3.00 | 2.43 | 11.5 |
| 3.29 | 3.29 | 42.5 | 3.71 | 2.43 | 11.5 |
| 2.71 | 3.43 | 51.5 | 3.00 | 2.43 | 11.5 |
| 3.71 | 3.43 | 51.5 | 2.29 | 2.43 | 11.5 |
| 3.43 | 3.43 | 51.5 | 3.00 | 2.43 | 11.5 |
| 3.29 | 3.57 | 58.5 | 3.86 | 2.57 | 16.5 |
| 2.43 | 3.57 | 58.5 | 3.86 | 2.57 | 16.5 |
| 3.86 | 3.57 | 58.5 | 3.43 | 2.57 | 16.5 |
| 2.86 | 3.71 | 65.0 | 3.71 | 2.71 | 21.5 |
| 3.43 | 3.71 | 65.0 | 3.57 | 2.71 | 21.5 |
| 3.00 | 3.71 | 65.0 | 2.57 | 2.71 | 21.5 |
| 3.71 | 3.71 | 65.0 | 2.71 | 2.71 | 21.5 |
| 3.57 | 3.86 | 71.5 | 2.17 | 2.71 | 21.5 |
| | | | 2.71 | 2.86 | 25.5 |
| | | | 2.43 | 3.00 | 31.0 |
| | | | 2.29 | 3.00 | 31.0 |
| | | | 3.29 | 3.00 | 31.0 |
| | | | 3.29 | 3.00 | 31.0 |
| | | | 3.00 | 3.00 | 31.0 |
| | | | 2.71 | 3.00 | 31.0 |
| | | | 3.43 | 3.14 | 36.5 |
| | | | 3.29 | 3.14 | 36.5 |
| | | | 2.43 | 3.29 | 42.5 |
| | | | 3.14 | 3.29 | 42.5 |
| | | | 1.86 | 3.29 | 42.5 |
| | | | 3.57 | 3.29 | 42.5 |
| | | | 3.29 | 3.29 | 42.5 |
| | | | 3.43 | 3.29 | 42.5 |

Appendix 34: Wilcoxon two-sample test No. 5, TG vs CG (SRQ-A, 2014), continued

| Treatment 2014 | | | Control 2014 | | |
|---|---|---|---|---|---|
| **Identified** | order | rank | **Identified** | order | rank |
| | | | 2.86 | 3.29 | 42.5 |
| | | | 3.29 | 3.43 | 51.5 |
| | | | 2.00 | 3.43 | 51.5 |
| | | | 3.71 | 3.43 | 51.5 |
| | | | 3.14 | 3.43 | 51.5 |
| | | | 3.86 | 3.43 | 51.5 |
| | | | 3.00 | 3.57 | 58.5 |
| | | | 1.86 | 3.57 | 58.5 |
| | | | 3.57 | 3.57 | 58.5 |
| | | | 2.71 | 3.71 | 65.0 |
| | | | 3.86 | 3.71 | 65.0 |
| | | | 2.14 | 3.71 | 65.0 |
| | | | 3.43 | 3.86 | 71.5 |
| | | | 2.00 | 3.86 | 71.5 |
| | | | 3.86 | 3.86 | 71.5 |
| | | | 2.57 | 3.86 | 71.5 |
| | | | 3.43 | 3.86 | 71.5 |
| **Tx (sum)** | | 957.00 | **Ty (sum)** | | 1818.00 |
| **m** | | 21 | **n** | | 53 |
| **Ux** | | 387 | **Uy** | | 726 |
| **Test statistic Uw** | | 2.0323 | | | |

Appendix 34: Wilcoxon two-sample signed-ranks test No. 5, TG vs CG, SRQ – A, 2014 (continued)

**Computations for participant triangulation, 2014**

**Treatment Group vs Control Group, SRQ-A, 2014**
**Intrinsic Self-Regulation:**

| Treatment Group 2014 | | | Control Group 2014 | | |
|---|---|---|---|---|---|
| Intrinsic | order | rank | Intrinsic | order | rank |
| 2.43 | 1.71 | 10.0 | | | 1.00 |
| 2.43 | 1.86 | 13.5 | 2.43 | 1.14 | 2.50 |
| 2.86 | 2.00 | 18.0 | 2.29 | 1.14 | 2.50 |
| 2.14 | 2.14 | 24.5 | 3.00 | 1.29 | 4.00 |
| 1.86 | 2.29 | 32.0 | 2.00 | 1.43 | 5.50 |
| 2.71 | 2.29 | 32.0 | 2.00 | 1.43 | 5.50 |
| 2.57 | 2.29 | 32.0 | 2.14 | 1.57 | 7.50 |
| 3.14 | 2.43 | 40.5 | 2.43 | 1.57 | 7.50 |
| 2.71 | 2.43 | 40.5 | 2.57 | 1.71 | 10.00 |
| 2.86 | 2.57 | 47.5 | 2.00 | 1.71 | 10.00 |
| 2.29 | 2.71 | 54.5 | 1.14 | 1.86 | 13.50 |
| 2.71 | 2.71 | 54.5 | 1.14 | 1.86 | 13.50 |
| 3.14 | 2.71 | 54.5 | 2.29 | 1.86 | 13.50 |
| 2.71 | 2.71 | 54.5 | 2.71 | 2.00 | 18.00 |
| 2.00 | 2.71 | 54.5 | 1.86 | 2.00 | 18.00 |
| 3.29 | 2.86 | 61.0 | 1.43 | 2.00 | 18.00 |
| 2.71 | 2.86 | 61.0 | 2.14 | 2.00 | 18.00 |
| 2.29 | 3.14 | 67.0 | 3.00 | 2.14 | 24.50 |
| 1.71 | 3.14 | 67.0 | 2.71 | 2.14 | 24.50 |
| 3.43 | 3.29 | 70.5 | 2.14 | 2.14 | 24.50 |
| 2.29 | 3.43 | 72.0 | 2.29 | 2.14 | 24.50 |
| | | | 2.57 | 2.14 | 24.50 |
| | | | 2.43 | 2.14 | 24.50 |
| | | | 2.43 | 2.14 | 24.50 |
| | | | 3.14 | 2.29 | 32.00 |
| | | | 1.71 | 2.29 | 32.00 |
| | | | 2.43 | 2.29 | 32.00 |
| | | | 2.14 | 2.29 | 32.00 |
| | | | 3.71 | 2.43 | 40.50 |
| | | | 1.86 | 2.43 | 40.50 |
| | | | 1.29 | 2.43 | 40.50 |
| | | | 3.86 | 2.43 | 40.50 |
| | | | 1.57 | 2.43 | 40.50 |
| | | | 2.29 | 2.43 | 40.50 |

Appendix 34: Wilcoxon two-sample test No. 5, TG vs CG, SRQ-A, 2014 (continued)

| Treatment 2014 | | | Control 2014 | | |
|---|---|---|---|---|---|
| Intrinsic | order | rank | Intrinsic | order | rank |
| | | | 2.71 | 2.43 | 40.50 |
| | | | 1.86 | 2.43 | 40.50 |
| | | | 2.43 | 2.57 | 47.50 |
| | | | 2.14 | 2.57 | 47.50 |
| | | | 1.00 | 2.57 | 47.50 |
| | | | 2.14 | 2.71 | 54.50 |
| | | | 2.71 | 2.71 | 54.50 |
| | | | 3.14 | 2.71 | 54.50 |
| | | | 2.86 | 2.71 | 54.50 |
| | | | 2.14 | 2.71 | 54.50 |
| | | | 2.43 | 2.86 | 61.00 |
| | | | 2.43 | 3.00 | 63.50 |
| | | | 2.71 | 3.00 | 63.50 |
| | | | 1.43 | 3.14 | 67.00 |
| | | | 2.57 | 3.14 | 67.00 |
| | | | 1.71 | 3.14 | 67.00 |
| | | | 3.29 | 3.29 | 70.50 |
| | | | 1.57 | 3.71 | 73.00 |
| | | | 2.00 | 3.86 | 74.00 |
| Tx (sum) | | 961.50 | Ty (sum) | | 1813.50 |
| m | | 21 | n | | 53 |
| Ux | | 382.5 | Uy | | 730.5 |
| Test statistic Uw | | 2.0862 | | | |

**Appendix 35: Wilcoxon two-sample signed-ranks test No. 6, TG vs CG - MDT, 2014**

**Computations for participant triangulation, MDT, 2014**

**Treatment Group vs Control Group**

| Treatment Group | | | Control Group | | |
|---|---|---|---|---|---|
| score MDT 2014 | order | rank | score MDT 2014 | order | rank |
| 73 | 52 | 7.0 | 98 | 37 | 1.0 |
| 60 | 54 | 9.5 | 75 | 48 | 2.5 |
| 75 | 56 | 13.5 | 60 | 48 | 2.5 |
| 87 | 56 | 13.5 | 87 | 49 | 4.0 |
| 56 | 60 | 19.5 | 65 | 51 | 5.0 |
| 75 | 62 | 22.0 | 48 | 52 | 7.0 |
| 98 | 63 | 26.0 | 94 | 52 | 7.0 |
| 81 | 67 | 33.0 | 52 | 54 | 9.5 |
| 76 | 71 | 40.5 | 68 | 55 | 11.0 |
| 76 | 73 | 43.5 | 86 | 56 | 13.5 |
| 79 | 75 | 46.5 | 68 | 56 | 13.5 |
| 86 | 75 | 46.5 | 79 | 57 | 16.0 |
| 83 | 76 | 51.0 | 67 | 59 | 17.5 |
| 62 | 76 | 51.0 | 86 | 59 | 17.5 |
| 56 | 76 | 51.0 | 71 | 60 | 19.5 |
| 63 | 78 | 54.5 | 87 | 62 | 22.0 |
| 78 | 79 | 56.5 | 70 | 62 | 22.0 |
| 76 | 81 | 58.0 | 71 | 63 | 26.0 |
| 54 | 83 | 60.5 | 55 | 63 | 26.0 |
| 67 | 83 | 60.5 | 92 | 63 | 26.0 |
| 52 | 86 | 65.0 | 84 | 63 | 26.0 |
| 83 | 87 | 68.5 | 71 | 64 | 29.0 |
| 87 | 87 | 68.5 | 90 | 65 | 30.5 |
| 71 | 98 | 77.5 | 59 | 65 | 30.5 |
| | | | 76 | 67 | 33.0 |
| | | | 49 | 67 | 33.0 |
| | | | 83 | 68 | 36.0 |
| | | | 92 | 68 | 36.0 |
| | | | 63 | 68 | 36.0 |
| | | | 63 | 70 | 38.0 |
| | | | 59 | 71 | 40.5 |
| | | | 68 | 71 | 40.5 |
| | | | 56 | 71 | 40.5 |

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Appendix 35: Wilcoxon two-sample test No. 6, TG vs CG - MDT, 2014 (continued)

| Treatment Group | | | Control Group | | |
|---|---|---|---|---|---|
| score MDT 2014 | order | rank | score MDT 2014 | order | rank |
| | | | 73 | 73 | 43.5 |
| | | | 83 | 75 | 46.5 |
| | | | 89 | 75 | 46.5 |
| | | | 76 | 76 | 51.0 |
| | | | 57 | 76 | 51.0 |
| | | | 37 | 78 | 54.5 |
| | | | 56 | 79 | 56.5 |
| | | | 62 | 83 | 60.5 |
| | | | 54 | 83 | 60.5 |
| | | | 75 | 84 | 63.0 |
| | | | 92 | 86 | 65.0 |
| | | | 65 | 86 | 65.0 |
| | | | 63 | 87 | 68.5 |
| | | | 48 | 87 | 68.5 |
| | | | 63 | 89 | 71.0 |
| | | | 52 | 90 | 72.0 |
| | | | 67 | 92 | 74.0 |
| | | | 78 | 92 | 74.0 |
| | | | 51 | 92 | 74.0 |
| | | | 64 | 94 | 76.0 |
| | | | 62 | 98 | |
| Tx (sum) | | 1043.5 | Ty (sum) | | 2037.5 |
| m | | 24 | n | | 54 |
| Ux | | 552.5 | Uy | | 743.5 |
| Test statistic Uw | | 1.0339 | | | |

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## Appendix 36: Wilcoxon matched-pairs test No. 3, TG – AET, 2011vs MDT, 2014

**Computations for time triangulation: AET, 2011 vs MDT, 2014**

**Treatment group: AET, 2011 vs MDT, 2014**

| AET 2011 score (%) | MDT 2014 score (%) | Difference | Signed difference (ordinal position) | Difference ABS | Ordinal position ABS diff. | Rank |
|---|---|---|---|---|---|---|
| 53 | 73 | 20 | -10 | 20 | 4 | 1.5 |
| 39 | 60 | 21 | -6 | 21 | 4 | 1.5 |
| 66 | 75 | 9 | -4 | 9 | 5 | 3.0 |
| 76 | 87 | 11 | 4 | 11 | 6 | 5.0 |
| 50 | 56 | 6 | 5 | 6 | 6 | 5.0 |
| 63 | 75 | 12 | 6 | 12 | 6 | 5.0 |
| 92 | 98 | 6 | 6 | 6 | 8 | 7.0 |
| 66 | 81 | 15 | 8 | 15 | 9 | 8.5 |
| 82 | 76 | -6 | 9 | 6 | 9 | 8.5 |
| 50 | 76 | 26 | 9 | 26 | 10 | 11.0 |
| 74 | 79 | 5 | 10 | 5 | 10 | 11.0 |
| 55 | 86 | 31 | 10 | 31 | 10 | 11.0 |
| 79 | 83 | 4 | 11 | 4 | 11 | 13.0 |
| 42 | 62 | 20 | 12 | 20 | 12 | 14.0 |
| 66 | 56 | -10 | 15 | 10 | 15 | 15.0 |
| 55 | 63 | 8 | 17 | 8 | 17 | 16.0 |
| 61 | 78 | 17 | 18 | 17 | 18 | 17.0 |
| 66 | 76 | 10 | 20 | 10 | 20 | 19.0 |
| 45 | 54 | 9 | 20 | 9 | 20 | 19.0 |
| 71 | 67 | -4 | 20 | 4 | 20 | 19.0 |
| 34 | 52 | 18 | 21 | 18 | 21 | 21.5 |
| 63 | 83 | 20 | 21 | 20 | 21 | 21.5 |
| 66 | 87 | 21 | 26 | 21 | 26 | 23.0 |
| 61 | 71 | 10 | 31 | 10 | 31 | 24.0 |
| **Sum of negative** | | **17.5** | | | | |
| **Sum of positive** | | **282.5** | | | | |
| **Test statistic Uw** | | **3.7857** | | | | |

## Appendix 37: Wilcoxon matched-pairs test No. 4, CG – AET, 2011 vs MDT.  2014

## Computations for time triangulation: AET 2011 vs MDT 2014

## Control group AET 2011 and MDT 2014

| AET, 2011 | MDT, 2014 | | | | Ordinal position | |
|---|---|---|---|---|---|---|
| Score (%) | Score (%) | Score Difference | Signed difference (ordinal position) | Diference ABS | position ABS | Rank |
| 61 | 98 | 37 | -24 | 37 | 0 | |
| 58 | 75 | 17 | -18 | 17 | 1 | 4.5 |
| 29 | 60 | 31 | -16 | 31 | 1 | 4.5 |
| 79 | 87 | 8 | -10 | 8 | 1 | 4.5 |
| 47 | 65 | 18 | -9 | 18 | 1 | 4.5 |
| 47 | 48 | 1 | -6 | 1 | 1 | 4.5 |
| 74 | 94 | 20 | -4 | 20 | 1 | 4.5 |
| 53 | 52 | -1 | -3 | 1 | 1 | 4.5 |
| 66 | 68 | 2 | -1 | 2 | 1 | 4.5 |
| 53 | 86 | 33 | -1 | 33 | 2 | 9.5 |
| 61 | 68 | 7 | 0 | 7 | 2 | 9.5 |
| 55 | 79 | 24 | 1 | 24 | 3 | 11.5 |
| 47 | 67 | 20 | 1 | 20 | 3 | 11.5 |
| 66 | 86 | 20 | 1 | 20 | 4 | 13.5 |
| 45 | 71 | 26 | 1 | 26 | 4 | 13.5 |
| 76 | 87 | 11 | 1 | 11 | 5 | 15.5 |
| 58 | 70 | 12 | 1 | 12 | 5 | 15.5 |
| 37 | 71 | 34 | 2 | 34 | 6 | 17.5 |
| 50 | 55 | 5 | 2 | 5 | 6 | 17.5 |
| 89 | 92 | 3 | 3 | 3 | 7 | 20.0 |
| 79 | 84 | 5 | 4 | 5 | 7 | 20.0 |
| 53 | 71 | 18 | 5 | 18 | 7 | 20.0 |
| 89 | 90 | 1 | 5 | 1 | 8 | 22.0 |
| 53 | 59 | 6 | 6 | 6 | 9 | 23.0 |
| 45 | 76 | 31 | 7 | 31 | 10 | 25.5 |
| 55 | 49 | -6 | 7 | 6 | 10 | 25.5 |
| 84 | 83 | -1 | 7 | 1 | 10 | 25.5 |
| 74 | 92 | 18 | 8 | 18 | 10 | 25.5 |
| 87 | 63 | -24 | 10 | 24 | 11 | 28.0 |
| 53 | 63 | 10 | 10 | 10 | 12 | 29.0 |
| 55 | 59 | 4 | 10 | 4 | 13 | 30.0 |
| 50 | 68 | 18 | 11 | 18 | 15 | 31.0 |
| 66 | 56 | -10 | 12 | 10 | 16 | 32.0 |
| 71 | 73 | 2 | 13 | 2 | 17 | 33.5 |
| 82 | 83 | 1 | 15 | 1 | 17 | 33.5 |

Appendix 37: Wilcoxon matched-pairs test No. 4, CG - AET 2011vs MDT 2014 (continued)

| AET 2011 | MDT 2014 | | | | | |
|---|---|---|---|---|---|---|
| Score (%) | Score (%) | Score Difference | Signed difference (ordinal position) | Diference ABS | Ordinal position ABS | Rank |
| 92 | 89 | -3 | 17 | 3 | 18 | 37.0 |
| 39 | 76 | 37 | 17 | 37 | 18 | 37.0 |
| 32 | 57 | 25 | 18 | 25 | 18 | 37.0 |
| 53 | 37 | -16 | 18 | 16 | 18 | 37.0 |
| 39 | 56 | 17 | 18 | 17 | 18 | 37.0 |
| 34 | 62 | 28 | 18 | 28 | 20 | 41.0 |
| 63 | 54 | -9 | 20 | 9 | 20 | 41.0 |
| 74 | 75 | 1 | 20 | 1 | 20 | 41.0 |
| 82 | 92 | 10 | 20 | 10 | 24 | 43.5 |
| 50 | 65 | 15 | 24 | 15 | 24 | 43.5 |
| 50 | 63 | 13 | 25 | 13 | 25 | 45.0 |
| 66 | 48 | -18 | 26 | 18 | 26 | 46.0 |
| 63 | 63 | 0 | 28 | 0 | 28 | 47.0 |
| 45 | 52 | 7 | 31 | 7 | 31 | 48.5 |
| 57 | 67 | 10 | 31 | 10 | 31 | 48.5 |
| 71 | 78 | 7 | 33 | 7 | 33 | 50.0 |
| 50 | 51 | 1 | 34 | 1 | 34 | 51.0 |
| 68 | 64 | -4 | 37 | 4 | 37 | 52.5 |
| 61 | 62 | 1 | 37 | 1 | 37 | 52.5 |
| Sum of negative | | 180.5 | | | | |
| Sum of  positive | | 1250.5 | | | | |
| Test statistic Uw | | 4.7362 | | | | |

## Appendix 38: Wilcoxon matched-pairs test No. 5, TG&CG - AET 2011 vs MDT 2014

## Computation for time triangulation: AET 2011 and MDT 2014
## Treatment and Control groups in total

| AET 2011 | MDT 2014 | | | | | |
|---|---|---|---|---|---|---|
| Score | Score | Score Difference | Signed difference (ordinal position) | Difference ABS | ABS (ordinal position) | Rank |
| 61 | 98 | 37 | -24 | 37 | 0 | |
| 53 | 73 | 20 | -18 | 20 | 1 | 4.5 |
| 58 | 75 | 17 | -16 | 17 | 1 | 4.5 |
| 29 | 60 | 31 | -10 | 31 | 1 | 4.5 |
| 79 | 87 | 8 | -10 | 8 | 1 | 4.5 |
| 47 | 65 | 18 | -9 | 18 | 1 | 4.5 |
| 39 | 60 | 21 | -6 | 21 | 1 | 4.5 |
| 47 | 48 | 1 | -6 | 1 | 1 | 4.5 |
| 74 | 94 | 20 | -4 | 20 | 1 | 4.5 |
| 53 | 52 | -1 | -4 | 1 | 2 | 9.5 |
| 66 | 68 | 2 | -3 | 2 | 2 | 9.5 |
| 53 | 86 | 33 | -1 | 33 | 3 | 11.5 |
| 61 | 68 | 7 | -1 | 7 | 3 | 11.5 |
| 55 | 79 | 24 | 0 | 24 | 4 | 14.5 |
| 47 | 67 | 20 | 1 | 20 | 4 | 14.5 |
| 66 | 75 | 9 | 1 | 9 | 4 | 14.5 |
| 66 | 86 | 20 | 1 | 20 | 4 | 14.5 |
| 45 | 71 | 26 | 1 | 26 | 5 | 18.0 |
| 76 | 87 | 11 | 1 | 11 | 5 | 18.0 |
| 76 | 87 | 11 | 1 | 11 | 5 | 18.0 |
| 50 | 56 | 6 | 2 | 6 | 6 | 22.0 |
| 63 | 75 | 12 | 2 | 12 | 6 | 22.0 |
| 58 | 70 | 12 | 3 | 12 | 6 | 22.0 |
| 37 | 71 | 34 | 4 | 34 | 6 | 22.0 |
| 50 | 55 | 5 | 4 | 5 | 6 | 22.0 |
| 89 | 92 | 3 | 5 | 3 | 7 | 26.0 |
| 79 | 84 | 5 | 5 | 5 | 7 | 26.0 |
| 92 | 98 | 6 | 5 | 6 | 7 | 26.0 |
| 53 | 71 | 18 | 6 | 18 | 8 | 28.5 |
| 89 | 90 | 1 | 6 | 1 | 8 | 28.5 |
| 53 | 59 | 6 | 6 | 6 | 9 | 31.0 |
| 45 | 76 | 31 | 7 | 31 | 9 | 31.0 |
| 55 | 49 | -6 | 7 | 6 | 9 | 31.0 |
| 84 | 83 | -1 | 7 | 1 | 10 | 36.0 |
| 74 | 92 | 18 | 8 | 18 | 10 | 36.0 |
| 87 | 63 | -24 | 8 | 24 | 10 | 36.0 |
| 53 | 63 | 10 | 9 | 10 | 10 | 36.0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 55 | 59 | 4 | 9 | 4 | 10 | 36.0 |
| 66 | 81 | 15 | 10 | 15 | 10 | 36.0 |
| 50 | 68 | 18 | 10 | 18 | 10 | 36.0 |
| 82 | 76 | -6 | 10 | 6 | 11 | 40.5 |
| 66 | 56 | -10 | 10 | 10 | 11 | 40.5 |
| 71 | 73 | 2 | 10 | 2 | 12 | 42.5 |
| 82 | 83 | 1 | 11 | 1 | 12 | 42.5 |
| 92 | 89 | -3 | 11 | 3 | 13 | 44.0 |
| 50 | 67 | 17 | 12 | 17 | 15 | 45.5 |
| 39 | 76 | 37 | 12 | 37 | 15 | 45.5 |
| 66 | 56 | -10 | 13 | 10 | 16 | 47.0 |
| 55 | 63 | 8 | 15 | 8 | 17 | 49.5 |
| 61 | 78 | 17 | 15 | 17 | 17 | 49.5 |
| 66 | 76 | 10 | 17 | 10 | 17 | 49.5 |
| 45 | 54 | 9 | 17 | 9 | 17 | 49.5 |
| 71 | 67 | -4 | 17 | 4 | 18 | 54.5 |
| 34 | 52 | 18 | 17 | 18 | 18 | 54.5 |
| 63 | 83 | 20 | 18 | 20 | 18 | 54.5 |
| 74 | 79 | 5 | 18 | 5 | 18 | 54.5 |
| 55 | 86 | 31 | 18 | 31 | 18 | 54.5 |
| 79 | 83 | 4 | 18 | 4 | 18 | 54.5 |
| 66 | 87 | 21 | 18 | 21 | 20 | 60.5 |
| 32 | 57 | 25 | 20 | 25 | 20 | 60.5 |
| 53 | 37 | -16 | 20 | 16 | 20 | 60.5 |
| 39 | 56 | 17 | 20 | 17 | 20 | 60.5 |
| 34 | 62 | 28 | 20 | 28 | 20 | 60.5 |
| 63 | 54 | -9 | 20 | 9 | 20 | 60.5 |
| 74 | 75 | 1 | 20 | 1 | 21 | 64.5 |
| 82 | 92 | 10 | 21 | 10 | 21 | 64.5 |
| 50 | 65 | 15 | 21 | 15 | 24 | 66.5 |
| 50 | 63 | 13 | 24 | 13 | 24 | 66.5 |
| 66 | 48 | -18 | 25 | 18 | 25 | 68.0 |
| 63 | 63 | 0 | 26 | 0 | 26 | 69.0 |
| 45 | 52 | 7 | 28 | 7 | 28 | 70.0 |
| 57 | 67 | 10 | 31 | 10 | 31 | 72.0 |
| 71 | 78 | 7 | 31 | 7 | 31 | 72.0 |
| 50 | 51 | 1 | 31 | 1 | 31 | 72.0 |
| 68 | 64 | -4 | 33 | 4 | 33 | 74.0 |
| 42 | 62 | 20 | 34 | 20 | 34 | 75.0 |
| 61 | 71 | 10 | 37 | 10 | 37 | 76.5 |
| 61 | 62 | 1 | 37 | 1 | 37 | 76.5 |
| **Sum of negative** | | 364.5 | | | | |
| **Sum of positive** | | 2485.5 | | | | |
| **Test statistic Uw** | | 4.7068 | | | | |

## Appendix 39: Action research: Table of cycles (research agenda)

**Action research Pilot study 2010-2011**

- Project-based unit (Aviation project) aimed at exploring the efficacy of learner autonomy-oriented project-based units. The framework designed for PBUs was also based on metacognitive principles: goal setting-planning- - monitoring- reflection- assessment.
- Learning strategies examined: peer and group discussions/ sharing vocabulary/searching resources/ creating learning materials/drafting/peer-editing and peer-reviewing/writing an article/ presenting an article/ self and peer assessment/ group discussions/ reflective comments
- DATA: T´s diary, Ss´portfolios and reflections

**Action research Cycle 1 2011-2012**

- Project-based units (Digital English Toolbox, Intranet) aimed at exploring learner autonomy through creating learner materials by students. PBUs are also focused on their communicative skills development.
- Learning strategies examined: peer and group work/ sharing vocabulary/searching resources/ creating learning materials/drafting/peer-editing and peer-reviewing/self and peer assessment/ group discussions/ reflective comments
- DATA: T´s diary, Ss´portfolios and reflections
- Triangulation

**Action research Cycle 2 2012-2013**

- Project-based units -"Learning by teaching".
- Learning strategies examined: learning through peer tutoring: (1) teaching a peer; (2) a group of peers, and (3) the whole class/ rehearsals/
- DATA: T´s diary, Ss´artefacts and reflections
- Triangulation

**Action research Cycle 3 2013-2014**

- Research-based PBUs : 'Learning by doing research' aimed to examine integrated skills development. The stages involved exploring the following strategies: setting goals/developing research questions/planning/work with data/ data collection, analysis, findings, reports/presentations and assessment
- DATA.: T´s diary, SS´artefacts and reflections
- Triangulation

**Action research Cycle 4 2014-2015**

- Integrated PBUs 'Getting ready for maturita' aimed to explore the efficacy of autonomy-based learning strategies: collaborative learning, sharing materials, peer-tutoring, rehearsals, presenting end-products, self-, peer- and overall assessment
- DATA.: T´s diary, SS´artefacts and reflections
- Triangulation

**Appendix 40: Action research: Data analysis procedures**

**DATA ANALYSIS PHASES (2011 – 2015)**

1  **Familiarising with the data**

| Cycle **1** | Cycle **2** | Cycle **3** | Cycle **4** |
|---|---|---|---|
| Teacher's diary | Teacher's diary | Teacher's diary | Teacher's d. |
| Ss reflections | Ss reflections | Ss reflections | Ss reflections |
| Ss artefacts | Ss artefacts | Ss artefacts | Ss artefacts |

2  **Looking for initial thematic domains and categories**

| Language-related | Autonomy-related |
|---|---|
| Skills, sub-skills | Attitudes,  beliefs, preferences, motivation, use of strategies |

3  **Finding new themes – Code Review**
4  **Preliminary thematic map (a sample)**

| | LANGUAGE | | | NON-LANGUAGE | | | |
|---|---|---|---|---|---|---|---|
| Students | reading | listening | | positive | | negative | |
| | speaking | writing | | | self-efficacy | | |
| | fluency | vocabulary | | | strategic preferences | | |
| | grammar | | | | motivation | | |
| | | | | | | | |
| Teacher | | | | | | | |
| | | | | | | | |
| | speaking | writing | | | | | |
| | fluency | vocabulary | | Strategic | Reflective | Metacog | Cognitive: |
| | | | | thinking | thinking | nitive skil | making choices/deci |
| | PRODUCTIVE SKILLS | | | LEARNER AUTONOMY SKILLS | | | |
| | | | | | | | |

5  **Final emergent themes:**
   **PROJECT EFFICACY**
   - ➤ **Language awareness and communicative competence**
   - ➤ **Intrinsic motivation**
   - ➤ **Self-efficacy**
   - ➤ **Learner autonomy**

6  **Summaries of the emergent themes.**

**Appendix 41: AR: Cycle 1. English Digital Toolbox, 2011/2012**

**Cycle 1: Creating learning materials (English Digital Toolbox) on the school INTRANET**

**Screenshots A&B:**
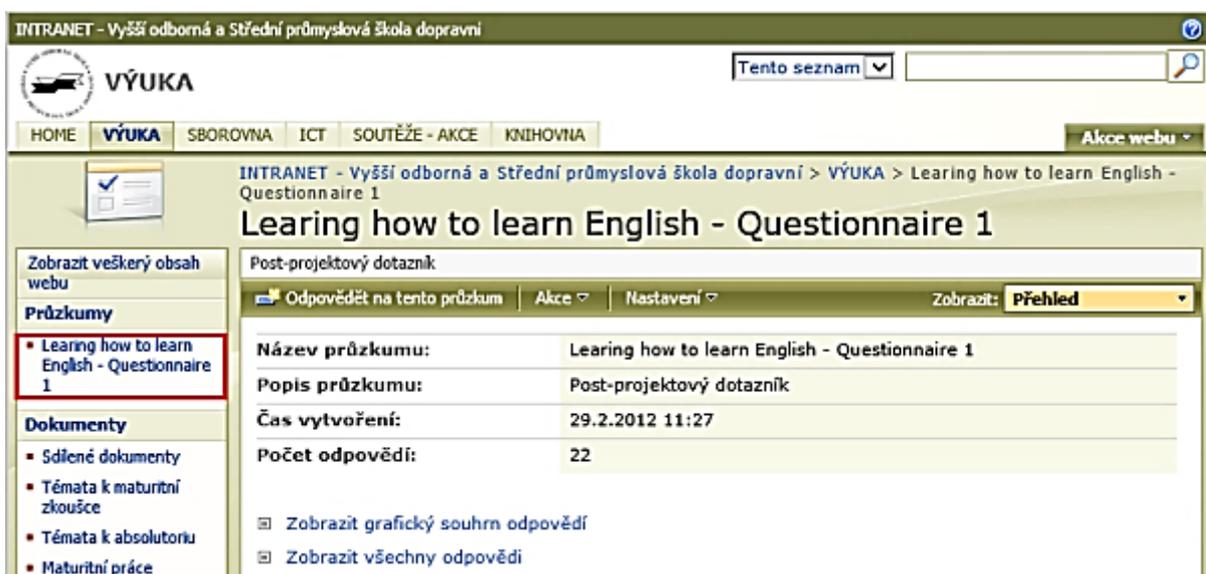
**Appendix 42: AR: Cycle 1. Teacher-made materials - Intranet**

## Cycle 1: Creating teaching and learning materials (English Digital Toolbox) on the school INTRANET

**Screenshot A: Teacher-generated materials**
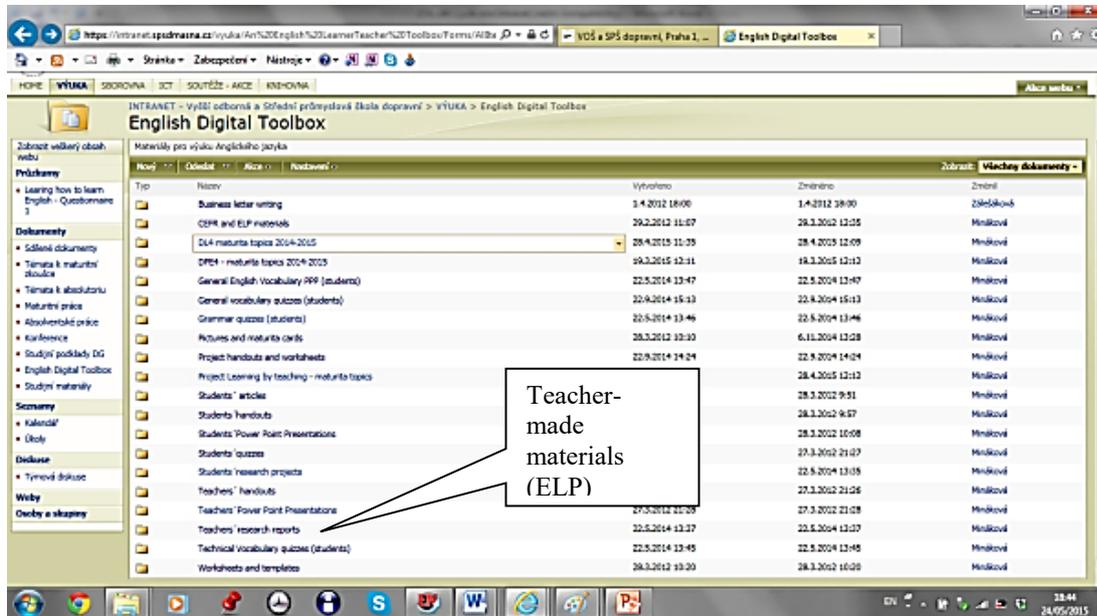


Note: This file contains teacher-generated materials. Most of them are made by our school teachers. Some of them are developed by teachers from other countries. CEFR- and ELP-related materials are also stored there.

**Excerpt A**: The sample below is a reduced adapted version of the handouts developed by Irish colleagues within their ELP project:

| My general aims and reflections | | |
|---|---|---|
| Language | | ……/……/20…… |
| I am learning this language because **(1)** _____ | | |
| In this language I want to be able to **(2)** _____ | | |
| Things I like doing in language class **(3)** _____ | | |
| Things I am good at **(4)** _____ | | |
| Things I find difficult **(4)** | | |

Available at http://www.coe.int/t/dg4/education/elp/elp-reg/Templates_EN.asp#TopOfPage

Appendix 42: AR Cycle 1 - Teacher-made materials (continued)

**Excerpt B: Materials made by Irish colleagues and presented by D. Little (2002)**

| Setting goals and thinking about learning | |
|---|---|
| | Language |
| ……/……/ <br><br> 20…… | ◎    My next target **(1)** <br> ………………………………………………………………………………………… <br> ………………………………………………………………………………………… |
| ……/……/ <br><br> 20…… | How well did I achieve it **(2)** <br> ………………………………………………………………………………………… <br> ………………………………………………………………………………………… |
| ……/……/ <br><br> 20…… | What have I learnt about myself or about learning? **(3)** <br> ………………………………………………………………………………………… <br> ………………………………………………………………………………………… |

Available at http://www.coe.int/t/dg4/education/elp/elp-reg/Templates_EN.asp#TopOfPage

**Excerpt C: Materials made by Irish colleagues**

| Methods I use to learn languages | |
|---|---|
| | Language |
| What I do and why it helps me **(1)** | ……/……/20…… |
| ………………………………………………………………………………………… <br> ………………………………………………………………………………………… | |
| What I do and why it helps me | ……/……/20…… |
| ………………………………………………………………………………………… <br> ………………………………………………………………………………………… | |
| What I do and why it helps me | ……/……/20…… |
| ………………………………………………………………………………………… <br> ………………………………………………………………………………………… | |

Available at http://www.coe.int/t/dg4/education/elp/elp-reg/Templates_EN.asp#TopOfPage

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## Appendix 43: AR: Cycle 1. Teacher-made handouts - Intranet

## Excerpt A: School Intranet > English Digital Toolbox > Teachers' handouts

### 'CAN DO' CHECK LIST (Minakova)

> **Tick what you can express in English and write an example in the space provided (2-3 sentences):**

☐ I can describe a place
_____
_____

☐ I can describe a person _____
_____

☐ I can describe an event (last party etc.) _____
_____

☐ I can give a prepared presentation (5 min.talk)
_____
_____

☐ I can explain how to do or prepare something
_____
_____

☐ I can ask questions to find out specific information
_____
_____

☐ I can order the meal
_____

☐ I can agree or disagree (don't use 'dis/agree' in your example
_____

☐ I can make requests
_____

☐ I can make suggestions
_____

☐ I can praise myself and others
_____

☐ I can plan my future activities
_____

☐ I can give advice
_____

☐ I can reply to the advertisement in a written form
_____
_____

> **Tick the appropriate strategies and explain why, how often and with what feelings you use them:**

☐ I use text-books _____
☐ I use dictionaries _____
☐ I use web pages _____

☐ I create PP presentations or other visual aids
_____

☐ I create quizzes and  handouts for the learners
_____

☐ I learn grammar rules
_____

☐ I learn examples or sentences by heart
_____

☐ I keep a learner diary and write reflections ☐
_____

☐ I keep my vocabulary notebook ☐
_____


## Excerpt B: Cycle 1 evaluation (negotiated with the students)

One of the LA aspects was negotiation of the percentage rating for the final assessment of the projects. The percentage rates shown in Figure below reflect the results of the in-class discussion held in the target language:

### AR: Cycle 1. Mini-project evaluation

■ Notes  ■ Outlines  ■ Goal  ■ 1st draft  ■ Final draft  ■ Report  ■ Peer-work

10% 10% 10% 20% 20% 15% 15%
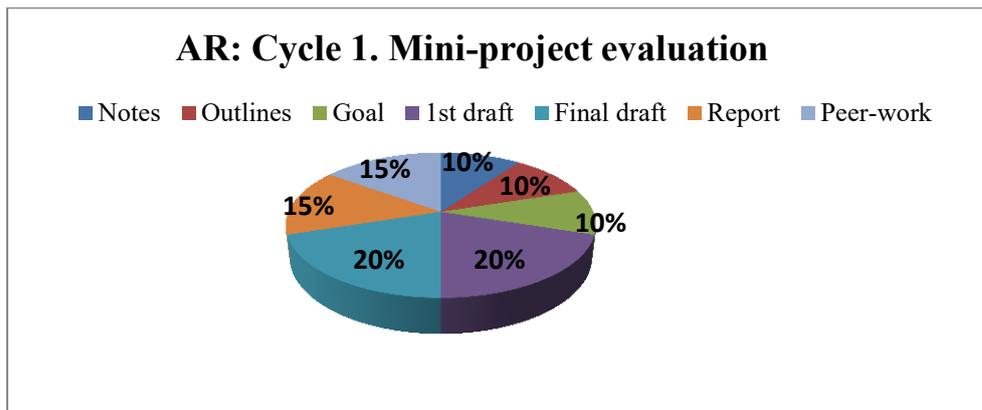
Appendix 43: AR: Cycle 1. Teacher-made handouts – Intranet (continued)

**Screenshot A: Self-evaluation report (template). 2012**



English Digital toolbox, templates

**Excerpt A:**                    **SELF - EVALUATION   REPORT**

**Name** --------------------------------------------------------------------

**Class**---------------------------------------------------------------------

**Month. year**------------------------------------------------------------

|  | **Activities** | **Strategies  used** | **Good or bad experience(successes/ problems)** | **What you've learnt** | **Help needed** |
|---|---|---|---|---|---|
| **Listening** |  |  |  |  |  |
| **Reading** |  |  |  |  |  |
| **Writing** |  |  |  |  |  |
| **Speaking** |  |  |  |  |  |
| **Gramma** |  |  |  |  |  |
| **Vocabulary** |  |  |  |  |  |

## Appendix 44: AR: Cycle 1. Student-made materials - Intranet

## Screenshot A: English Digital Toolbox
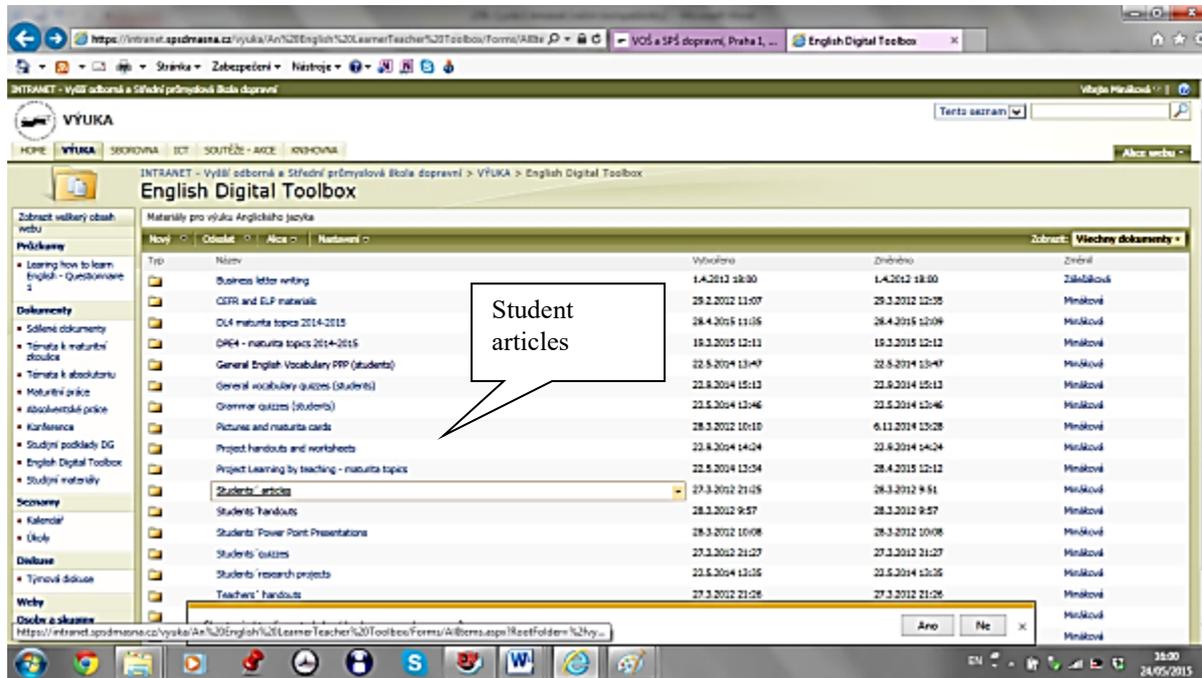


## Screenshot B: English Digital Toolbox
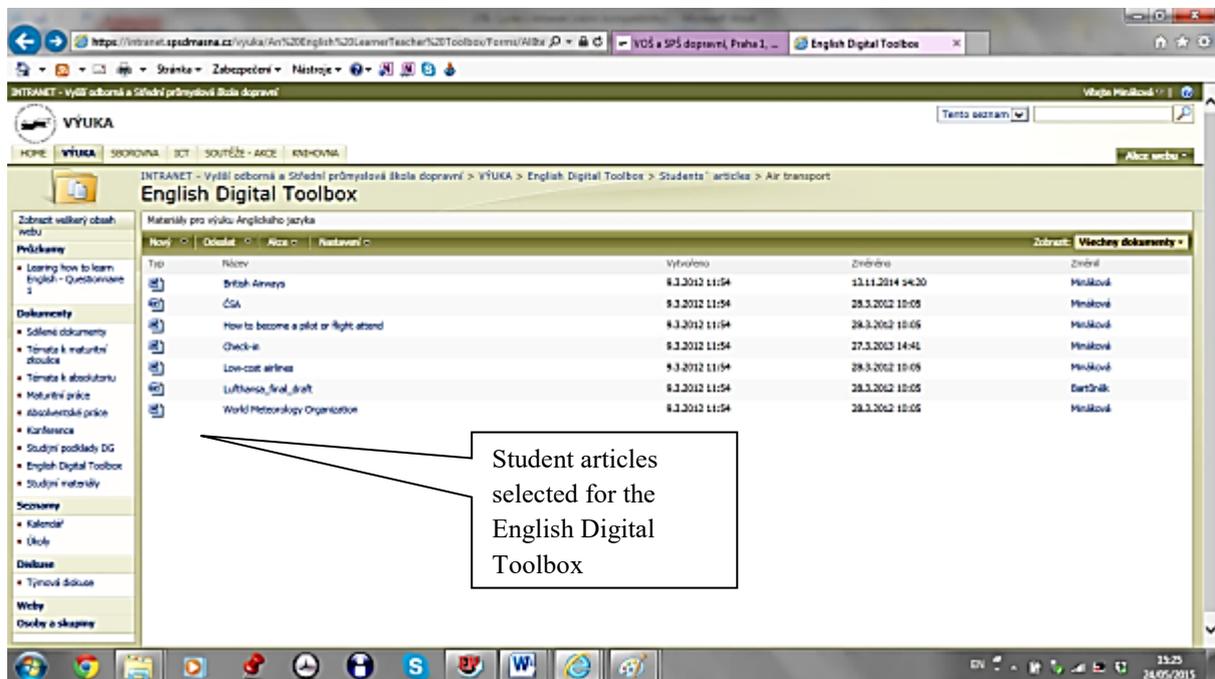
Appendix 44: AR: Cycle 1. Student-made materials – Intranet (continued)

**Excerpt A: A sample of students' articles**

<u>**AVIATION PROJECT**</u>

**BRITISH AIRWAYS**

I like aviation therefore I´ve chosen the greatest airline which is for me British Airways. I want to talk about BA fleet, its safety and about comfort on its board. The fleet is the basis of each airline company over the world. The British Airways has had a long tradition since 1972 , so that the fleet and company have passed through a great development. However, they now work with 223 aircrafts and use manufacturers like Boeing and Airbus. **If BA wants to be in the forefront and BA definitely wants to be. They must follow some basic rules: quality team, good prices, safety, reliability, comfort and attractive destination.**

First, I want to talk about safety. Safety is very important and for some people who are afraid of flying it is a very important factor. BA educates their employees who are in the maintenance and are involved in the repairs and other operations of aircrafts. Their effort to achieve the greatest safety is not only because of their reputation, but especially for their customers. Unfortunately, British Airways also have some problems.

In the accident 17 January 2008, the aircraft slid onto the runway's threshold. This resulted in damage to the landing gear. There were 136 passengers and 16 crew on board. 1 serious and 12 minor injuries occurred.



The wreckage of British Airways

*British Airways* has a very good educational level of cabin crews, ground crews and servicemen . The training procedure requires much time and much money, but the result is a group of experts which provides quality. Popular thing for passengers is price, quality and speed of services.

The British Airways continually changes airplanes by shopping new ones and eliminating old ones. On 1st August 2009 BA announced that the company buys six Boeings 787 and thinks of buying four other Boeings 777. There were doubts whether company Boeing is able to supply its model 787 in the time. Four planes were supposed to be leased to other airlines by BA and two of them should be in the property of BA itself.

At the end I want to tell you about comfort. I mean not only comfortable seats on board and classes such as economy class, which is the cheapest. Next is business class which is most often used for managers. The highest class is the first class which is designed for top managers and VIP passengers such as president or members of government. Therefore, it is more comfortable than other parts of the plane. Moreover, British Airways offers services such as providing food and drink during the flight. but also wide range of destinations and times of arrivals to them. It is said that time is a very big problem for British Airways. Despite many problems, British Airways is facing today. I think this airline is among one of the best airlines in the world.

**Vocabulary:**

BA-British Airways
Manufacturers-výrobci
Reliability-spolehlivost
Maintenances-údržba
Threshold-práh(dráhy)
Landing gear-podvozek
Wreck-vrak

Appendix 44: AR: Cycle 1. Student-made materials – Intranet (continued)

**Screenshot C: English Digital Toolbox**
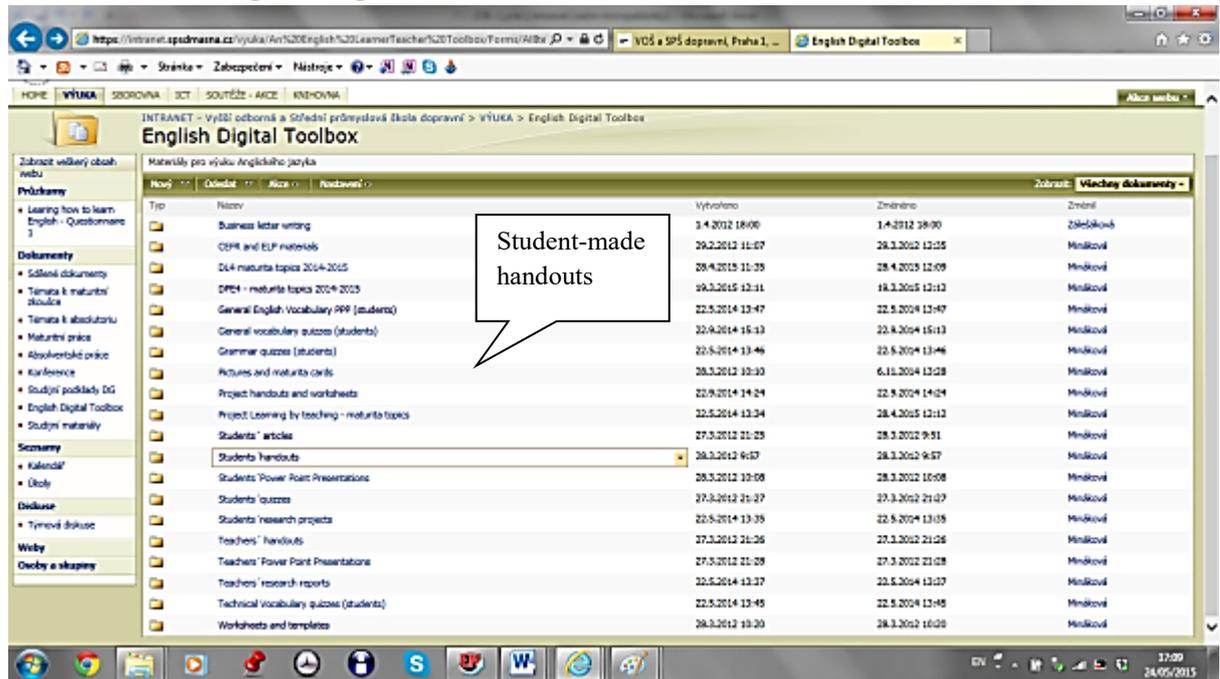


**Excerpt C: A sample of student-made handouts**

## Travelling to EU and non-EU countries

**Outline:**

- Schengen rules
- EU travel
- Non-EU travel. documents
- Health Insurance
- Currency (Euro)



### Schengen rules:

- Included in legislation of EU
- All states of EU stick to the Schengen rules except: **Bulgaria. Ireland. Cyprus. Romania and United kingdom**
- Non-EU countries which stick to the Schengen rules: **Iceland. Norway and Switzerland**
- These rules cancel border controls on the area of the EU

Appendix 44: AR: Cycle 1. Student-made materials – Intranet (continued)

## For visiting EU countries you need:

- No visa
- Identity card or passport
- Papers for travel. health and (possibly) car insurance
- Driver's license created in EU state
- Toll sticker (if you are travelling by a car)

## For visiting non-EU countries you need:

- Visa (if it's required)
- Passport
- Papers of travel. health and (possibly) car insurance
- International driver's license

### COMPARE:

| EU countries | Non EU countries |
|---|---|
| • No visa | • Visa (if it's required) |
| • Identity card or passport | • Passport |
| • Papers for travel. health and (possibly) car insurance | • Papers for travel. health and (possibly) car insurance |
| • Driver's license created in EU state | • International driver's license |
| • Toll sticker (if you are travelling by a car) | |

Slovakia /Hungary border                    Mexico /USA border

Appendix 44: AR: Cycle 1.Student-made materials – Intranet (continued)
**Screenshot D: Student-made quizzes**
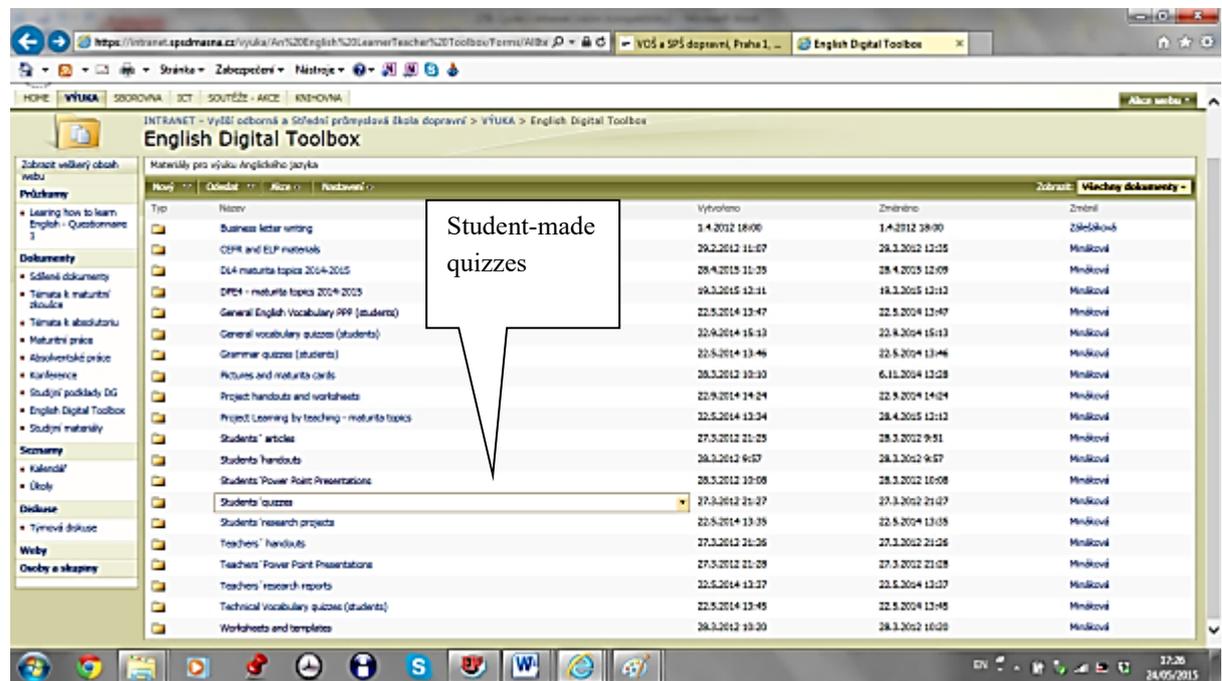


**Excerpt D: Student-made quizzes**
### Exercises/ quizzes

### 1. Match the collocations:
| | |
|---|---|
| 1) urban | a) station |
| 2) renovated | b) of transportations |
| 3) get | c) transport |
| 4) transfer | d) carriages |
| 5) conditions | e) off |
| 6) low-floor | f) coupon |
| 7) traffic | g) diesel |
| 8) bio | h) bus |
| 9) monthly | i) jam |

### 2. Match collocatons with the Czech translation:
| | |
|---|---|
| 1) supervizory stations | a) kontrola jízdenek |
| 2) Rush hour | b) dozorčí stanice |
| 3) on the high seas | c) pěší zóna |
| 4) check tickets | d) dopravní špička |
| 5) animal powered transportation | e) tempomat |
| 6) sea-way | f) bezpečnostní pás |
| 7) pedestrian zone | g) námořní cesta |
| 8) cruise control | h) na šírém moři |
| 9) discharged accumulator | i) přeprava pomocí zvířat |
| 10) seat belt | j) vybitá baterie |

Appendix 44: AR: Cycle 1. Students-made material – Intranet (continued)

## *Exercises - key*

## Connect the collocation:

urban — of transportations

renovated — bus

get — off

transfer — coupon

conditions — station

low-floor — diesel

traffic — jam

bio — carriages

monthly — transport

(connecting lines shown)

## Connect collocatons with czech translation:

supervizory stations — dozorčí stanice

rush hour — dopravní špička

on the high seas — na širém moři

check tickets — kontrola jízdenek

animal power transportations — přeprava pomocí zvířat

sea-way — námořní cesta

pedestrian zone — pěší zóna

cruise control — tempomat

disgarged accumulator — vybitá baterie

seat belt — bezpečnostní pás

## Appendix 45: AR: Cycle 1. Student reflections

### AR - CYCLE 1. Student reflections (samples)

**Attachment A: Positive xxx and challenge/negative xxx reflections on learning English through mini-projects**

**Note:** Reflections are anonymous and authentic

**S2:** *My english is little better because when I see english text so I small feeling (understanding).* LANGUAGE IMPROVEMENT, SELF-EFFICACY

**S3:** *I learnt tenses and collocations and speak better than elementary school. I must learn more than elementary school because there is a bigger....* GRAMMAR, VOCABULARY, SPEAKING, ATTITUDE

**S4:** *I think I got better in tenses. When I started at this school I can used only two or three time clauses. Nowadays I usually use more than four times in sentences and more important colocations. Two years ago I have no idea what the colocations are. Now I can use it and work with it.* LANGUAGE IMPROVEMENT, GRAMMAR, ATTITUDE, VOCABULARY, SELF-EFFICACY

**S5:** *I learn English word and read English text. I can a little translate, but I am doing a lot of ... I can't much speak and write English.* VOCABULARY, READING, LOW SELF-EFFICACY

**S6:** *My English is still same, may be better.* LOW SELF-EFFICACY

**S6:** *I think I am better in English today than before 2 years. I don't think the better marks but knowledge. Also I learned many new words and collocations.xxx* LANGUAGE IMPROVEMENTS, SELF-EFFICACY

**S6:** *I learned more words, tenses, and I get better in gramatic. I learned in school, home and after school (coaching). I think……xxx* LANGUAGE IMPROVEMENT, EFFORT

**S7:** *My English is much better than before [...]. I spent more time with English. Personally, for me is better when I can study at home.xxx* LANGUAGE IMPROVEMENT, EFFORT, PREFERENCES

**S8:** *English language is for me difficult language. I must learn a lot because…*LOW SELF-EFFICACY

**S9:** *My English is a little better [...].I learned past simple, present perfect, present continuous, future. It is a difficult but not a very difficult. English is not popular for me I lose engineering subject.* LANGUAGE IMPROVEMENT, LOW SELF-EFFICACY, GRAMMAR, PREFERENCES

**S9:** *I feel good because I think that students like my questionnaire. They prefered the same as me. We have same hobbies. I train questions.* SELF-EFFICACY, COOPERATIVENESS, INTERACTION, GRAMMAR

**S10:** *I liked this task although it was some kind of hard to accomplish report in just one day. It was extraordinary but great. I like to cooperate with people.xxx* CHALLENGE, COOPERATIVENESS, POSITIVE ATTITUDE, INTRINSIC MOTIVATION

Appendix 45: AR: Cycle 1 – Student  reflections (continued)

**S11:** *This mini project was very funny. I like this activity. I haven't problem all time, when we did questionares. I want do this activity once more, because it is very good style teaching.*xxx POSITIVE ATTITUDE, INTRINSIC MOTIVATION

**S12:** *This work is good for activity in lesson. All students make this questionnaire […] find out of my classmates have like.*xxx POSITIVE ATTITUDE, ENGAGEMENT

**S13:** *I have a good feeling about questionnaire. This activity is very fun. I learned much about my friends.*xxx POSITIVE FEELINGS, COOPERATIVENESS

**S14:** *I think this was good for us. We learned new words and make a questions. [We are] lucky, we can send emails between. I hope we enjoy it.*xxx POSITIVE ATTITUDE, LANGUAGE AWARENESS, COOPERATIVENESS, INTRINSIC MOTIVATION

**S15:** *This mini-project was good. I had lots of fun and now I know more information about us. Form homework on email was good idea. I like that form […] Good experienns!*xxx POSITIVE ATTITUDE, ENJOYMENT, INTRINSIC MOTIVATION

**Note:** Appendix 46 provides samples of learner reflections taken from their log books, reflective notes or handouts. It includes original learners' pieces of writing (in italics) as well as bullet-points with the summarised or encoded participants' ideas.

**Appendix 46: AR: Cycle 1. Teacher's diary**
**Teacher's diary, 2011/ 2012**

**Attachment A: Mini-project 1**

**Selected entries**

**T:** *My presentation of the PBU framework was accompanied by presenting the end-products created by the participants of the pilot study.The first-year students were impressed very much. Honza and Martin, however, remained sceptical (this was the way they looked). In fact, they did not want to share what they did not like about presented materials). First, we had to decide how we were going to procede. It was my suggestion to divide the artefacts by genres.One group was responsible for selecting appropriate quizzes, other groups were responsible for selecting good quality articles and handouts. All the solutions were previousely discussed.* ATTITUDE, AUTONOMY (RESPONSIBILITY), MUTUAL DECISIONS.

**T:** *Today we've set up the English Digital Toolbox on the school intranet. Now it was time to make new decision: what files we need to place there. The first collection was ready and my students suggested to divide the materials not only by genres but also by departments. Most materials were about either transportation (content-driven) or related to English grammar or vocabulary (language-driven).* DECISION MAKING, LANGUAGE AWARENESS

**T:** *Although only teachers were allowed to upload new materials in the Toolbox, I empowerd my students to do so during lessons. Most of them were very smart with the system. It did not take them much time to establish our first collection. Finally, I was quite sure that would remember the steps and would become good users of the Digital toolbox.* AUTONOMY (LEARNER EMPOWERMENT)

**T:** *Computer-based lessons were followed by presenting each part of the collection first in pairs, then in groups. It was a kind of rehearsal. I noticed that each group had a leader who started speaking in English. It was my task then to move from group to group ensuring them that they were doing well and helping them to shape their thoughts into English sentences. Learners tended to speak Czech – English.* SPEAKING, SCAFFOLDING, CGROUP WORK, AUTONOMY

**T:** *In each group, there were one or two students who were listening rather than speaking. At this stage they were supposed to write reflections about what went better: listening or speaking. From my standpoint, even those who were only listening were fully engaged and really tried to understand as much as possible. The ones who were speaking made a lot of various mistakes. Of course, I did not have a chance to be everywhere at the same time. But at the moment when I could improve the mistakes, I tried to do it only sometimes and indirectly.* ENGAGEMENT, WORK WITH MISTAKES

**T:** *Everyone was tired today and had some problems wth how to present their part of collection in front of the class... We stopped to discuss what language to use to succeed in presenting. We worked on sequential linking expressions, brainstormed verbs and adjectives. I wrote several functional expressions on the blackboard to help them report on what they had done.* CHALLENGE, LANGUAGE AWARENESS, SCAFFOLDING

Appendix 46: AR: Cycle 1. Teacher's diary

**Attachment B: Mini-project 2**

**<u>Selected entries</u>**

**T:** *Two major steps were negotiated with the students: to create the Digital Toolbox on the school intranet. Everyone agreed. After presenting the PBU framework and suggesting various types of 'learning materials', I asked them to discuss which three options of mini-projects they would like to work out. First, they were surprised and let me know that it was my job to choose something for them. Finally we negotiated the plan for the first mini-project together. Honza and Martin seemed to be the most enthusiastic and willing to communicate in English while most students were curious but a little insecure.* INTRINSIC MOTIVATION, LEARNER AUTONOMY (negotiation on my part), TEACHER-DEPENDENCE

**T:** *The most challenging part of the project is over. I mean the first draft of the questionnaire. It took more time than I expected (4 lessons instead of two). In fact, we had to revise question forms and did this inductively using the questions from the student-generated questionnaires. When they exchanged the questionnaires (the first drafts) in pairs, it was obvious that most of them enjoyed the roles of the respondents. Additionally, they asked me to ensure them that they understood the questions oof their peers properly.Two students (Adam and Jakub) had more difficulties with making questions. After insuring them that they were doing well, they seemed to feel happy about their work.* CHALLENGE, TIME, INTRINSIC MOTIVATION, INTERACTION, SCAFFOLDING

**T:** *It seems that my students made a progress in making questions, using quantifiers, present tenses. They also had a chance to find out new things about peers. Some of them realised that they had the same hobbies as other students.* LANGUAGE IMPROVEMENT, INTRINSIC MOTIVATION, RAPPORT

**T:** *Most students seemed to enjoy work in pairs and completing somebody else's questionnaires. On the other hand, it was clear that writing reflections on whether they liked the questionnaire or not, and why in English was not their cup of tea. Perhaps I should suggest more talking about ongoing activities rather than writing.* REFLECTIONS, MOTIVATION

**T:** *To write a report was a real research activity for them. I hesitated a while in terms of how big challenge it was and whether it was doable for the first-year students. I think I should make a handout for them and discuss what points to write about.* SCAFFOLDING

**T:** *Finally, we created the outline for the report together and all learners succeeded in writing about how many questionnaires they got back, what they found out about their peers. They were able to use quantifiers, appropriate tenses, and almost all of them wrote reflections about how they felt about this project.* WRITING, GRAMMAR, OUTLINING, REFLECTIVE THINKING

**T:** *My final observations on the project dynamic: students seem to become more willing to communicate in English. Some of them initiate communication. When they work in pairs, they seem to be more responsive. Although the Czech language is used sometimes, it is clear that the project work makes the students feel free to express themselves in English.* SPEAKING, PAIR WORK (collaboration)

Appendix 46: AR: Cycle 1. Teacher's diary

## Attachment C: Teacher's summaries (based on the diary entries)

| Emergent theme: *Learner autonomy* (choice making, negotiation, scaffolding at ZPD) | |
|---|---|
| **(1) Planning** | Ss made a choice of what kinds of learning materials they would want to create. They agreed on logistics and planned how they would do it in pairs (with my help and guidance). |
| | Ss were very inexperienced with outlining. Several samples help them to come up with the outlines on their own (in the TL) |
| **(2) Implementing and monitoring the project** | Ss wrote reflective notes about ongoing activities. Most of them limited their reflections with 2 adjectives (good and nice). |
| | We negotiated all decisions on how to proceed in the project. They worked in accord with their own preferences |
| **(3) Evaluating stage** | In their reports, SS evaluated their questionnaires and demonstrated a good potential as 'researchers'. |
| | As to self-evaluation, they wrote self-reflections  (in the TL) |
| **Summary:** | Ss seemed to feel comfortable with the framework based on metacognitive principles |
| Positive outcomes: Ss spoke in the TL approximately a half of the lesson time (very slowly, with pauses, with my help (Do you mean....?). My probing worked. Ss were interested in new way of learning and teaching. Metacognitive principles of the PBU framework seemd to work effectively. Challenges: it took much time for Ss to make shifts towards autonomous learning | |

| Emergent theme: *Self-efficacy* (beliefs in their own ability; complacency) Date: | |
|---|---|
| **(1) Planning** | At this stage there were not many signs of self-efficacy. Only 2 students seemed contented.They believed in their capacity to accomplish the plan. |
| **(2) Implementing and monitoring the project** | More enthusiasm and complacency was observed during the outlining and drafting stage. However, some challenges  were |
| | also observed: work with mistakes (on my part). Elaboration of outlines (students). |
| **(3) Evaluating stage** | Most students completed the assignments at 100%. The overall atmosphere was friendly. When evaluating what they had learned, |
| | a number of 'can do' statements sounded positive. There was still a lack of vocabulary. Nevertheless, the students were much more willing to express their opinions in the TL now than at the beginning of the project. |
| **Summary** | |
| Positive outcomes: willingness to communicate in the TL, a number of 'can do' statements, <br><br> Challenges: At the planning stage there was a lot of insecurity among most students. At the evaluating stage only two students were unwilling to participate actively (needed more help from me) | |

**Note:** This  excerpt summarises my reflections on *'self-efficacy'*. This emergent theme was also presented by positive and negative observations. Positive reflections prevailed again and indicated such signs of the increased *self-efficacy* as beliefs in students' own capacities as language users and complacency. *Self-efficacy* signs can be also interpreted as

signs of *intrinsic motivation* since these two notions are interrelated and influenced by each other. In any case, they indicated growth in students' positive beliefs regarding their performance throughout the *mini-projects*.

| **Emergent theme:** *language awareness* | |
|---|---|
| **(1) Planning** | I introduced the functional language to express plans, intentions, and wishes. We practiced language skills through planning our project. |
| | Learning how to write outlines was at the same time revision of the word order in a sentence. |
| **(2) Implementing and monitoring the project** | First, they used samples to create their own quizzes or mini-tests |
| | Second, it was a matter of our mutual agreement what kind of vocabulary or grammar to be focused on in the quizz designing |
| **(3) Evaluating stage** | At this stage the group put a lot of effort to learn how to evaluate |
| | Peer- and self-evaluation was concerned with skills and subskills. We also discussed whether there was any positive change in interaction. |
| **Summary** | |
| **Positive outcomes:** the *treatment group* moved forward interms of integrated skills,they learnt new vocabulary, revised  grammar and indicated that their overall understanding of English increased.<br><br>**Challenges:** mistakes and dealing with them. | |

## Appendix 47: AR: Cycle 2. Learning by teaching, 2012/ 2013

'Learning by teaching' was the observed learning strategy in which the *learner autonomy* principles were applied through three *project-based units* (PBUs). The participants tought each other a) in pairs (PBU 1); b) in small groups (PBU 2), and c) the whole class (PBU 3).

### Excerpt A: Intervention and data collection aspects



**Excerpt B:**

| Learning Pyramid |
| :---: |
| Average student retention rates |

Available at:    http://thepeakperformancecenter.com/educational-learning/learning/principlesoflearning/learning-pyramid/
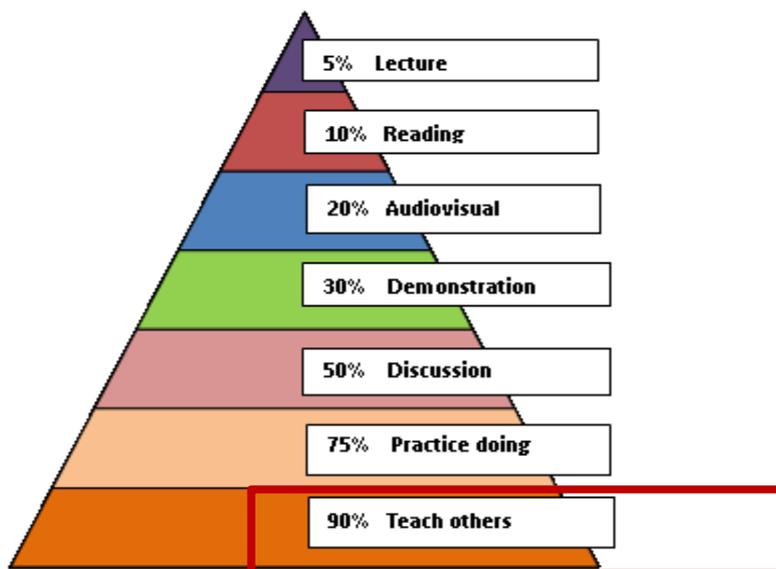
Appendix 47: AR: Cycle. Learning by teaching, 2012/ 2013 (continued)

**Excerpt C: Cycle 2. Assessment grid**

The quality of the process-based and end-product oriented outcomes of Cycle 2 varied within the following assessment grid :
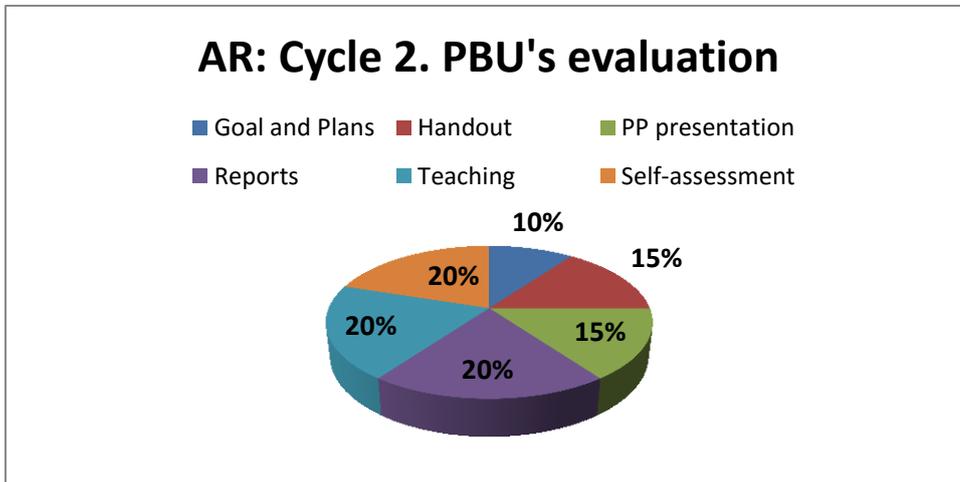


**Note:** The grid above represents diagrammatically how the participants evaluated themselves in their final reports. They also justified their decisions in reflective comments.

**Excerpt D: Assessment mind map:**
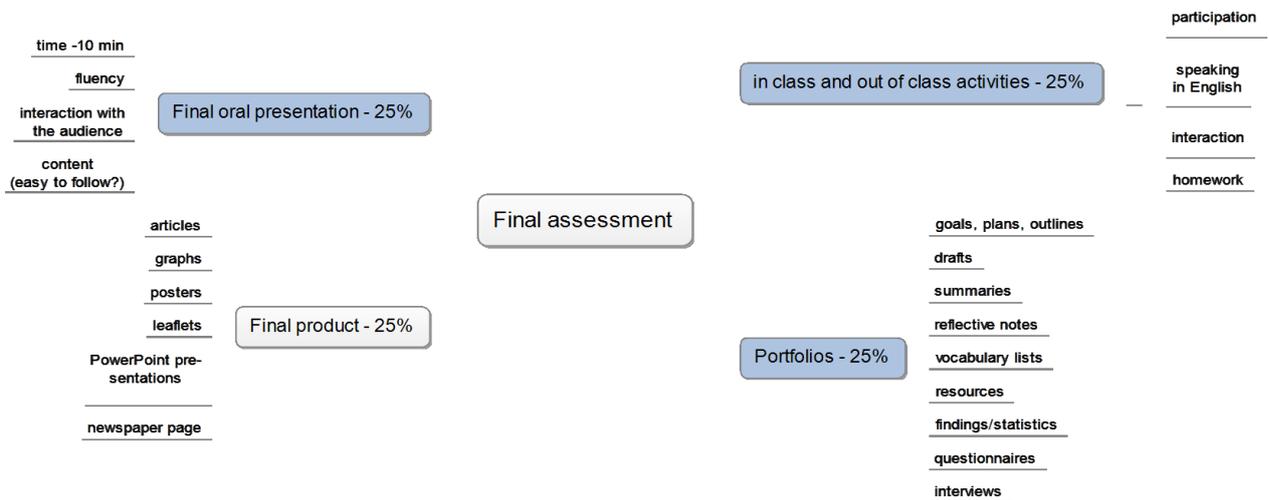
## Appendix 48: AR: Cycle 2. Student artefacts

## Screenshot A: A sample of student-made PowerPoint presentations
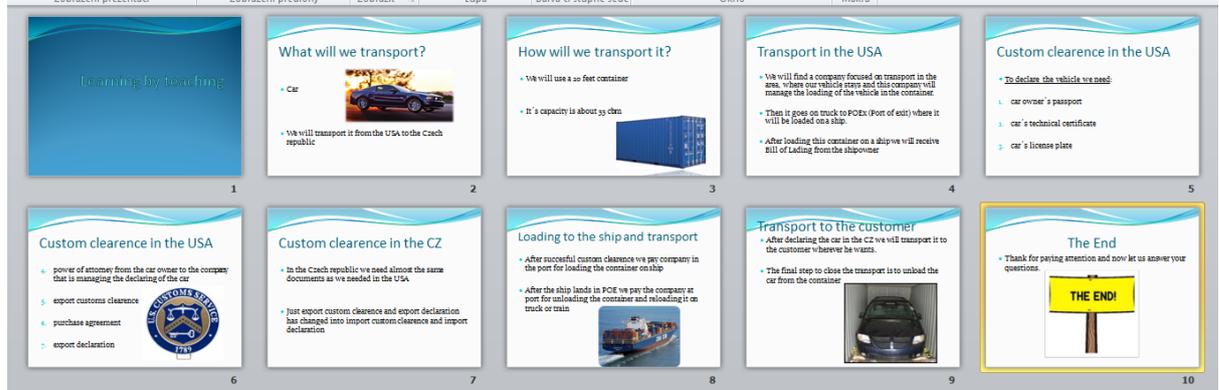


## Excerpt A: A sample of student-generated handouts

### Vocabulary and collocations

route – trasa
carrier – dopravce
forwarder – zasílatel
to declare – proclít
custom clearence – celní odbavení
loading – nakládka
unloading – vykládka
passenger transport – osobní doprava
goods transport – nákladní doprava
international transport – mezinárodní doprava
combined transport – kombinovaná doprava

### Exercise

You have two basic kinds of transport. It is ….. transport and ….. transport.
When you use more than one kind of transport. It is ……. transport.
When you transport persons or goods between two states at a minimum. It is ……. transport.
When you manage the transport you are …… or ……. .
When you transport something it has it's own .
When you cross the state borders, in most cases you have to do ……… .
After succesful custom clearence you have ……… the goods.
When you start to transport something, you have to ……… it.
When you have received something in a container or a box, you have to ……. it.

### Key

passenger, goods
combined
international
carrier, forwarder
route
custom clearence
declared
load
unload

Appendix 48: AR: Cycle 2. Student artefacts  (continued)

**Excerpt B: A sample of student-generated handouts**

**Primary and secondary  functions of modal verbs**

-používá se když máme větší jistotu než u primary functions.

**-CAN** is a modal verb. It only has present, past and conditional form (but can also be used with a future meaning). For other tenses and use *be able to.*

## Příklad/example

**I can speak English very well**.   Primary function
**Somebody is calling, It can be my sister**.  Secondary function
**Can´t**      to je největší  jistota, že to tak není

## Příklad / example

**They can´t be at school  because they are in Germany.**
**It can´t be him.**

**Be able to**     to je opisný tvar od slovesa can

-You can use *be able to* in the present, past, future. present perfect and infinitive.

-*be able to* in the present and past is more formal than can /could

## Příklad /example       **I am not able to accept your exuses**                           .



**Test**

Today she….. be at school.
She  …..   go by car.
He  …..   play football because he is good at sports.
He    …..     speak English very well because he studied in England
He has a headache, he …. be ill.

 **Řešní( Solution)**
**Today she must/can‘t be at school.**
**She could/couldn‘t go by car.**
**He must play football because he is good at sports.**
**I can speak English when I learn it.**
**He has a headache he could be ill.**            Sources :google, new english file, my head

**Appendix 49: AR: Cycle 2. Student reflections**

**Attachment A: AR - CYCLE 2, 2012/ 2013. Student reflections . Analysis**

**Positive xxx and challenge/negative  xxx reflections on learning English through mini-projects**

**S1:** *It was interactive. I liked working in groups. I could choose the topic and it was fun. I think we should have more projects. Projects were useful because we practise English all the time, we speak a lot. We also looked for information and read in English a lot. My role in projects was superactive.* INTERACTION, GROUP WORK, AUTONOMY, INTRINSIC MOTIVATION, SPEAKING

**S2:** *It was a big challenge. But at least we had something different. Speaking was good and cooperation with other peers.* COOPERATION, ALTERNATIVE FORM, CHALLENGE

**S3:** *Every project was original and interesting. I liked that everyone participated in the lesson. It was good that we had to learn something and explain it to our friend. They had to understand it..so it was important and serious learning. I liked when our group was taking my test too.* FOCUS ON LEARNING, INTRINSIC MOTIVATION, ENGAGEMENT

**S4:** *I liked all presentations. They were interesting. Projects were useful (communication) and effective (new vocabulary, speaking in public).I also liked independent work.* INTRINSIC MOTIVATION, VOCABULARY, PUBLIC SPEAKING, LEARNER AUTONOMY

**S5:** *I enjoyed team work. Projects were new and fresh (nevsedni). I think we paid more attention. Preparation=learning. We should use projects more often.* INTRINSIC MOTIVATION, ENGAGEMENT, LEARNING

**S6:** *Our lessons were more free and good change. We repeated old material. I was good for me. Visuals also were helpful.* PROJECT EFFICACY

**S7:** *Nice and creative atmosphere. It was a funny way of learning. We had to learn something by ourselves and then teach other in our lessons. Presentations had a lot of examples, good illustrations. We also learnt how to communicate.* CLASSROOM ENVIRONMENT, LEARNING, AUTONOMY, INTERACTION

**S8:** *It was good to work with others and to choose the topic. We practise English as a whole  - grammar, vocabulary, looked for information in English, got new knowledge, presented in front of the class and practise pronunciation.* LANGUAGE AWARENESS, INTEGRATED-SKILL APPROACH

**S9:** *Projects were interesting. We revised a lot and improved our vocabulary. We had to spend a lot of time on them. But that was not a mistake. We also learned a lot of technical words and how to organise our work.* MOTIVATION, LEARNER AUTONOMY, LANGUAGE AWARENESS, ORGANIZATION, TIME

Appendix 49: AR: Cycle 2. Student reflections (continued)

**S10:** *I liked that I worked on a grammar topic and revised it much better. When you hear it from your peers, you also understand it better. I also liked mini-tests prepared by friends. It was good to work with PC and make PPP.* LEARNING (STRATEGY), TECHNOLOGY

**S11:** *I liked that I could work on something in my own way. I think projects were good for developing independence, public speaking and ability to adjust to different changes. Speaking in English, learning new vocabulary.* LEARNER AUTONOMY, LANGUAGE AWARENESS

## Negative  xxx reflections

**S3:** *I didn't like when a headmaster came when I was presenting. I was nervous and almost everything forgot.* NERVOUSNESS

**S4:** *I did not like bad English during presentations.* LANGUAGE AWARENESS

**S5:** *I didn't like doing homework after a long day at school.* HOMEWORK

**S7:** *We didn't have enough time for preparation.* TIME

**S8:** *Sometimes we needed more time for preparation.* TIME

**Note:** While examples above provide the evidence of the analytical procedures, the samples below present the participant reflections grouped in accordance with the emergent themes and sub-themes:

**Cycle 2. Student reflections. Intrinsic motivation**

| *Intrinsic motivation* |
| --- |
| **S3:** *Every project was original and interesting. I liked that everyone participated in the lesson. My role in projects was superactive.*        ENGAGEMENT, EFFORT |
| **S5:** *I enjoyed team work. Projects were new and fresh (nevsedni). I think we paid more attention. Preparation=learning. We should use projects more often.*  ENJOYMENT |
| **S7:** *Nice and creative atmosphere. It was a funny way of learning.* RAPPORT, ENJOYMENT |

**Note:** Seeing learning as a meaningful process can be also found within the 'Learner autonomy' emergent theme as follows:

Appendix 49: AR: Cycle 2. Student  reflections (continued)

**Cycle 2. Student reflections. Learner autonomy:**

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***Learner autonomy***

**S1:** *I ==could choose the topic== and it was ==fun==. I think we should have more projects.* CHOICE MAKING

**S3:** *It was ==good that we had to learn something== and explain it to our friend. They had to understand it..so it was ==important and serious learning==.* WAY OF LEARNING/ STRATEGIC THINKING, METACOGNOTIVE AWARENESS

**S4:** *I also liked ==independent work==*   LEARNER EMPOWERMENT, CHOICE & DECISION MAKING

**S5:** *I think we ==paid more attention==. ==Preparation=learning==.* WAY OF LEARNING/ STRATEGIC THINKING, METACOGNITIVE AWARENESS

**S7:** *It was a ==funny way of learning==. We had to ==learn something by ourselves== and then teach the other in our lessons* S7: *==Nice and creative atmosphere==. It was a ==funny way of learning==.*

**S11:** *I liked that I could ==work on something in my own way==. I think projects were good for developing ==independence, public speaking and ability to adjust to different== changes.*LEARNER EMPOWERMENT, METACOGNITIVE AWARENESS

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Regarding 'Language awareness' or, in other words, language-related emergent themes, speaking was mentioned as the most frequent notion:

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***Language awareness***

**S1:** *==It was interactive==. I ==liked working in groups==. Projects ==are useful== because we ==practise English== all the time, we ==speak== a lot. We also looked for information and read in English a lot.* INTERACTION, SPEAKING, ENGLISH SOURCES SEARCH (READING)

**S2:** *==Speaking== was good and ==cooperation with other peers==.* SPEAKING, INTERACTION

**S4:** *Projects were useful ==(communication)== and effective ==(new vocabulary, speaking in public)==.*INTERACTION, SPEAKING, VOCABULARY

**S8:** *==We practise English as a whole==  - ==grammar, vocabulary, looked for information in English==.* INTEGRATED SKILLS AWARENESS

**S9:** *We also learned a lot of technical words and how to organise our work, we got new knowledge.* VOCABULARY, METACOGNITIVE AWARENESS, KNOWLEDGE CONSTRUCTION

**S10:** *I liked ==that I worked on a grammar topic and revised== it much better. When you hear it from your peers, you also understand it better.* STRATEGIC THINKING, METACOGNITION

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**Appendix 50: AR: Cycle 2. Teacher's diary**

**Attachment A: AR - CYCLE 2, 2012/ 2013. Teacher's diary. Analysis**

**Positive xxx and challenge/negative  xxx reflections on the projects 'Learning by teaching'**

**PBU 1: planning stage**

T:      *The treatment group has just started out project work. They had been familiarised with the elements of project-based learning last year within small-format PBUs. I was surprised that they could easily describe the PBU framework and knew how to procede. ..not all of them, of course. Two students were new participants in the treatment group and it* was interesting to let my students explain them what project-based units are about. *It was also a good chance for me to introduce a new learning strategy to them – Learning by teaching.* LEARNER EMPOWERMENT

T:      *We've just made sure that our class email address worked, so I could send my students a welcoming email with initial ideas about our project. I also showed them a 'learning pyramid'. Everyone was* so impressed by the fact that 'teaching others' is *the most effective learning strategy that we decided* to launch our poject immediately. INTRINSIC MOTIVATION

T:      *This week was devoted to the planning stage. Since it was their first full format project, there were some steps we hadn't done before.* Goal setting activities *were around the driving question – to* test a new learning strategy in order to see whether it was effective or not. *For me it was double checking because I needed to explore learner autonomy, metacognitive and integrated-skill approach- es incorporated in the PBU framework. Moreover, I was* interested in the students' opinions on the project efficacy as a learning strategy too.   RESEARCH QUESTION, METACOGNITIVE APPROACH

T:      *Our short discussion on whether to teach one person, or a small group…or take a role of a real teacher and teach the whole class* was a good exercise of choice and decision making. *English was used at a maximum,* pair work and small group work *seemed to be a good platform for ideas exchange. Finally, we decided to try out three options and see what worked best. The second part of the discussion was initiated by me and was concerned with* **what to teach.** *Interestingly, students' decisions fell into two groups, either language-driven (some of them wanted to revise grammar) or content-driven (this part of students wanted to learn something about technical topics). I did not ask them to choose either one way or another.* It was entirely up to them what to work out, *but I asked them to come up with something specific.* LEARNER AUTONOMY, COLLABORATION, LEARNER EMPOWERMENT

T:      *When* students shared their initial ideas with others, *it turned out that the content they were interested about was about transportation. Compared with the first year, when they were more focused on hobbies and free time activities, now, they seemed to be* more concentrated, responsible and focused more on professional than general topics. *The group which* decided to work on grammar-related projects was not as confident as the first one. *For students knew what they wanted to revise, however, for other students had no idea what to choose.* I suggested that the whole class wrote what *grammar units they would want to refresh. The hesitating students could read the peers' requests and choose something that was on demand. It worked.* INTERACTION, LEARNER AUTONOMY, LOW AND HOGH SELF-EFFICACY, SCAFFOLDING

Appendix 50: AR: Cycle 2 – Teacher's diary (continued)

**T:** *Now it was time to decide how to procede. Mapping the steps and outlining required a lot of thinking from students. Brainstorming helped them to gather some ideas and everyone modified the steps according to their personal topic.Those who were determined with the topic brought some authentic topic-related materials – pictures, article, or magazines. Although the first project was individual, in-class activities were arranged for pair work. It seemed that most of them enjoyed sharing what they had prepared and eagerly exchanged the ideas about how they were going to teach other students. Since they were quite confident as to making handouts or tests (last year PBU experience), their work on the task seemed to be manageable for them. One pair, however, was quite passive. It was their choice to work together. I think they weren't cooperative because they didn't know how to express themselves in English. These two students proceded very slowly and my help did not work. Things went better when I asked Honza from another rgroup to come up and helped them.* LEARNER AUTONOMY, SCAFFOLDING, RESOURCEFULNESS. LEARNER AUTONOMY, INTRINSIC MOTIVATION, SELF-EFFICACY, TWO PASSIVE LEARNERS, LEARNER EMPOWEMENT

## PBU 2, implementing and monitoring stage

**T:** *Today we finished the planning stage and started implementing and monitoring. The students were focused on doing something: writing texts or bullet points for the PowerPoint presentations or selecting pictures for the slides, or looking for illustrative videos on the internet. I was walking around as usual, from pair to pair, asking them to describe the ongoing processes and reflect on the first successful moments. Our conversation was in English. Finaly, they decided what their homework was and shared it with the whole class, so everyone knew what eaech pair would bring to the classroom next time.The expressions like 'we've decided to…', 'we think Honza should…..' or 'everyone is going to…' were used. Most of them seemed engaged during pair work. Here and there I could hear the Czech language constantly encouraging them to speak English.* METACOGNITIVE APPROACH, INDEPENDENT WORK, TEACHER'S ROLE, ENGAGEMENT

**T:** *At this stage the students made a lot of agreements and were supposed to report on what they had done so far and agreed to do further on.We also did a lot of language work this week. Sometimes we were focused on summarising the materials they read. Actually, we spent two lessons on learning how to do that. It was not easy to simplify the authentic pieces of texts. In some cases learners could not find anything appropriate in English and brought some texts in Czech. I this situation they first wrote summaries in Czech and then translated them into English. Note-taking strategies were also an important part of these lessons.* MONITORING, REFLECTIONS, NEGOTIATION, CHALLENGE, STRATEGIES

**T:** *At the beginning of the lessons each pair wrote a joint report on what was finished by that moment and what they were going to do during the lesson.One of them read it out and other students gave them feedback. Depending on the time, if some pairs did not have a chance to share their work with others, they did it next time. As to me, I wrote some functional expressions on the board, especially when learners had problems to express themselves. I have to say that this part was very time consuming and challenging for the students, but again, doable.* REFLECTIONS, INTERACTION, SCAFFOLDING, TIME, CHALLENGE (S)

**T:** *Today we were going to start rehearsal (one pair would teach another pair). Unfortunately, we did not have time to agree on the logistics: 'teaching' time, the order of*

Appendix 50: AR: Cycle 2. Teacher's diary (continued)

*'teaching' in each group, visual aids, making tests so on. The students and I discussed all suggestions and made several agreements.* TIME, NEGOTIATION

**T:**    *It was a big challenge for me to observe the final attempt of teaching within each group. Finally, took a role one of the learners and enjoyed the teaching process of the 'teachers', again, moving around from group to group. I did not stop anyone and did not correct anybody. I was taking notes for further discussion.* CHALLENGE (T), TEACHER AUTONOMY

**PBU 3, evaluation stage**

**T:**    *It was difficult for students to criticise each other in a constructive way. It was clear that they would feel offensive if they would emphasise bad points. I suggested sharing positive opinions in the classroom. In case there was something wrong with the project work as a method or if they didn't like something about teaching others they would write about it in their log books. They agreed. They expressed their likes in English, even though some of them kept scielence.* CHALLENGE, SCAFFOLDING, LANGUAGE, REFLECTIONS

**T:**    *We discussed what they learnt within the projects and how they would evaluate themselves. I think they were both happy about their project work and critical at the same time. At this point it seemed that the most frequent negative point was nervousness during teaching. Since in this project they taught the whole class and took a role of a 'real teacher', it seemed that they realised how challenging it was to have everybody's attention, to explain and make sure that everyone understood, to deal with teaching 'stuff'.* CHALLENGE (S), CRITICAL THINKING

**T:**    *One thing I forgot to write about, was that I asked the students to teach others in a manner they would love to be taucht themselves. And in some cases it was really interesting. For example, Jakub didn't have a partner and taught the class on his own. I expected that he would be extremely nervous without any support. On the contrary, I was nicely surprised. I had never thought that he could be a great showman. Everyone seemed to be engaged during his leaason (his topic was the Present Perfect Tense). All the examples were based on the authentic class events and real classmates, which was very funny and interesting. Moreover, his sense of humor made his lesson very uplifting and funny.* TEACHER/LEARNER AUTONOMY, STRATEGY EFFICACY, INTRINSIC MOTIVATION

**T:**    *I designed a handout 'self-evaluating report'. For the research purposes, I aimed the questions and unfinished sentences at 'project efficacy'issues and left the space for the suggestions about changes that needed to be made for the future projects. The sudents also were expected to express their opinions on the strategy 'learning by teaching'.* PROJECT EFFICACY, SCAFFOLDING

**T:**    *My overall conclusions. Based on my observations, it seems that the majority of the students managed the projects successfully. All of them completed the assignments and followed the agreements. To my surprise, there weren't many delays, except for poor health conditions or school events. All students were engaged with enthusiasm except for two students. I noticed that they participated in the projects with interest and the overall atmosphere was great. Compared with the previous academic year, their reflections were more insightful and more specific.The learner autonomy principles such as learner empowerment, making choices and decisions,*

Appendix 50: AR: Cycle 2 – Teacher's diary (continued)

*agreements as a result of negotiation etc. were implemented successfully.* PROJECT EFFICACY, INTRINSIC MOTIVATION, CRITICAL ND REFLECTIVE THINKING, LEARNER AUTONOMY

## Attachment B: Teacher's summaries (based on the diaries' entries)

| **Emergent theme:** *Learner autonomy* (goal setting, choice and decision making, negotiation, learner empowerment, responsibility, time and work load managing) | |
|---|---|
| **(1) Planning** | Ss decided to try out new learning strategy – 'learning by teaching'. |
| | With my help they managed to set their goals and plan the project agendas. They were willing to negotiate the ideas in the TL and chose the project topics (areas, genres) on their own. |
| | Sharing individual plans with peers helped them to make some changes. |
| **(2) Implementing and monitoring the project** | The student reflections were with a larger range of vocabulary than before. The grammar mistakes were still there. But word order and present tenses seemed to get improved. Integrated-skill development |
| | Ss learnt how to describe the project activities: past and present The also reflected on the ongoing processes, changes and progress. |
| **(3) Evaluating stage** | In their reports, SS evaluated the project method and 'learning by teaching' strategy in a very positive way (with one exception). Some of them demonstrated critical and reflective thinking. |
| | I noticed a good potential of 'researchers' among students (selecting the sources, summarising) |
| | As to self-evaluation, they wrote self-evaluation reports (in the TL) |
| **Summary** | Ss seemed to feel comfortable with the framework based on the metacognitive principles |
| **Positive outcomes:** Ss spoke in the almost all lesson time (sometimes with translation, asked questions, gave responses). My probing worked. Ss were interested in a new way of learning and teaching. Metacognitive principles of the PBU framework seemed to work effectively. **Challenges:** nervousness during public speaking, one student remained not interested. | |

| **Emergent theme:** *Self-efficacy* (beliefs in their own ability; complacency, willingness to communicate in the TL) | |
|---|---|
| **(1) Planning** | I noticed much more confidence in the students compared with the previous year projects. I could see their willingness to start and plan a new project. |
| | Their plans were realistic and challenging |
| **(2) Implementing and monitoring the project** | Enthusiasm and complacency was observed among majority of students. Challenges were taken as a natural part of the process. |
| | PBU 1seemed to be hard to accomplish, PBUs 2&3 were carried out with ease and feeling of 'know how'. |
| **(3) Evaluating stage** | Most students completed the assignments at 100%. The evaluations were focused on success rather than shortcomings. |
| | The written reflections also contained mostly positive reflections. |
| **Summary** | |
| **Positive outcomes:** willingness to communicate in the TL, a number of positive reflections and self-evaluations. **Challenges:** Two students seemed to feel frustrated at the beginning; one remained not interested (perhaps because of low-efficacy). | |

Appendix 50: AR: Cycle 2 – Teacher's diary (continued)

| **Emergent theme:** *language awareness (productive skills, integrated-skill development)* | |
|---|---|
| **(1) Planning** | At this stage, those who chose a 'grammar' topic, planned to revise what they did not understand before in grammar |
| | Outlining went well (writing and speaking). |
| | Integrated-skill approach (writing through reading and speaking) |
| **(2) Implementing and monitoring the project** | All three PBUs contained reports on ongoing events. |
| | The students shared how they progressed and exchanged advise |
| **(3) Evaluating stage** | Ss emphasised their language improvement. |
| | The most frequent notions were speaking, overall language practise, vocabulary, pronunciation |
| **Summary:** | |
| **Positive outcomes:** the *treatment group* moved forward interms of integrated skills, they learnt new vocabulary, revised grammar and indicated that their overall understanding of English increased.<br><br>**Challenges:** time balance, there was one student unwilling to cooperate | |

| **Emergent theme:** *intrinsic motivation (engagement, effort, paying attention, management skills, reflective and critical thinking,)* | |
|---|---|
| **(1) Planning** | Ss were enthusiastic about launching the projects |
| | They put a lot of effort during planning |
| **(2) Implementing and monitoring the project** | Ss enjoyed sharing and exchanging ideas. They monitored their progress in their log books and wrote reflections |
| | PBU 2 and 3 seemed to be the most motivating for Ss |
| | Duting 'teaching' they tried to motivate others |
| **(3) Evaluating stage** | Ss reflected on the project efficacy from two perspectives: general |
| | and personal. They were interested in expressing their opinions |
| **Summary:** | |
| **Positive outcomes:** the *treatment group* demonstrated mush effort, full engagement. Most students were highly motivated<br>**Challenges:** one student was not cooperative and motivated | |

Appendix 50: AR: Cycle 2 – Teacher's diary (continued)

**Attachment C: Summatry of the most frequent sub-themes observed during analysis:**

| Language awareness: skills, sub-skills, interaction | Project efficacy (general) | Non-language awareness: intrinsic motivation, learner autonomy |
|---|---|---|
| Integrated skills awareness | **Useful and helpful in general** | 'learning by teaching' –helpful learning strategy |
| Grammar improved | **High engagement** | Taking decisions towards positive changes in learning |
| Vocabulary improved | **Good and interesting activity** | Enjoyment of new way of learning |
| Literature search | **Learnt how to plan** | Favourable change in attitude towards learning English |
| Writing skills improved | **A lot of learning took place** | Strategic and critical thinking increased |
| Speaking and communication improved | **Communication skills** | Self-efficacy increased |

**Note:** The column in the middle indicates general sub-themes related to the project efficacy indicated by participants and myself, whereas the left- and right-handed columns present language and *learner autonomy*-related sub-themes respectively.

## Appendix 51: AR: Cycle 3. Learning by doing research, 2013/ 2014
**Teaching and learning materials used in Cycle 3 (treatment stage)**

**Attachment A: Introductory handout (sample)**

**PROJECT**…………………………………………………………………………………
…

Date…………………………………          Name……………………….

**Stage one:**                      **SETTING GOALS AND PLANNING**

Welcome to a new project in our English class. For this project you should make your own decisions on what you want to be focused on, what topic to work out, who you want to work with and what the final product to produce.

**Class** …………………………………………………………………………………

**Names of participants (individual, pair,
groups)**……………………………………………………………………….

**Theme/ topic**
…………………………………………………………………………………

**Driving question**…………………………………………………………………………

**Goals (personal, learning, language)**
…………………………………………………………………………………

…………………………………………………………………………………

**Final product**…………………………………………………………………………

**Duties, roles**…………………………………………………………………………

**The project outline  - steps to take:**

1st step
…………………………………………………………………………………

2nd step
…………………………………………………………………………………

3rd step
…………………………………………………………………………………

**Teacher´s advice:**

You might also need the following vocabulary for completing this handout: plan, learn, discuss, write, read, find out, collect, search, summarise, design, share, rehearse, practise, make notes.

Appendix 51: AR: Cycle . Learning by doing research, 2013/ 2014

**Attachment B: Teacher's assessment**

**Screenshots A & B: Samples of teacher's assessment**

DL3 – 2014- Research-Based Project. Final Assessment and Feedback

| Num | Goal setting | Planning | Portfolio & Monitoring& Engagement | | | Oral presentation | | Visual aid | | Final evaluation | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1-16 | *language *Content *Learning *Personal | *Driving question *Final product *Steps to take *Roles, duties | *Vocabulary list *Notes *Outline *Reflections | *Authentic materials *Summaries *Sources | In-class activities: *interaction *group work *peer/self assessment | *Content *Fluency *Time *Eye contact *Interact. | *Grammar *Vocabulary *Pronunc. *Fluency | *Picture&text balance *Creativity *Originality *Grammar *Vocabulary | Specific features: *Research question *Data collection *Findings | *Self-evaluation | *Peer-evaluation | *Teacher's evaluation |
| 7. MS group (HV, AS) | Handout + | Handout + 25% | Rich reflective notes, the whole speech, Rich sources, good summaries. The vocabulary list is missing. A very active participation in the post-presentation discussion 23% | | | Your presentation was informative, interesting, original, fluent. However, you made some grammar mistakes. Anyway, I noticed a good progress. 22% | | Good picture-text balance. Rich data collection. Some grammar mistakes 22% | | No -5% | No | 87% |

| Num | Goal setting | Planning | Portfolio & Monitoring& Engagement | | | Oral presentation | | Visual aid | | Final evaluation | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1-16 | *language *Content *Learning *Personal | *Driving question *Final product *Steps to take *Roles, duties | *Vocabulary list *Notes *Outline *Reflections | *Authentic materials *Summaries *Sources | In-class activities: *interaction *group work *peer/self assessment | *Content *Fluency *Time *Eye contact *Interact. | *Grammar *Vocabulary *Pronunc. *Fluency | *Picture&text balance *Creativity *Originality *Grammar *Vocabulary | Specific features: *Research question *Data collection *Findings | *Self-evaluation | *Peer-evaluation | *Teacher's evaluation |

| Num, Code | Goal setting | Planning | Portfolio & Monitoring& Engagement | | | Oral presentation | | Visual aid | | Final evaluation | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1-16 | *language *Content *Learning *Personal | *Driving question *Final product *Steps to take *Roles, duties | *Vocabulary list *Notes *Outline *Reflections | *Authentic materials *Summaries *Sources | In-class activities: *interaction *group work *peer/self assessment | *Content *Fluency *Time *Eye contact *Interact. | *Grammar *Vocabulary *Pronunc. *Fluency | *Picture&text balance *Creativity *Originality *Grammar *Vocabulary | Specific features: *Research question *Data collection *Findings | *Self-evaluation | *Peer-evaluation | *Teacher's evaluation |
| 3.AS group (HV, MS) | Handout + | Handout + 25% | logical outline, vocabulary list (wide range), sources, notes, rich reflections, summaries. Peer-assessments with clear comments. 25% | | | original, engaging, interesting, with eye contact. However, it was too short 23% | | A lot of information, general facts, original, but a little research 21% | | + | No | 84% |

| Num | Goal setting | Planning | Portfolio & Monitoring& Engagement | | | Oral presentation | | Visual aid | | Final evaluation | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1-16 | *language *Content *Learning *Personal | *Driving question *Final product *Steps to take *Roles, duties | *Vocabulary list *Notes *Outline *Reflections | *Authentic materials *Summaries *Sources | In-class activities: *interaction *group work *peer/self assessment | *Content *Fluency *Time *Eye contact *Interact. | *Grammar *Vocabulary *Pronunc. *Fluency | *Picture&text balance *Creativity *Originality *Grammar *Vocabulary | Specific features: *Research question *Data collection *Findings | *Self-evaluation | *Peer-evaluation | *Teacher's evaluation |
| 4. MJ indiv. | Handout+ | Handout + 25% | I had difficulty to open the file. Try to communicate more during in-class activities. Peer-assessment needs clear ideas. 15% | | | A brave attempt. Too much nervousnees, reading (instead of speaking) 15% | | Interesting selection of pictures, but there wasn't a text 10% (imbalanced), there wasn't much research | | No -5% | good topic, no vocab. | 60% |

Appendix 51: AR: Cycle 3. Learning by doing research (continued)

**Attachment C: Self-evaluation mind map**



**Self-evaluation mind map**

Tick what you've done or improved and assess your work in %.

Final assessment

- in class and out of class activities - 25%
  - participation
  - speaking in English
  - interaction
  - homework

- Portfolios - 25%
  - goals, plans, outlines
  - drafts
  - summaries
  - reflective notes
  - vocabulary lists
  - resources
  - findings/statistics
  - questionnaires
  - interviews

- Final oral presentation - 25%
  - time -10 min
  - fluency
  - interaction with the audience
  - content (easy to follow?)

- Final product - 25%
  - articles
  - graphs
  - posters
  - leaflets
  - PowerPoint pre-sentations
  - newspaper page

Appendix 51:  AR: Cycle 3. Learning by doing research, 2013/ 2014 (continued)

**Excerpt A:  A sample of peer-evaluation handouts**

| ORAL PRESENTTION | | | | |
|---|---|---|---|---|
| NAME | Content/ Topic **Research question** **Findings** **Visuals** | Speaking (not reading) Time | Pronunciation & fluency Grammar& vocabulary | Eye contact, voice, body language |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

**Excerpt B:  A sample of peer-evaluation handouts**

| VISUAL AIDS | | | | COMMENTS | |
|---|---|---|---|---|---|
| NAME | PPpresentation: pictures&text balance, | Creativity, Originality, | Grammar & Vocabulary | **Data collection, analysis, findings** | Other important points |
| | | | | | Final grade |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

## Appendix 52: AR: Cycle 3. Student  artefacts

## Attachment A: Samples of the student PowerPoint presentations

## Screenshot A:
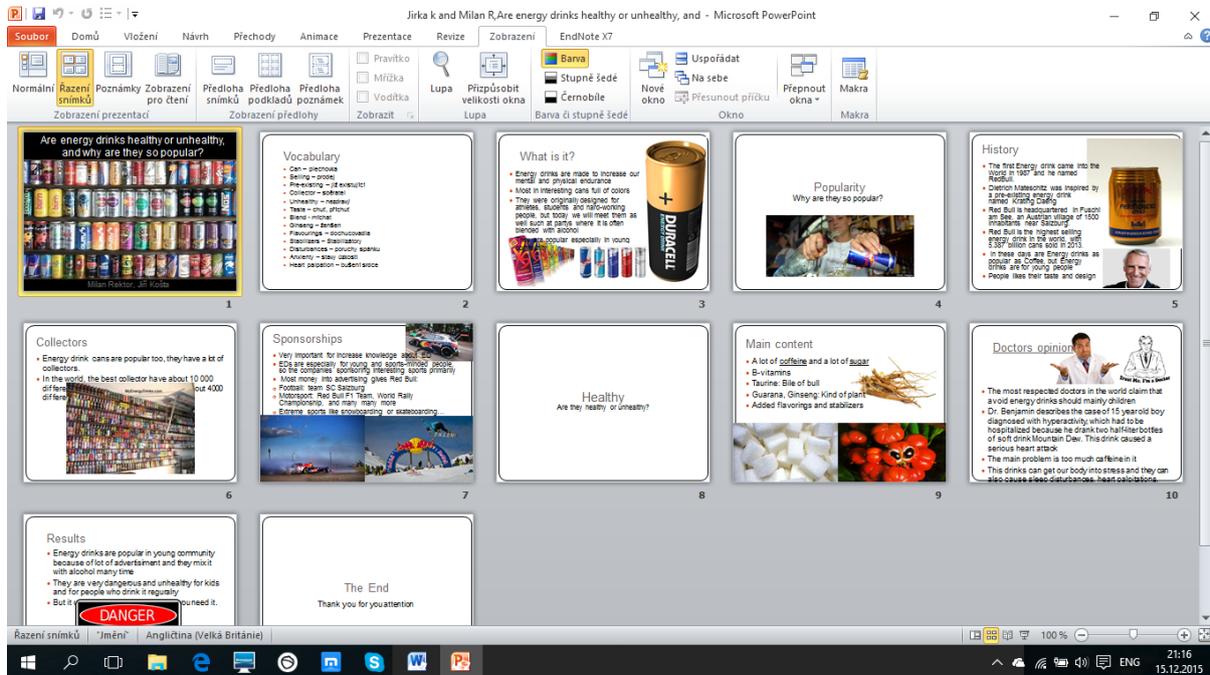


## Screenshot B:
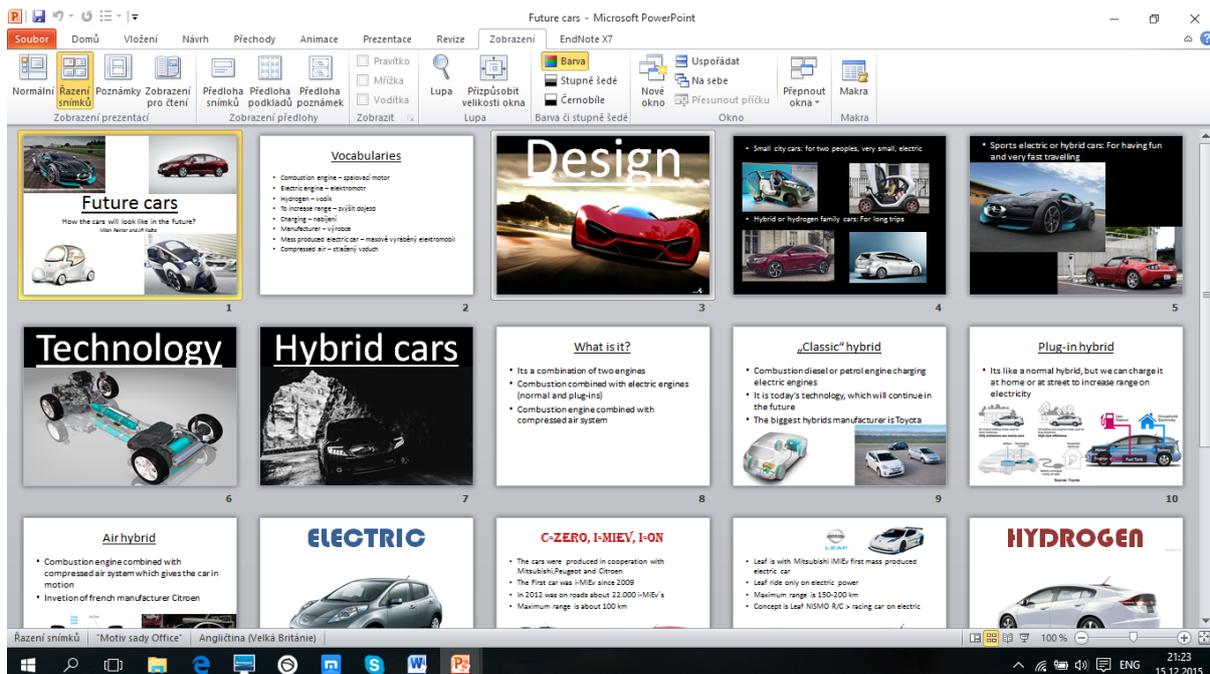
Appendix 52: AR: Cycle 3. Student artefacts, Attachment A (continued)

**Screenshot C:**
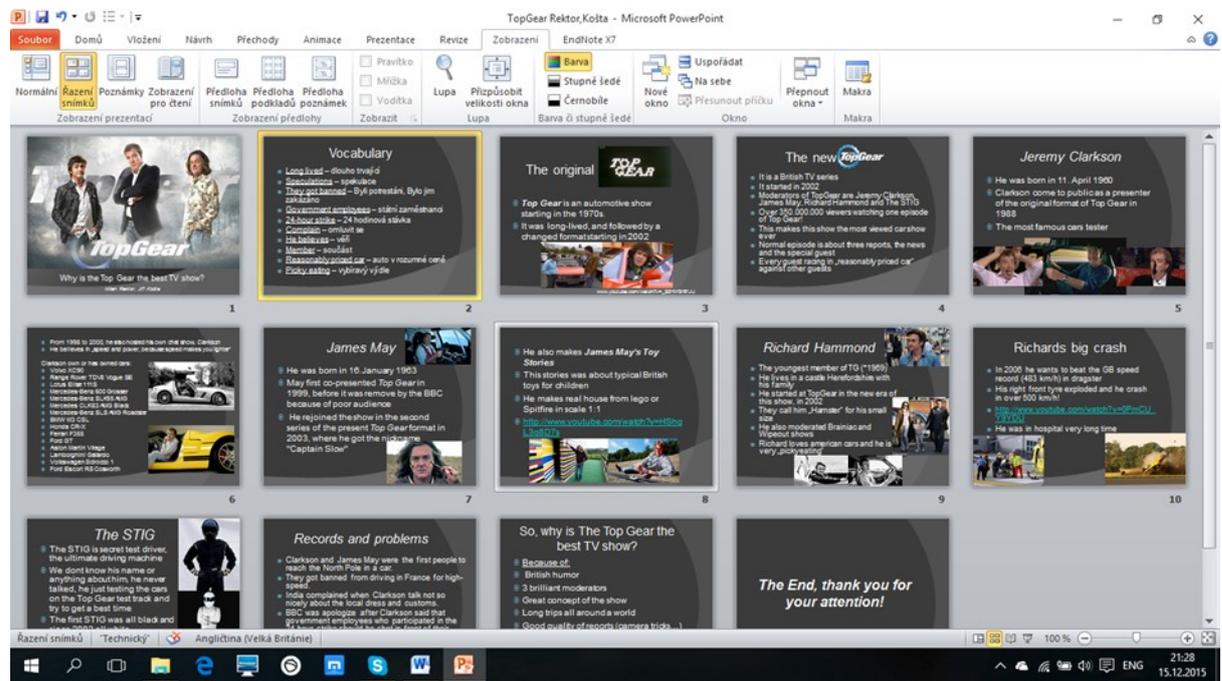


**Note:** the final products contained not only PowerPoint presentations but also student-generated handouts, portfolio where the data collections were presented, analysis and findings. The participants' oral presentation was also considered a part of the final product.

## Appendix 53: AR: Cycle 3. Student reflections

**Attachment A: AR - CYCLE 3. Student reflections (samples)**

**Positive ==xxx== and challenge/negative ==xxx== reflections on learning English through the project-based units 'Learning by doing research'**

**Excerpt A: Planning and monitoring stage**

**S1:**     *....We have a very difficult research question but very interesting, I think. Our question is how to become a torreodor.But we cannot do only this...but everything about corrida and torreadors....First, I want to search for some English articles and write down the information about corrida...then I want to find an interview with a real toreador and try to find out what is the main reason why they do this job... Then I want to know why leople like this 'sport'...And only then to find the answer to our research question how to become a toreador.* PLANNING SKILLS (metagognition)

**S2:**     *My goals are to improve my English, to practise reading (search on the Internet), writing, speaking and listening,..and and to prepare my presentation.*GOAL SETTING

**S4:**     *I want to show you that ice-hokkey is the best and the most popular sport in the world. I'll make a questionnaire for better statistic and I make PP presentation.* GOAL SETTING

**S5:**     *Our project outline is: to make discussions about the project; to do our best, as we want; and present everything to our classmates.* OUTLINING

**S7:**     *My plan is to speak English every rime, there's a chance...*

**S8:**     *I want to better my pronunciation, grammar and to improve my speech. I  want to cooperate with my group well. I mean we must also find time to woek together.* LANGUAGE, COOPERATION

**S13:**     *I will collect a lot of information (data). I would like to learn new vocabulary on this topic. And I want to give more knowledge to my friends and to my teacher.* LEARNING, TEACHING,SHARING

**Excerpt B: Project evaluation**

**S1:**     *First of all, I would like to say what I think about this project. So it helped us so much, because we were able to learn a lot of unknown words and also we learnt a lot of information...In my opinion, this is the right way to learn English, because all of this is only in yor own hands and nobody can't help you more than yourself. So it is just like every man for himself, but still have your friends and they can help you out. I was absolutely happy when I (jointed) the group I liked. I mean both other members of the team were great and I liked to work with them.. Both did maximum for our presentationand also both had really good ideas....how to make our presentation simplier, more understandable and just mak it better.* PROJECT EFFICACY, VOCABULARY, CONTENT, AUTONOMY, INTERDEPENDENCE, RESPONSIBILITY

**S3:**     *I learned some new words and grammar of future forms.* LANGUAGE (VOCABULARY,GRAMMAR)

Appendix 53: Cycle 3. Student  reflections (continued)

**S5:** *I think the project is very good for my English because we must present the project in English.* LANGUAGE, PRESENTATION SKILLS

**S7:** *I'd like to better my writing, speaking and vocabulary.* LANGUAGE

## Excerpt C: Peer evaluation

**S9:** *he had ideal time…but could be more fluent. Grammar was OK. Unfortunately, he showed a low level of confidence. Visual aid: too much text. It was difficult to follow.The presentation was kind of boring and not original. He presented some findings, but a little bit out of task.* EVALUATION SKILLS, CONSTRUCTIVE CRITICISM

**S10:** *He had an interesting driving question. And he spoke all the time without reading. He also used hard professional vocabulary and explained the words.He used eye contact. As to the visual aid, it was amasing…interesting pictures, graphs. Findings were presented carefully. He also made a handout with vocabulary. Good job.* LANGUAGE AND PRESENTATION SKILLS AWARENESS

**S12:** *He demonstrated great speaking and in good time. He used a very useful vocabulary.*

**S13:**    *He was able to speak fluently in English.He tried to do his best and it was really very good. Eye contact and voice were his weak side because (xxx illegible).His presentation (visual aid) was balanced. But it wasn't original, nothing special. He was able to collect a lot of data and information…*EVALUATION OF PRESENTATION SKILLS

**S15:**    *It was very interesting. But he had too much information. That's why it took him 17 min. He presented his findings very specifically.* CONSTRUCTIVE CRITICISM

**S16:**    *They both presented their topic. But M. spoke much more than J.J who read the text from the screen. He was very nervous.   I liked that they presented research steps.*MONITORING SKILLS

## Excerpt D: Self-evaluation (samples)

**S7:**    *I think, It was a good presentation. We did all we wanted. Portfolio was also successful. We are happy with our results and the final product. The oral presentation was good but I think my speech wasn't as good as I wanted…I can't wait for the next project.* SELF-EFFICACY, CONSTRUCTIVE SELF-CRITICISM, SATISFACTION

**S13:**    *In my opinion, our team was very good. We worked together all the time. I tried to be very helpful. And I prepared the part I was responsible very well. I found some mistakes in other parts and we corrected them together.* SELF-EFFICACY, CONFIDENCE, SATISFACTION

**S14:**    *I liked how I presented my research. I was nervous only at the beginning. Then everything went OK. All classmates listened to me and were interested. I am happy. Iam sure, my next project will be even better.* SELF-EFFICACY, HAPPINESS

**S16:**    *My participation was very active. I know that my speaking was not as good as I wanted. But it was much better then last year.* SELF-EFFICACY

**S17:**    *I was ==more fluent this time== and less nervous. I also worked hard on doing my portfolio and research. I tought my friends to use graphs and work with excel. I am good at it.* SELF-EFFICACY, SATISFACTION

## Appendix 54: AR: Cycle 3. Teacher's diary

**Attachment A: AR - CYCLE 3, 2013/ 2014. Teacher's diary. Analysis**

**Excerpt A: Planning stage**

**T:**    *Reading the students' introductory handouts revealed that most of them were ==interested in investigating technical questions==. However, some of them wanted to find the answers to the questions concerned with other topics (e.g. energy drinks ingredients, travelling to Mars or how to become a torreador). Compared to the previous year projects, ==most learners demonstrated better planning abilities==. They could expess their goals and he reasons for addressing this or that topic or question. Given that the whole planning stage ==was worked out in English==, I noticed a significant ==improvement in communicative and self-reflective capacities== of my learners. For example, Jirka S. initiated many conversations in English. He also was more fluent than before. All of them were able to share their personal learning goals in terms of English and the goals concerned with the 'research projects'. One of the decisions my students and I made together was recording the whole project for the research purposes.* INTRINSIC MOTIVATION, PLANNING SKILLS AND GOAL SETTING, SPEAKING IN THE TL, COMMUNICATIVE SKILLS, SELF-ASSESSMENT

**T:**    *A new strategy **'Learning by doing research'** required to focus on creating 'driving' or research questions. Several learners had difficulties to come up with something. Before helping them by myself, I suggested ==peer scaffolding== and this seemed to be successful. It was an effective way to revise question forms, since ==the questions were meaningful== and reflected the goals of the students in this project. I noticed that the camera set up on my table disturbed the learnes, but they were stll willing to continue this experiment.* PEER-SCAFFOLDING, LANGUAGE

**T:**    *It was a nice surprise to me when I was reading the students reflections on their ==intentions, goals and initial plans==. Some of them used good and appropriate language (e.g. I am supposed to do…..) they described their responsibilities in the TL and reported on the changes and moves.* PLANNING, OUTLINING SKILLS

**T:**    *An important part of the planning stage was ==sharing the ideas== on the genre of the final products and ==the discussion== on the first research steps (before implementation). The learners brought their laptops to search on the internet and find important information. At this phase, ==learning new vocabulary started==. All students were involved in pair or group work (their own choice), helping each other and discussing possible research methods and techniques. My part was to present several research instruments they could choose for their own investigations as well as to demonstrate how the findings could be presented.* COMMUNICATION and INTERACTION in the TL, LANGUAGE (VOCABULARY)

**T:**    *D & D surprised me this week. They decided to gain their data set not only from the Internet, but also via interviewing people who were in charge of the 'Student agency' company in order to have more detailed information.* ==RESEARCH SKILLS==

Appendix 54: AR: Cycle 3 – Teacher's diary (continued)

**T:**      *Today the learners brought their outlines and plans. Those ones who worked in pairs or small groups discussed their outlines together trying to decide which points to leave out and which one to use. Those who decided to pork on project individually got together to help each other to come up with the best solution. It was great to observe how they developed their* ==planning skills and==

==metacognitive awareness. Most of them were quite good at expressing their ideas and making suggestions in the TL.==

**T:**      *Throughout the planning stage, my learners* ==assigned homework to themselves== *on their own according to the point of the planning stage they reached. Some of them had been absent several times and their friends explained to them what was going on. My personal help was needed only once. Walking aroung, I was making sure that the conversations went on in English and* ==was happy to hear English everywhere==*. I also provided my learners with some functional expressions on the board which were mainly concerned with making suggestions, agreement/disagreement and making plans. It was obvious that the students used them.* LEARNER AUTONOMY, SPEAKING, FUNCTIONAL LANGUAGE

**T:**      *Since the results of the previous Cycles of the action research were known as well as the results of the pre-treatment stage of the quasi-experiment, I had a great chance to report them to my learners. They could see not only the findings of their own participation in the research but also the forms of illustrating and presenting these findings in the tables and graphs.Moreover, I made a handout which helped my learners to get familiarised with the* ==research-related vocabulary==*. We discussed the research findings together in English. It was nice to hear that students were really curious about the findings, most of them asked questions and a real* ==communication== *took place.* ==RESEARCH SKILLS DEVELOPMENT==, COMMUNICATION

**Excerpt B: Monitoring stage**

**T:**      *This week everybody brought some materials to use in the final product. Among them there were first drafts of the questionnaires, collections of pictures, summaries of the articles found of the Internet, the first attempts to create vocabulary lists. Together with the students, I tried to discuss how these materials might help them answer their research questions.* ==Four students decided to change their research questions.==*This dynamic was creative and thoughtful.*==I did not notice any language barrier==*, even though some mistakes in pronunciation, vocabulary choice and grammar were made and the students were aware of them.* MAKING DECISIONS, SELF-EFFICACY, LANGUAGE AWARENESS

**T:**      *The implementation stage of the 'research project' involved creating texts to be used either in the PowerPoint presentations or articles. The speech drafts were also under discussions. Basically, I prepared some functional language again. It was concerned mainly with the presentation of the findings or* ==reporting them==*. From the grammar standpoint,* ==the passive voice, linking expressions and reported speech were used and learnt by students inductively.== *Learners were very* ==responsive and communicative==*. In most cases, the passive voice was the only way to express the ideas.*LANGUAGE SKILLS, COMMUNICATION

**T:**      *I have to say that now* ==video recording became a natural part of our project==*. Even when the rehearsal was recorded, most participants did not look nervous.The fact of speaking in front*

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Appendix 54: AR: Cycle 3 – Teacher's diary (continued)

*of others seemed to be more stressful than the moving camera. The rehearsal took more time than we expected. On the other hand, it helped students to balance presentation time.* WORK ON TIME BALANCE

**T:**       *Unexpectedly, the presentation week went very well. Moreover, immediate evaluation often changed the presentations into discussions. I cannot say that everyone was willing to participate in the discussion actively. But if asked to express their opinions, they would do it. Sometimes they used so called functional language which was pre-taught and written on the board at different stages of the*

Appendix 54: AR: Cycle 3 – Teacher's diary (continued)

*project. What I noticed was the confidence of the presenters as well as the audience. During the after-presentation discussions, the students demonstrated better monitoring and evaluative skills, intrinsic motivation. They more effectively noticed various aspects of language, especially pronunciation, fluency, vocabulary and grammar.*        SELF-EFFICACY, DISCUSSIONS, LANGUAGE AWARENESS

**Excerpt C: Evaluation stage**

**T:**       *The project is over. Now I would like to write about benefits which I noticed during the peer- and self-assessment sessions. It seems that the improvement of evaluation skills helped learners to detatch themselves from the teacher's evaluations about their learning. Moreover, I am sure that this skill will encourage my learners to self-regulate their learning more effectively and successfully. They already seem to be much more autonomous than before, more resourceful and proactive.Their use of meta-language enabled them to assess their progress in English. Language awareness along with metacognitive awareness resulted in more insightful reflections.* IMPROVEMENT OF THE EVALUATIVE SKILLS, LEARNER AUTONOMY, USE OF META-LANGUAGE, METACOGNITIVE AWARENESS, REFLECTIVE AND STRATEGIC THINKING

**T:**       *During the presentations, I realised that my learners used the potential and skilles they learnt in the previous projects. They used 'teaching' strategies (handouts, made by themselves, quizzes or mini-tests).* STRATEGIC THINKING

**T:**       *The analysis of the sudents' portfolios showed that they conducted real research and attached all the evidence (data, notes, sourcers, quotations, graphs and tables). They really demonstrated great effort and completed the project successfully.Another important point was, that if earlier they tended to evaluate others using grades or %, now most of them also used verbal notes, which indicated their willingness to write and express themselves in detail.* 95% COMPLETION OF THE PROJECTS

**T:**       *I also noticed that they developed their monitoring skills. In most portfolios, I found many reports on the on-going events and descriptions of what has already been done. In previous projects, even though they were asked to do so, only random reports occurred in the written form.The students also used different ways of organizing their work. Their notes showed that some of them preferred visual means; some of them used a lot of numbers or colours. It was obvious that they had enough space to apply their interests, learning preferences and styles.* MONITORING SKILLS DEVELOPMENT, ORGANIZATION SKILL DEVELOPMENT, LEARNER AUTONOMY

Appendix 54: AR: Cycle 3. Teacher's diary (continued)

**T:**     *One of the decisions we made together was regular planning activities and things to lean. The students even suggested writing monthly planners even during text-book units. They also suggested several planners (forms). Finally, they decided not to use a uniformed planner but rather planners made on the individual and original basis. Since we had already done several activities aimed at setting goals, they had a good background.* DECISION AND CHOICE MAKING

**T:**     *This week, I have collected the students' portfolios.*

Appendix 54: AR: Cycle 3. Teacher's diary (continued)

**Attachment C: Teacher's summaries (based on the diaries' entries)**

| **Emergent theme:** *Learner autonomy* | |
|---|---|
| **(1) Planning** | Improvement in goal setting, planning and negotiating ideas in the TL. |
| | Active choice and decision making, enhanced responsibility, |
| | Metacognitive awareness, organisational skills improvement |
| | Cooperativeness, independent thinking |
| **(2) Implementing and monitoring the project** | Reflective and strategic thinking. Growth in monitoring skills, gathering materials in portfolios |
| | Reporting on ongoing events. Time and work load management |
| **(3) Evaluating stage** | Constructive criticism, evaluating skills improvement |
| | Self-evaluation and peer-evaluation |
| **Summary:**<br>Positive outcomes: all above-mentioned findings can be considered positive outcomes<br>Challenges:. NO negative reflections | |

| **Emergent theme:** *Self-efficacy* | |
|---|---|
| **(1) Planning** | Confidence in literature search and goal-setting. Beliefs that plans and hopes will be reached |
| **(2) Implementing and monitoring the project** | Beliefs in their own ability and success |
| | Complacency, willingness to discuss ongoing events in the TL |
| **(3) Evaluating stage** | Feelings of satisfaction with what they've done |
| | Beliefs in successful results |
| **Summary:**<br>Positive outcomes: Beliefs in their own ability and success, self-confidence<br>Challenges: NO negative reflections | |

Appendix 54: AR: Cycle 3. Teacher's diary (continued)

| **Emergent theme:** *language awareness* | |
|---|---|
| **(1) Planning** | Reading and summarising (literature search) |
| | Speaking (negotiating and sharing ideas in the TL) |
| | Vocabulary improvement |
| **(2) Implementing and monitoring the project** | Listening interviews, speaking and writing practice |
| | Use of functional language and meta-language |
| **(3) Evaluating stage** | Improvement: interaction and communicative competence |
| | All evaluations (self- and peer- in the TL) |
| **Summary:**<br>**Positive outcomes:** productive and integrated-skill development<br>**Challenges:** NO negative reflections | |

| **Emergent theme:** *intrinsic motivation (engagement, effort, paying attention, management skills, reflective and critical thinking,)* | |
|---|---|
| **(1) Planning** | Eagerness to start a new project, cooperativeness |
| | Effort, engagement, management skills |
| **(2) Implementing and monitoring the project** | Active participation, personal interest in answering research questions |
| | Willingness to keep materials in portfolios and monitor the completeness |
| | of the projects |
| **(3) Evaluating stage** | Ss reflected on the project results in their self- and peer-evaluation |
| | and personal. My evaluative comments were predominantly positive |
| **Summary:**<br>**Positive outcomes:** the *treatment group* demonstrated much effort, full engagement. Most students were highly motivated<br>**Challenges:** only one student was not cooperative and motivated | |

## Appendix 55: AR: Cycle 4. Getting ready for Maturita, 2014/ 2015

**Attachment A: Graduation examination topics for Part 3 (DL4 & DPE4 – the treatment group):**

**ENGLISH GRADUATION EXAM (oral part, task 3)**        **Spring 2015**

**AIR TRAFFIC**

**DL4**

1. Means of transport
2. Travelling by plane
3. Airports (types, structure, services)
4. Famous international airports
5. *Vaclav Havel* airport
6. Security rules at the airport
7. Types of planes
8. The most important parts and systems of the airplane
9. Regular and low cost airlines
10. On the passenger plane (services, equipment, rules)
11. History of aviation
12. How to become a pilot or a flight attendant
13. Air safety
14. Check-in options
15. Passenger planes
16. Cargo planes
17. Education
18. Mass media
19. Public transport in Prague
20. Travelling abroad
21. Transport and the environment
22. The young generations and their problems
23. The Czech Republic and Prague
24. The UK and London
25. Festivals in English speaking countries

Appendix 55: Getting ready for Maturita, 2014/ 2015 (continued)


**ENGLISH GRADUATION EXAM (oral part, task 3)**          **Spring 2015**

**DPE4**

1. Means of transport
2. Types of vehicles
3. Types of cars
4. The parts and constructions of cars
5. Car safety
6. The history of transport
7. The future of transport
8. Passenger transport
9. Public transport in Prague
10. Public transport in London
11. London underground vs Prague metro
12. Cargo transport
13. Travelling abroad
14. Transport and the environment
15. Ecological means of transport
16. Education
17. Mass media
18. Global issues
19. The young generations and their problems
20. The Czech Republic
21. Prague
22. Festivals in the Czech Republic
23. Czech Culture
24. The UK and London
25. Festivals in English speaking countries

Appendix 55: AR: Cycle 4. Getting ready for Maturita, 2014/ 2015 (continued)

**Attachment B: Teaching and learning materials (samples)**

**RESEARCH PROJECT**                    **USEFUL  VOCABULARY**                    **I. Minakova**

**Write a reflective paragraph about your project work using some of the following expressions:**

1. do research (conduct, carry out)

2. the aim/purpose of the research is to explain/to identify/to find out

3. look for evidence

4. the data collection includes

5. to collect the data ( the data collection)

6. …. is based on

7. …. is associated with

8. in the 126ex ti of

9. to influence sth

10. from the point of view

11. for this reason

12. the results (of) …… show (demonstrate, reveal)

13. the graph/diagram/table presents/ shows/demonstrate

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**Some of the following expressions will also help you to deliver your presentation**

| Beginning | First, I´d like to…//In this presentation I´d like to focus on// I am going to// |
| --- | --- |
| | I´d like to begin by …ing// In this talk I will present |
| Body | First/firstly…Second/ secondly… Another point….Next… Anyway… |
| | There is/are… |
| Conclusion | In conclusion// To sum up// |
| | Any questions or comments? |
| | |

## Appendix 56: AR: Cycle 4. Student  collaborative Maturita portfolilo

**Attachment A: Participant portfolios placed in the English Digital Toolbox**

**Screenshots A&B: Treatment group portfolio (school intranet), 2015:**
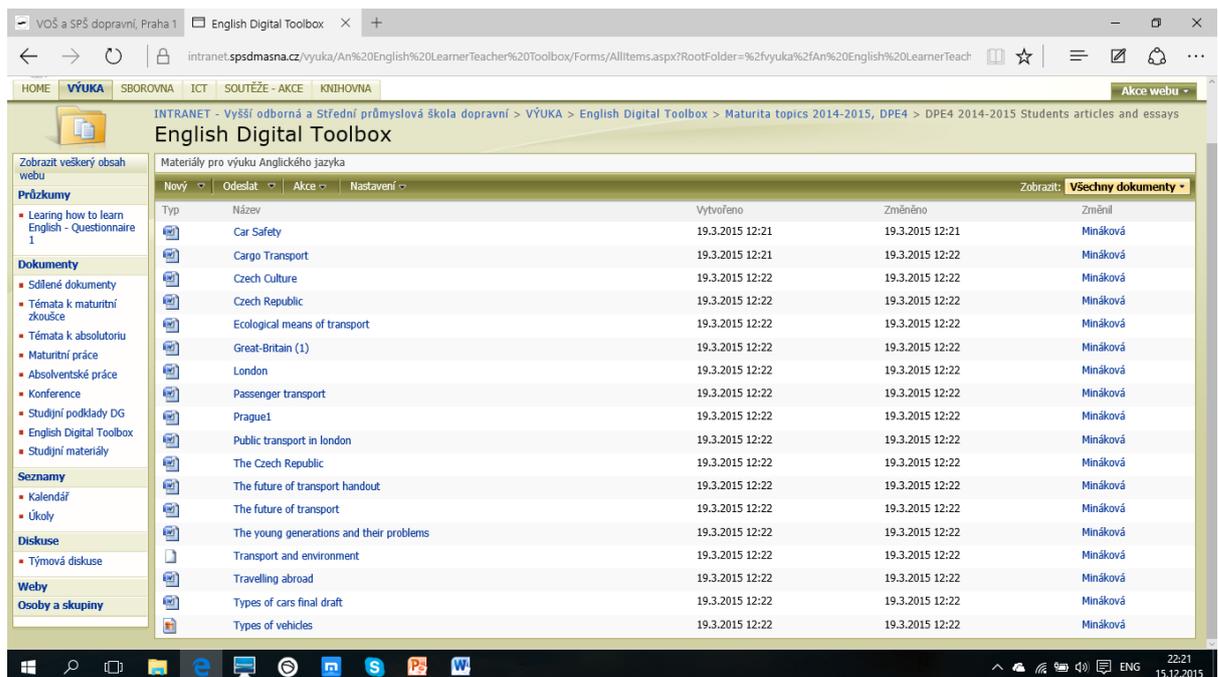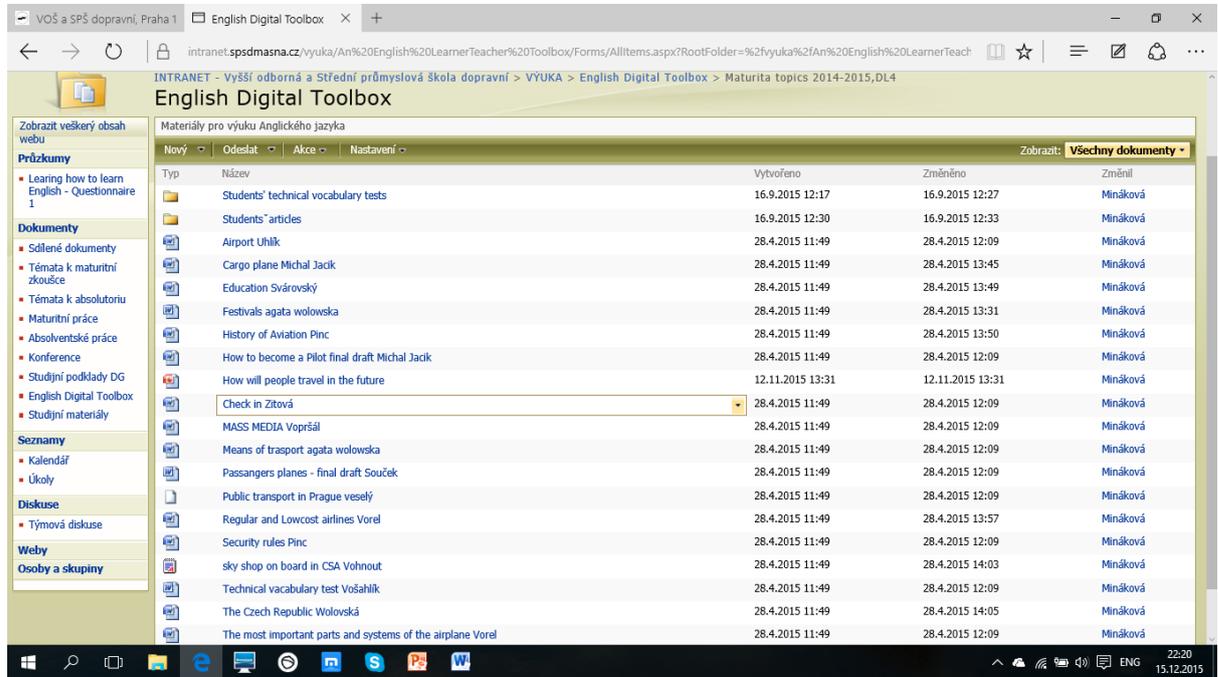
Appendix 56: AR: Cycle 4. Student collaborative Maturita portfolilo (continued)

**Excerpts A & B: Samples of participant articles**

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**Car Safety                    by……….**

I've chosen a technical topic about car safety. That is very important for everyone, especially for our health. Every day people die in the accidents. Since the time when safety systém was created it has been improving. Because it's importatnt to prevent injuries and protect health.

There is especially a big progress in technical aspects. The body of car has been improveing. Cars didn't use to be from very good steal. But now the body of cars are made from fixed, solid and light steal. It's important because when the accident happens, these things can help you to survive. There was a problém with poor-quality steal. Steal was very soft and it had a bad effect on bending bodywork. When an accident happened, the car was destroyed very quickly. There was some improvments thanks to active and passive safety. That has stopped most of these problems.

The first solution is active safety. It includes a technical devices, systems and other properties of a car. It helps to prevent trafic accidents. Effective brakes for slowdown or stopping vehicle are important elements of active safety. The 128ex tis a good visibility throught the windovs, good tire, right control, quality dumpers from sucurity. Contact wheels with roadway and lighting of vehicles.

There are very modern electronic systems for example ESP, ABS, EBA, ACC and next.. My conclusion is that, car safety is very important. Newtechnologies will improve vehicles and protect our life in the future.

---

**Airports                    by……………**

First there are several types of airports (civil, private, military) but in this article I'll focus on the civil airports. Civil airports are used by passengers to get to their designated destination. These airports are divided into international and interstate airports.

Interstate airports are used for domestic flights. These airports are very often small with little traffic. In some occasions the airport doesn't even have paved runway. They are mostly used by aviation schools and by amateur pilots. They're not operated throughout whole day, because of little workload.

International airports operate flights between the base airport and foreign destination. The number of passengers depends on the destinations the airport is able to operate. More destinations equal more passengers therefore more passengers equal more money.  The airports are trying to maintain the high level of aviation by improving firstly the airport facilities and secondly services provided to passengers like duty free shops, information center etc.

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**Note:** almost all students' articles were placed on the English Digital Toolbox (school Intranet) so that they could be available for the whole school community.

## Appendix 57: AR: Cycle 4. Student  reflections

**Attachment A: AR - CYCLE 4. Student reflections (samples)**

**Positive xxx and challenge/negative xxx reflections on learning English through the strategy-based units 'Getting ready for maturita'**

**Excerpt A: Planning and monitoring stage**

**S8:** *I wrote everything in my planner:* the topics that I want to work out, the goals and **S2:** *I want to learn* some new vocabulary and make my speech and writing better.We want to work on our portfolio and make a questionnaire. *I am supposed to do powerpoint* presentation and Jirka will send me some information and photos. PLANNING, METACOGNITION

**S3:** *I want to prepare for each maturita question a good written speech (with introduction, detailing, opening question and conclusion), a lot of vocabulary, handouts and things like that. I want to underline these questions in the process and make a check mark like this 'v' if it's done and also make some notes of what was not good for me in each question.*

**S5:** *In January and February I want to do my best for mz preparation to Maturita exam. I have two topics completely done on my own..When I read the topics and sheets from others, I decided that I will do everything on my own.* LEARNER AUTONOMY, PLANNING

**S6:** *I've chosen two topics, one general and one technical. I need to learn more vocabulary and practice more speaking. I think I am now much better at reading and writing, but I am not sure about listening and speaking. This project seems to be very useful and manageable.* LEARNER AUTONOMY, PROJECT EFFICACY

**S8:** *I even met deadlines. I am sure I can do it well and feel confident about maturita. Projects will help us to to everything by ourselves. Now we know how.* PLANNING SKILLS, KNOW HOW SKILLS

**S9:** *These couple of weeks we were planning our projects, discussing a lot of things and made decisions about next steps. I think all of us are doing well (only one student is missing). I like my topics and have a good idea how to continue.* PLANNING, INTRINSIC MOTIVATION

**S11:** *For last three weeks, I was doing my maturita work and one of my sources was a book about composite materials. My work is about materials used in aviation. In that book, I understood about 80% and I was really happy about it.* SELF-EFFICACY

**S12:** *I can say that my work on maturita project was very difficult because I worked only with English sources… I hope that after my project my English would be better.*

**S13:** *My consultant (superviser) sent me some technical works about safety on the planes and airport. Some collocations were harder for translation.. I had a vocabulary notebook and dictionary.There is a lot of information about my topic (animals, crashes…)*

Appendix 57: AR: Cycle 4. Student reflections (continued)

**S15:**   *I took some notes when I was searching and reading online articles. Sometimes I wrote reflections and my own opinions. In fact my data collection is quite interesting. I also wrote a vocabulary list and learnt a lot of new words and collocations. I already made a lot of things for maturita portfolio. You can see it if you open (my file).*MONITORING SKILLS

**S16:**   *We've learnt a lot of things about maturita portfolio. We talked about communication part as well. What was good…we had 'oral part' of maturita exam on the 'hot chair'.* PROJECT EFFICACY

**S18:**   *I think I am finishing my part of presentation and speech. We decided to present our topic together, so each of us is responsible for something, and we learn from each other as before (last year).* RESPONSIBILITY

**S19:**   *I have been writing my maturita work for three weeks. It's difficult for me but I am better with writing some texts. I have read several articles in English. They weren't as difficult as I thought. I still needed a dictionary sometimes. I think my project will be good and interesting for everyone.*LANGUAGE AWARENESS, SELF-EFFICACY

**S21:**   *When I was working on my maturita essay, I had to use some materials which has been written in English. These materials contained technical vocabulary about aviation. I needed to use a dictionary, because I did not know many technical words about the topic. But I successfully translated them.. It was a good experience.* POSITIVE ATTITUDE TO CHALLENGE

**S22:**   *I am following my plan and even keep my deadlines. I hope I won't have many grammar mistakes and my vocabulary is much better than before.This time it wasn't so difficult. I could write everything by myself. Sometimes I used summaries from the articles which I found online.*

## Excerpt B: Project evaluation

**S1:**    *I had to read a lot. It was difficult…and I can say that now I can read more articles in English without translation or a dictionary.*READING, SELF-EFFICACY, AUTONOMY

**S1:**    *I am better in reading and listening then last years. I am studying harder when I have time. I'm watching English films and serials.On the other hand I am not very good in writing…it's difficult. My speaking is better and I   can speak with my friends from England now.* RECEPTIVE SKILLS & PRODUCTIVE SKILLS

**S2:** *I used English sources to make my graduation work which was related to… I worked with a training manual which was completely in English […].It was challenging and I really enjoyed working with the document. It was hard to understand some words but I managed to understand technical topics.* READING, SELF-EFFICACY, AUTONOMY, POSITIVE ATTITUDE TO CHALLENGE

**S2:**    *I cannot say that I did all for my English, but I can say that I improved something, for example writing, and I have every homework on time. I don't have much time for learning at home, but I am trying to do everything for my speaking and writing now. I understand you about 98 % now. I am filling my vocabulary notebook all three years.* WRITING, SPEAKING, LISTENING, VOCABULARY, ORGANIZATIONAL SKILLS, TIME MANAGEMENT

Appendix 57: AR: Cycle 4.  Student  reflections (continued)

**S3:**     *Yesterday I had the last chance for handing in my maturita works. [...]. I had to contact many people who gave me a lot of information. I used all what I needed for this work.* ==*I think it will be in top ten in maturita works*==.SELF-EFFICACY

**S5:**     *I used many English sources because they are better than Czech. There are many sources on the Internetabout my topic…I* ==*learnt much of technical vocabulary*== *and how to write an official report in English. I had to* ==*look up several words in a dictionary*==. LANGUAGE AWARENESS

**S6:** *It was about fuel tank maintainance and how to repair fuel tank.I had to work with English sources. I did not have choice. English sources helped me much and now I know that* ==*my English is good enough for working with English sources*==. HIGH SELF-EFFICACY

**S8:** *…Many special materials were in English so had to translate some of them… For some special words I needed translation… But reading normal sentences was (I was surprised) good.* ==*I understood!*== RECEPTIVE SKILLS AWARENESS

**S10:** *My maturita work was aeromentric systems. It was very hard, However, at the end I learnt many new things and discovered how this topic works. I spent a lot of time on this work. And I* ==*have a very good feeling from my work*==. SELF-EFFICACY

**S11:** *Yesterday I saw a document about Fernando Alonso. The document was in Spain, but subtitles were in English…Very interesting. I was about the race weekend of Fernando Alonso.* ==*I could understand it*==. *I also watched a lot of videos about Formula 1 with English commentary.* LANGUAGE BEYOND THE CLASSROOM, RECEPTIVE SKILLS

**S13:**     *Our project looked very good. Milan took a lot of information and we had a lot of information in our project. I am happy.* ==*And I am happy with my progress in English.*==

**S14:**     *When we started to create our portfolio I thought that I couldn't do everything what we had to do. Finally I didn't have a problem with anything… My weekness was that I could not create the first draft because I chose a difficult topic..I had to translate a lot of words and after that I tried to learn these words and finally I've done it.*

**S16:**     ==*My English is very good now (my*== *grade is 2)…Sometimes I make stupid mistakes, that's a pity.I need to eliminate these mistakes. But I think that English maturita exam won't be a problem now.* SELF-EFFICACY, LANGUAGE AWARENESS

**S17:**     *Yesterday I saw my favoutite movie, The Dark Knight R., in English with English subtitles and I understood about 80% of it, even though I just listened to the voices and didn't look at subtitles. I enjoyed the movie and I was happy about it.*  LANGUAGE          BEYOND          THE CLASSROOM (LISTENING)

**S19:**     *On Friday, Mrs Minakova gave us another type of self-evaluation. There were examples of our skills and we had to write a few sentences to show how we can do them.* ==*Actually, I think that this is a good way how we can evaluate ourselves.*==

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Appendix 57: AR: Cycle 4. Student reflections (continued)

**S20:**  *Today, even though I have Christmas holiday, I'm doing something for my English study. I've already written the vocabulary from the general topics 11 – 15* ==*and have written a few summaries*== *from Bridge articles.* ==*I've got a good feeling from myself.*== INTRINSIC MOTIVATION, AUTONOMY, SELF-EFFICACY

**S21:**  *I've already completed my my digital portfolio with all the technical and general topics and vocabulary, because I've created a very big portfolio with all the important documents.* ==*And I have added a lot of topics into my vocabulary notebook.*== *But I must improve my work with grammar and fill in my Activator.* LEARNER AUTONOMY, SELF-EFFICACY

**S22:**  *The best option to evaluate somebody is check if his/her portfoliohas basic materials like: general topics (10), maturita topics and two articles.* PEER-ASSESSMENT

**S22:**  *It is not easy to evaluate myself. The worst thing about me is that I am lazy.This is not only about English, but also sport and other things.* ==*But I will manage it all. I know this.*== SELF-EFFICACY

## Appendix 58: AR: Cycle 4. Teacher's diary

## Excerpt A: Planning stage

**T:**      *This academic year my students and I decided to work within the project framework at 90 % of the time provided for English classes at school. ==All textbook-based activities and extra activities (e.g. Bridge) were completely the student responsibility==. What made me feel happy was that they were willing to take a risk and see whether this plan would work or not. We left some time (about 10-15%) for tests and some textbook-based activities and started our projects.* LEARNER AUTONOMY

**T:**      *Since most classroom and homework activities are project- and autonomy-based, the ==students started to plan their short-term and long-term tasks, they created the first-term planner and seemed to be confident about goal setting and deciding how to begin.==The initial discussion was devoted to varios strategies we had tested so far: (1) creating our own learning materials; (2) 'learning by teaching', and (3)'doing our own research' strategies. ==We decided to combine them all now in order to reach good quality knowledge== of the language and content required for successful results at the graduation exam.* NEGOTIATION, INCREASED PLANNING AND GOAL-SETTING SKILLS, METACOGNITIVE STRATEGY

**T:**      *At the end of the previous cycle, I created a handout with research-related vocabulary. It was supposed to help students to use appropriate terminology during research-based projects. Since then I modified it and suggested for revision. ==It was nice to observe that most students could remember useful and functional expressions==.* LANGUAGE AWARENESS

**T:**      *Along with goals and plans discussed in pairs and groups, ==the learners discussed HOW they are going to manage their projects==. They discussed the deadlines and procedures. Actually, they managed to agree on all important parts of the project, except one thing – work with Bridge. Finally we came to a conclusion to work together on maturita-related pages, all in the TL. Other things were a matter of choice of each individual.* KNOWLEDGE CONSTRUCTION, ORGANIZATIONAL SKILLS, RESPONSIBILITY, WILLINGNESS TO COMMUNICATE IN ENGLISH

**T:**      *Regarding the decisions about HOW to procede we agreed on several common steps : (1) to divide the topics equally (both general and technical; (2) to write at least two articles; (3) to create vocabulary lists;(4) to present the topics in front of the class (at least twice); (5) to contribute to the Common Digital Portfolio for the graduation exam. ==During discussions everyone was active, free to express their opinions and willing to make compromices.== I was really amazed by their ==cooperativeness.==* WILLINGNESS TO COMMUNICATE IN ENGLISH

**T:**      *What I found very positive this week was that both short-term plans and long-term plans were worked out successfully. All students knew exactly what they wanted to do and how they wanted to procede in their projects. Moreover==, I did not need to remind them to speak English any more.== It was obvious that communication in English became natural in the classroom work.* WILLINGNESS TO COMMUNICATE IN ENGLISH

Appendix 58: AR: Cycle 4. Teacher's diary (continued)

**T:**      *It was not me who suggested practising functional vocabulary any more. My students shared the words and expressions they would like to use in various situations. Ondra from 'DL class' and Jirka S. from 'DP class' were the most active.* PEER-SCAFFOLDING, ENGAGEMENT

**T:**      *I noticed that the planning stage took us less time than before.The students didn't need the reminders. Everything went very well everyone met the deadlines. All of them started their portfolios and it seems that with a feeling of 'know how'.* TIME MANAGEMENT, ORGANIZATIONAL SKILLS

## Excerpt B: Monitoring stage

**T:**      *It is really striking how autonomous my students became. They make their own choices and decisions much easier and faster than before.* Challenge also became a natural part of the whole process. *They feel that success is not a dream any more. Another thing I've noticed this week was the fact that they become more initiative. The girls (DL4) decided to change their topic. They knew that they would have less time now to work it out. However, they insisted on this change and succeeded.* LEARNER AUTONOMY, SELF-EFFICACY, FEELING OF SUCCESS, a NEW MEANING OF CHALLENGE

**T:**      *Interestingly, both classes are using different format of grouping. Learners work either individually, or in pairs or small groups of 3. I am really proud of them. They think strategically and choose partners not only in accordance with their personal preferences, but also thinking of who may help them to make the project more effective and also who is interested in similar topics. I also noticed that they became more cooperative. They also are becoming more and more fluent in English. The language they use now seems to be more proficient.* LEARNER AUTONOMY, COOPERATION, INTERACTION, LANGUAGE IMPROVEMENT

**T:**      *This week we have been working on creation of the final products. A few students need more help from me than others. Moreover, the group of Martin, Honza and Ales needs the information from me ...I mean my teaching experience in Seattle. This group chose the state of Washington as a topic for collaborative work. I felt engaged very much and shared with them a lot of materials and information. It does not mean that I wasn't helpful for other students, but this project took my heart and I felt being a part of this group.* ENGAGEMENT, FEELING of TOGETHERNESS

**T:**      *At this stage we decided to share the most puzzling or challenging momengts in the projects. It turned out that that we all had difficulty to distinguish some technical terms and their translation into the Czech language. I am writing about 'aircraft' and 'plane'; similarly 'letoun' and 'letadlo' in Czech. We all were a little bit confused. I was happy when Jakub volunteered to examine this puzzle and report on it next time. It was very nice of him and it was additional work for him. We all appritiated his initiative and enjoyed this activity.* A NEW PERCEPTION OF CHALLENGE, INTERACTION , WILLINGNESS TO COMMUNICATE

**T:**      *Jakub completed the task very well. He explained the difference between the terms to us from the professional perspective. Actually, he took a role of a teacher in this situation. It was obvious how satisfied and confident he was. He also wrote about how happy he was at this momentin his reflections. His best friend, by the way, wrote that he did not have time for writing reflections. According to him, there is too much work with other subjects and no time for writing reflections. I understand him. The final year is extremely challenging.*

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Appendix 58: AR: Cycle 4 – Teacher's diary (continued)

**T:**      *Now almost everyone is finished with the projects. Therefore several rehearsals have already taken place. We decided to record rehearsals as we did it before. It seems that everyone got used to the camera. Another thing we did and it seems was effective was a lesson 'stop and check' during which my students made sure that did not miss the important parts of the projects. All rehearsals were in the maturita examination format: 'two teachers and one student'.*

**T:**      *the double check on what has been done was also supported by the short reports of the students on what was achieved up to this point.* EVALUATION and SELF-EVALUATION SKILLS

## Excerpt C: Evaluation stage

**T:**      *This stage started at the same time when students started to present their projects. For some reason, the immediate after-presentation evaluations (in the form of discussion) went in DL much better than in DP. Frankly speaking, most students in DL had a better potential than students from DP. Nevertheless, when we discussed their results on the maturity-format didactic test, 2014, it turned out that DP improved their English at 20% over years compared with other classes who grew in English at about 10%. The sudents of DP were happy to hear this and it probably enhanced their self-efficacy.* SELF-EFFICACY

**T:**      *My students made some notes in the evaluative handouts during the presentations of other students.This helped them to keep their ideas together and have an outline for further discussion. Basically, the short after-presentation discussions helped them to avoide mistakes in the future and be aware of possible drawbacks while presenting.* MONITORING and EVALUATION SKILLS

**T:**      *Since all the students created a collaborative maturita portfolio available for everyone on the intranet and via email, they had a chance to get familiarised with vocabulary lists, articles and handouts worked out by their schoolmates. Perhaps, this was something that helped them feel experts in all presented topics and contribute into discussions.*COOPERATIVENESS

**T:**      *This week I collected the student final reflections and realised that they might have been overloaded with amount of school work. I appreciated that even at this point they were still willing to contribute to our research. My feedback on the overall results of the action research impressed them very much. I think our final discussion brought a lot of satisfaction and positive feelings.         They were really happy to see the growth in academic achievent. They also were excited about enhanced intrinsic motivation identified in the research. They especially were happy about the results on comparison for the treatment group represented by them and the control group represented by the rest of the stream. Although not every positive trend was statistically supported, it was clear that my students felt winners and were happy to support the idea of project-based language learning and learner autonomy principles.*INTRINSIC MOTIVATION

**Appendix 59: Action research results (longitudinal aspect)**

**Attachment A:  Emergent themes development**

**Beliefs of the TG: emergent themes development (2011 - 2015)**

| Category | Frequency | | | |
|---|---|---|---|---|
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
| Learner autonomy | 5 | 10 | 15 | 19 |
| Intrinsic motivation | 12 | 14 | 18 | 20 |
| Self-efficacy (high) | 2 | 8 | 12 | 18 |
| Self-efficacy (low) | 4 | 3 | 2 | 0 |
| Language awareness (productive skills) | 10 | 12 | 17 | 20 |
| Language awareness (receptive skills) | 3 | 5 | 13 | 19 |
| Challenge (negative perception) | 4 | 1 | 0 | 0 |
| Challenge (positive perception) | 1 | 6 | 11 | 14 |
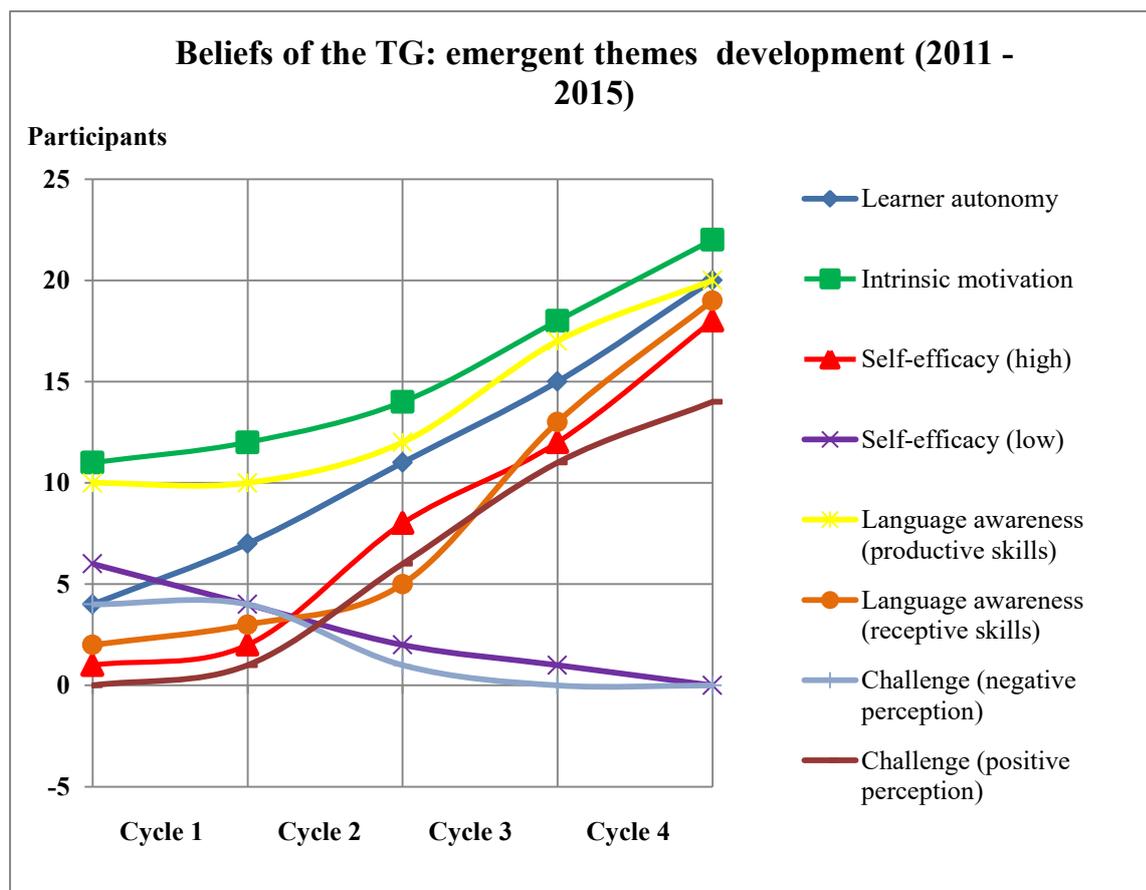


Beliefs of the TG: emergent themes  development (2011 – 2015)

Appendix 59: Action research results (longitudinal aspect), Attachment A (continued)

**Beliefs of the TG: Learner autonomy-related skills development (2011 - 2015)**

| Category | Frequency | | | |
|---|---|---|---|---|
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
| Learner autonomy | 5 | 10 | 15 | 19 |
| Intrinsic motivation | 12 | 14 | 18 | 20 |
| Self-efficacy (high) | 2 | 8 | 12 | 18 |
| Self-efficacy (low) | 4 | 3 | 2 | 0 |
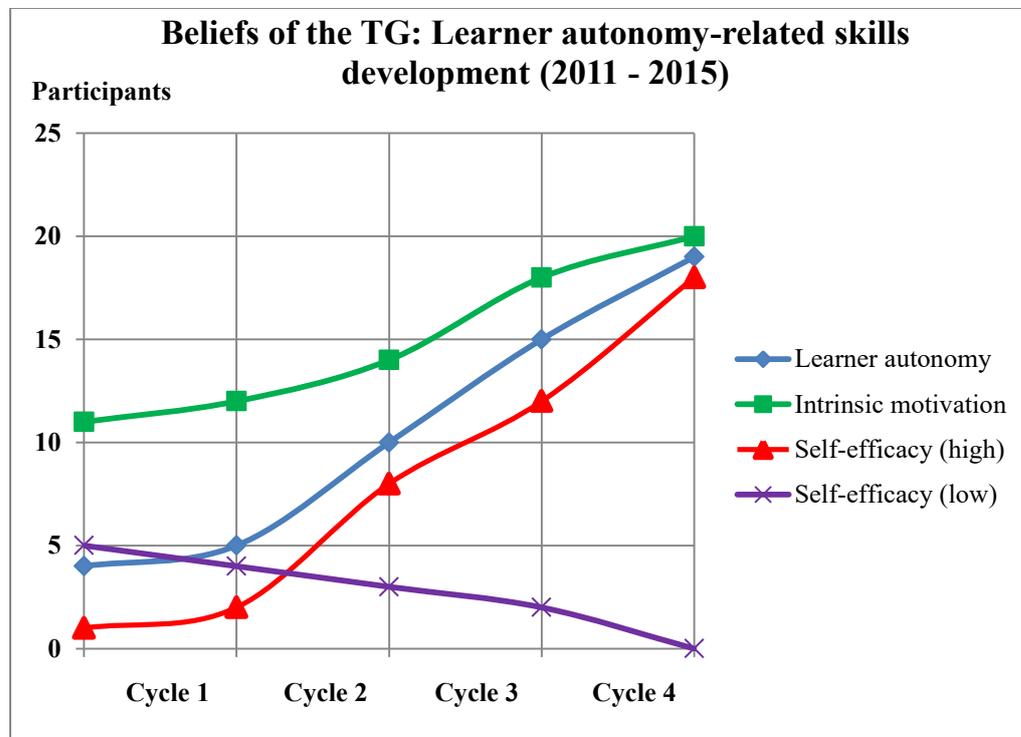


**Note:** The emergent the emergent theme *self-efficacy* was divided into two sub-categories a) low self-efficacy and b) high self-efficacy. This enabled us to illustrate the change within this category which occurred over time

Appendix 59: Action research results (longitudinal aspect), Attachment A (continued)

**Beliefs of the TG: language-related skills development (2011 - 2015)**

| Category | Frequency | | | |
|---|---|---|---|---|
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
| Language awareness (productive skills) | 10 | 12 | 17 | 20 |
| Language awareness (receptive skills) | 3 | 5 | 13 | 19 |
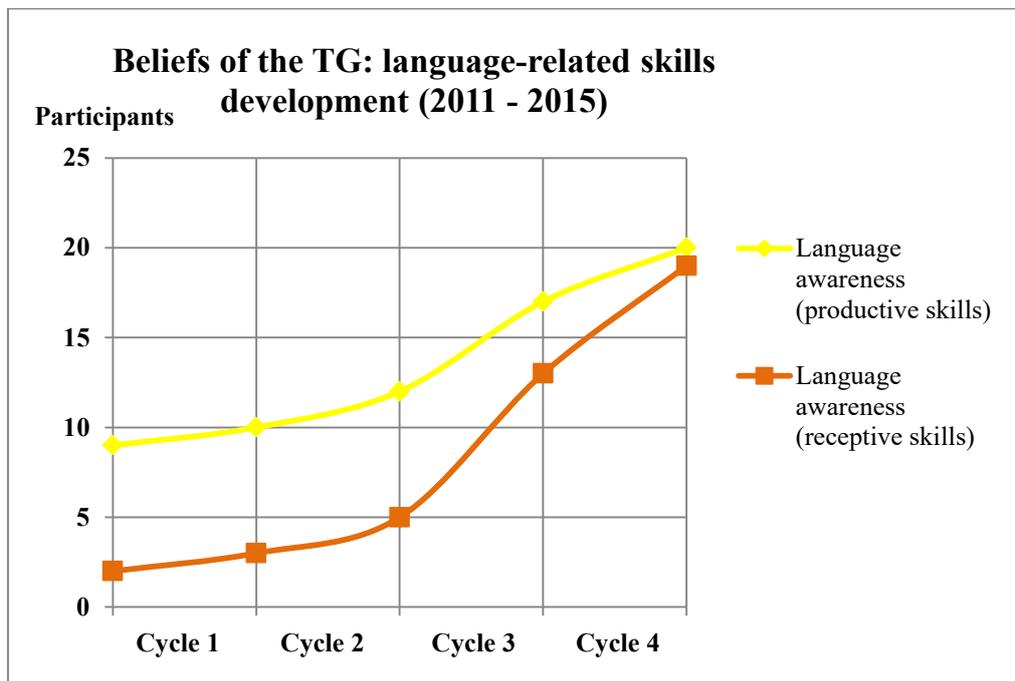


**Note:** In order to illustrate the difference in perceived productive and receptive skills improvement, the emergent theme *language awareness* was divided into thwo sub-themes.

Appendix 59: Action research results (longitudinal aspect), Attachment A (continued)

**Beliefs of the TG: challenge perception development (2011 - 2015)**

| Category | Frequency | | | |
|---|---|---|---|---|
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
| Challenge (negative perception) | 4 | 1 | 0 | 0 |
| Challenge (positive perception) | 1 | 6 | 11 | 14 |
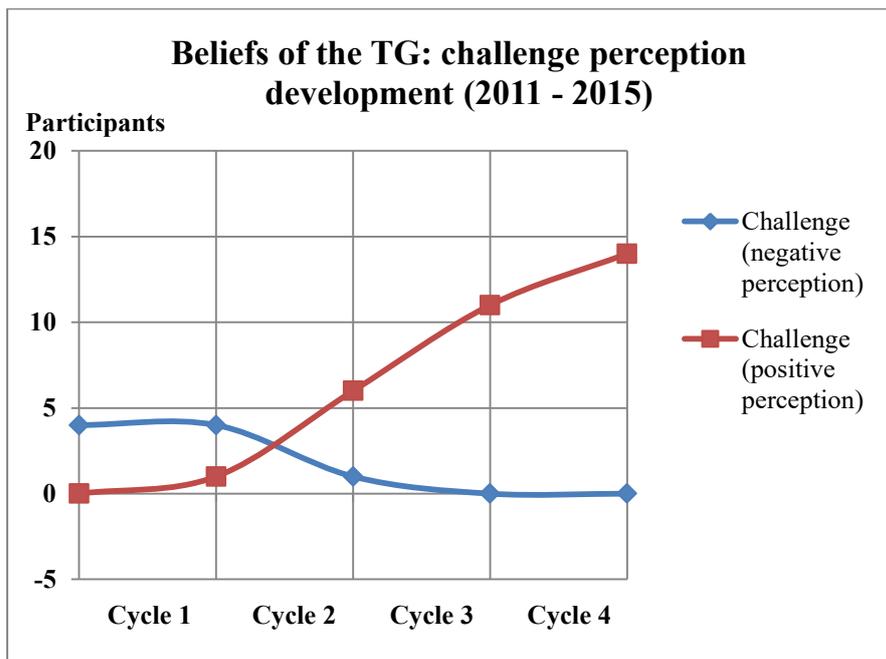


**Note:** Challenge as an emergent sub-theme was perceived by the participants in two ways: positively and negatively. Development of both is illustrated in the graph above.

## Appendix 60: Mock Didactic Test form (MDT, 2014)

**POSLECH**

| 1. ČÁST | ÚLOHY 1–4 | 4 body/1 bod |
|---|---|---|

Uslyšíte čtyři krátké nahrávky. Nejprve uslyšíte otázku a poté vyslechnete nahrávku. Na základě vyslechnutých nahrávek vyberte k úlohám 1–4 vždy jeden správný obrázek A–C.

1    What collection can be found on the second floor of the museum?

A)          B)          C)
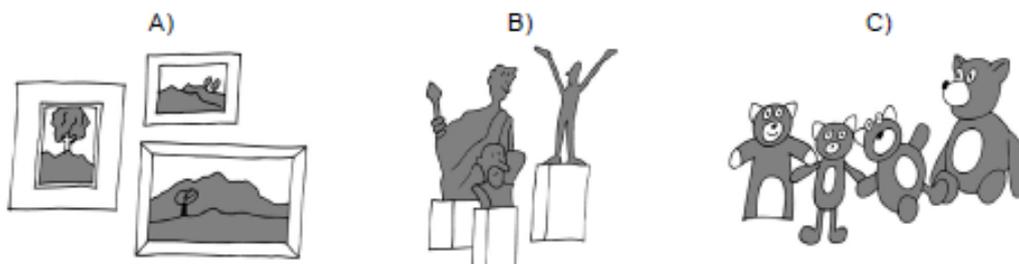


2    What is the girl doing with her friends from New York tomorrow?

A)          B)          C)
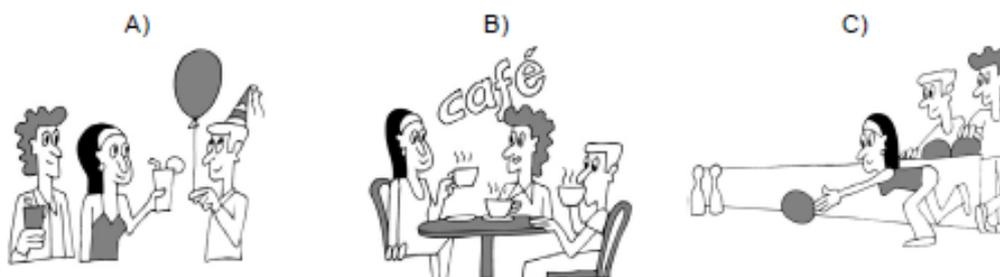


3    What is the man doing on Saturday?

A)          B)          C)
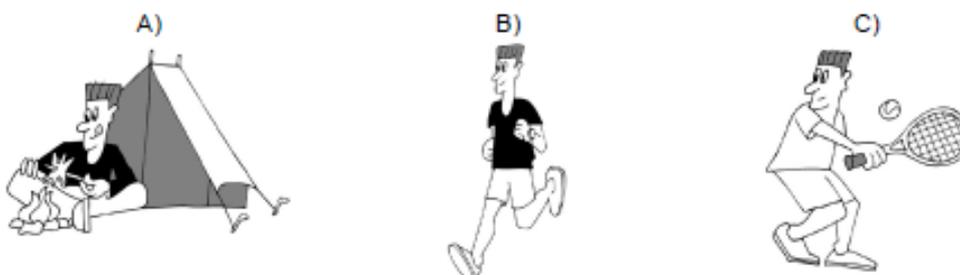


4    What kind of music does Tim Hobbins play?

A)          B)          C)

2
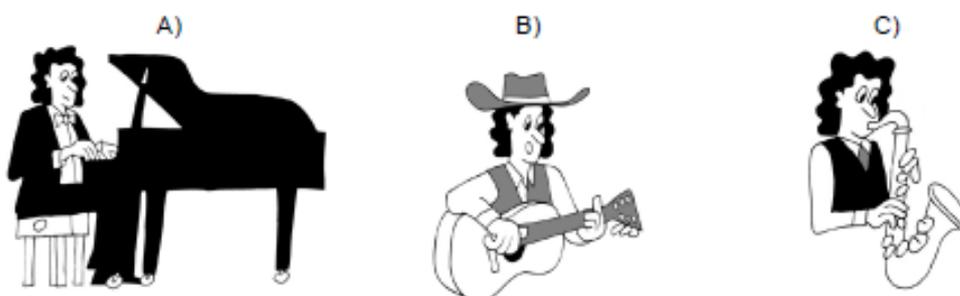
| 2. ČÁST | ÚLOHY 5–12 | 8 bodů/1 bod |
|---------|------------|--------------|

Uslyšíte rozhovor muže a ženy na letišti. Na základě vyslechnuté nahrávky rozhodněte, zda jsou tvrzení v úlohách 5–12 **pravdivá (P)**, nebo **nepravdivá (N)**.

P  N

5    Nick is looking forward to his flight to New York.   ☐ ☐

6    Nick has <u>no</u> experience of flying.   ☐ ☐

7    All drinks were free of charge on Anne's flight from Sydney.   ☐ ☐

8    Anne has experience of flying first-class.   ☐ ☐

9    Nick's company allowed Nick to fly first-class.   ☐ ☐

10   Nick will be back from New York on Friday.   ☐ ☐

11   Nick recommends Anne to visit Star Café.   ☐ ☐

12   Nick and Anne have known each other for 6 years.   ☐ ☐

| 3. ČÁST | ÚLOHY 13–19 | 7 bodů/1 bod |
|---------|-------------|--------------|

Uslyšíte hovořit manažera k zaměstnancům o trestném činu, který byl spáchán v jejich firmě. Na základě vyslechnuté nahrávky **doplňte chybějící informace** na vynechaná místa v úlohách 13–19. V odpovědích použijte **nejvýše 3 slova**. Čísla můžete zapisovat číslicemi. První úloha slouží jako vzor (0).

Someone broke into the office (0) *last night* .

The boss' (13) _____ was stolen.

The police have watched the (14) _____ .

The thief entered the building at (15) _____ p.m.

The thief was wearing (16) _____ .

The thief is (17) _____ centimetres tall.

According to the police the thief acted like a (18) _____ .

You can call the police at (19) _____ .

Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

| 4. ČÁST | ÚLOHY 20–23 | 4 body/1 bod |
|---|---|---|

Uslyšíte čtyři krátké nahrávky. Nejprve uslyšíte otázku a poté vyslechnete nahrávku. Na základě vyslechnutých nahrávek vyberte k úlohám 20–23 vždy jednu správnou odpověď A–C.

**20    When is the train leaving?**
- A)    at 2 o'clock
- B)    at 4 o'clock
- C)    at 6 o'clock

**21    Why is the man late?**

Because he:
- A)    got lost.
- B)    overslept.
- C)    had car trouble.

**22    What is Jeremy doing with his friends tonight?**
- A)    playing billiards
- B)    going to the gym
- C)    going to the cinema

**23    Where was the thief hiding?**
- A)    at a cinema
- B)    in Hyde Park
- C)    in the underground

Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

## ČTENÍ A JAZYKOVÁ KOMPETENCE

| 5. ČÁST | ÚLOHY 24–28 | 5 bodů /1 bod |
|---|---|---|

Přečtěte si pět krátkých textů. Na základě informací v textech vyberte k úlohám **24–28** vždy jednu správnou odpověď **A–D**.

---

**A romantic wedding proposal[1] in London went wrong**

Many men plan marriage proposals. London resident Hajji wanted to give his girlfriend Leanne the best. Hajji hid an £18,000 diamond ring inside a balloon. He planned to give Leanne the balloon and ask her to marry him. However, when he was about to give it to her, a strong wind blew the balloon from his hand. He couldn't believe it. He watched it go into the air, but there was nothing he could do about it. He hopes that someone will find it soon.

*(www.online-skola.cz, upraveno)*

[1] proposal: nabídka k sňatku

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**24** According to the article, what happened to Hajji?

- A) He lost a diamond ring.
- B) He missed a balloon flight.
- C) He got married in a balloon.
- D) He hid a ring and forgot where.

---

**The must-see children's films**

The British Film Institute (BFI) has released a list of 50 movies that they say all under-14-year-old children must see. 70 movie critics gave their top ten children's movies from around the world. The result is a wide variety of famous Hollywood movies, such as *ET* and *Toy Story*, as well as more obscure movies, like *Where is the Friend's House*, an Iranian movie released in 1987. Five of the top ten movies were in languages other than English. The number one film is Hayao Miyazaki's 2001 movie *Spirited Away*.

*(www.breakingnewsenglish.com, upraveno)*

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**25** What information does the text give about the list of must-see films?

- A) There were ten films on the list.
- B) The films were limited to those spoken in English.
- C) The films were limited to those made in Hollywood.
- D) There were seventy experts to choose the films for the list.

Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

| 5. ČÁST | ÚLOHY 24–28 |
|---|---|

Date: 13-Apr-2011
From: **Lora Parker**, University of Texas at El Paso
Email: lparker@miners.utep.edu

Hi! I'm a graduate student at the University of Texas at El Paso in the United States of America and I need to interview (via chat) a learner of English as a second (or $3^{rd}$) language for my research. It will be a good chance for you to practice English and talk about how you feel about learning it. I will also be happy to answer any questions in exchange :). Please email me if you are interested. Thank you very much!

Lora Parker

*(www.englishforum.com, upraveno)*

**26    What does Lora want?**

She wants to:

A) improve her English.
B) learn another language.
C) teach somebody English.
D) find somebody for her study.

---

**The Traveller's Hotel**

Reserve a room directly with The Traveller's Hotel by phone, and for 24 hours after making your reservation, we guarantee there will be no better offer available. If you find a cheaper price within that period, we will match it. Plus, we will give you an additional 10% discount off the lower rate for the first 3 nights. Just show us the details of where you found the cheaper price. It's that easy!

*(CERMAT)*

**27    What do we find out about the hotel from this announcement?**

A) It is easy to find.
B) It offers the best prices.
C) It gives a discount to every guest.
D) It offers 24-hour booking services.

---

On average, each household in the United Kingdom is home to at least four unused mobile phones – over 50 million phones all over the country. Most of them are in good working order and could help people in developing nations. Don't worry even if your phone isn't in working order, it can still be recycled safely. Do you want to help the environment and earn some money? Give us your old mobile phone today and receive up to £18. We also accept damaged or broken mobile phones and pay you up to 90% for them.

*(www.telegraph.com, upraveno)*

**28    What is the best title for the text?**

A) Unused mobiles for cash
B) 50 million mobiles recycled
C) Sell your broken mobile abroad
D) Mobiles in developing countries

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Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

| 6. ČÁST | ÚLOHY 29–38 | 10 bodů/1 bod |
| --- | --- | --- |

Přečtěte si tvrzení v úlohách 29–38 a informační leták muzea. Na základě informací v textu rozhodněte, zda jsou tvrzení **pravdivá (P)**, nebo **nepravdivá (N)**.

|  |  | P | N |
| --- | --- | --- | --- |
| 29 | Admission to the museum is free unless you want a guided tour. | ☐ | ☐ |
| 30 | Groups should reserve their visit a day before their planned visit. | ☐ | ☐ |
| 31 | Group guided tours are given at regular intervals. | ☐ | ☐ |
| 32 | Extra materials are included in the price of the school group ticket. | ☐ | ☐ |
| 33 | You can buy postcards at the main door. | ☐ | ☐ |
| 34 | On Sundays the museum opens at the same time as the café. | ☐ | ☐ |
| 35 | Barrier-free access to the museum is from the main entrance. | ☐ | ☐ |
| 36 | Parking is provided for disabled visitors only. | ☐ | ☐ |
| 37 | Small children are not allowed to visit the museum. | ☐ | ☐ |
| 38 | Special events take place in the museum twice a week. | ☐ | ☐ |

Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

| 6. ČÁST | ÚLOHY 29–38 |
|---|---|

## THE ARCADE MUSEUM

**Opening Hours**  Tuesday – Saturday: 10.00 a.m.– 5.00 p.m.; Sunday: 2.15 p.m. – 5.00 p.m. The museum is closed on Mondays; with the exception of Bank Holiday Monday, when it is open. It is also closed from 24 December to 3 January inclusive, re-opening on Tuesday, 4 January at 10.00 a.m. Admission is free.

**Guided Tours**  Guided tours in English take place on Sundays at 2:30 p.m. The tour takes two hours. No booking is required. £3.00 per person.

**Group Visits**  The museum welcomes visits by groups. To plan a successful visit, groups of 10 or more people should book at least one week in advance. Groups of children aged 15 and under should be supervised by an adult at all times.

**Group Guided Tours**  Tours of the museum in English, French, Spanish, Italian and German can be arranged for groups at any time. Advance booking is essential. Cost per person: £3.00, minimum £40.00 per group.

**Education Service**  The Arcade Museum Schools' Service provides special morning guided tours and activities for pre-booked school groups of pupils aged 4 – 18 covering many areas of the collections. Entry fee is £1.00 per person – teachers' notes, children's activity sheets and publications on museum teaching are included in the price of the ticket.

**Museum Shop**  Books, postcards, posters and replicas inspired by the museum's collections are available from the museum shop (closes at 4.50 p.m.) and from the sales counter at the main entrance.

**Café**  The museum café is open 10.00 a.m. – 4.30 p.m. Tuesday to Saturday, 2.15 p.m. – 4.30 p.m. Sunday, serving a selection of filled rolls and baguettes, sandwiches and cakes, coffee, teas and soft drinks.

**Visitors with Disabilities**  We welcome visitors with disabilities and provide fully accessible WCs, but the buildings pose problems for wheelchair users and those who find stairs difficult. Please call in advance to ensure a successful visit. Visitors in wheelchairs are admitted through the shop entrance on Arcade Street.

**Parking**  We regret that there is no visitor parking, even for disabled visitors. The nearest car park is at Lion Yard in Lexton Street about 400m from the main entrance.

**Families**  Families with young children will find restrictions similar to those at National Trust properties: prams, push-chairs and back-mounted baby carriers are not allowed in the museum because of the many objects on open display.

**Permanent Collections**  Our permanent collections are open to the public during regular opening hours. Collections include: antiquities, applied arts, coins, manuscripts and paintings including masterpieces by Monet, Degas, Renoir and Picasso.

**Events:**

**Gallery Talks**  A series of lunchtime gallery talks focusing on aspects of the museum's permanent collections. Every Wednesday at 1.15 p.m. Admission is free.

**Music**  Concerts are held every Thursday in Gallery III of the museum at 7.30 p.m. Tickets are £12.00. Admission for children under 12 is free.

*(The Fitzwilliam Museum leaflet, upraveno)*

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Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

| 7. ČÁST | ÚLOHY 39–43 | 5 bodů/1 bod |
|---|---|---|

Přečtěte si e-mail, který píše pan Newman paní Wilsonové. Na základě informací v textu vyberte k úlohám 39–43 vždy jednu správnou odpověď A–D.

Dear Mrs Wilson,

I am sending you my apologies for the problems you had earlier this month with the installation of your NetSpeed Internet service.

When I returned from holiday this week, I was surprised to find an e-mail from you that said your Wi-Fi router[1] was not working properly. I completely understand your frustration and I am sorry that no one has contacted you sooner. My assistant, who usually manages my e-mail while I am not at the office, was home ill the past two weeks and forgot to inform me. Proper attention was not paid to your problem and for that I am sorry. However, believe me that I am now busy doing everything that I can to correct the situation.

I spoke to our installation technician today and asked him to contact you by the end of this week. He will set up a time to come to your house and install your new Wi-Fi router. He will not need to install any new software because the software your computer has now will work with the new router. Of course, this service will cost you absolutely nothing. You will receive no bill for this new installation.

Because this has been our mistake, and to show our thanks for having you as our customer, we are also going to provide you with your first three months of high-speed Internet service at no cost. Therefore, we will not send you a bill until May of this year. We hope you will see this gift as a 'holiday' from all the problems you've experienced.

Mrs Wilson, let me assure you that what happened in your case is not typical of NetSpeed's customer service. Our goal is to provide you and all of our customers with the highest quality of service in the industry. Please accept my personal apologies for any inconvenience.

If you have any questions, please call me at 555-7235 from Monday to Thursday between 8 a.m. and 5 p.m., or between 8 a.m. and 3 p.m. on Friday. E-mail me anytime at pnewman@netspeed.com.

Sincerely,

Patrick Newman
Manager, Customer Service Department

*(www.writinghelp-central.com, upraveno)*

_____
[1] router: směrovač – program, jehož úkolem je přebírat a doručovat zprávy např. z internetu

Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

| 7. ČÁST | ÚLOHY 39–43 |
|---------|-------------|

**39**  Why is Mr Newman writing Mrs Wilson?

Because:
A)  his assistant is on holiday.
B)  he wants to excuse his assistant.
C)  he wants to offer her Internet service.
D)  he wants to apologise for her problems.

**40**  Why didn't Mr Newman write sooner?

Because:
A)  he forgot.
B)  he was too busy.
C)  he was out of the office.
D)  his Internet wasn't working.

**41**  What will the installation technician do?

He will:
A)  call Mrs Wilson today.
B)  repair Mrs Wilson's old router.
C)  plan a time to visit Mrs Wilson.
D)  install new software on Mrs Wilson's computer.

**42**  What will NetSpeed give Mrs Wilson?

A)  free holiday tickets
B)  free Internet for May
C)  a bill for the new installation
D)  three months of free Internet

**43**  What does this letter tell us about NetSpeed?

The company:
A)  makes no mistakes.
B)  is difficult to contact.
C)  tries hard to please its customers.
D)  has no customer service department.

Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

| 8. ČÁST | ÚLOHY 44–48 | 5 bodů/1 bod |
|---|---|---|

Přečtěte si požadavky pěti lidí, kteří si hledají ubytování na prázdniny prostřednictvím internetu, a inzeráty s nabídkou ubytování. Na základě informací v textech přiřaďte k úlohám 44–48 vždy jeden inzerát z nabídky A–G. Dva inzeráty jsou navíc a nebudou použity.

**44    Matthew _____**
He loves the outdoors and all kinds of sport. He would like to stay somewhere cheap and quiet. During the day, he plans to relax or do sport, but at night he wants to go out.

**45    Jason _____**
He is planning a bicycle trip in the countryside. He doesn't like big hotels or lots of people. He loves animals, but unfortunately he is allergic to cats.

**46    Taylor _____**
She wants a relaxing holiday without a lot of people around, and she prefers a room with a private kitchen so that she can cook her own meals without going to a restaurant.

**47    Franz _____**
He is a musician who needs a place to stay where he can practice his guitar. He loves hard alcohol and loud music. He often stays up late and sleeps until lunchtime.

**48    Jessica _____**
She wants to get away from all technology for a weekend. She wants to stay somewhere that is completely quiet and outside the city. She prefers somewhere with lots of trees and animals, but she is afraid of horses.

Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

**8. ČÁST**        **ÚLOHY 44–48**

Accommodation site
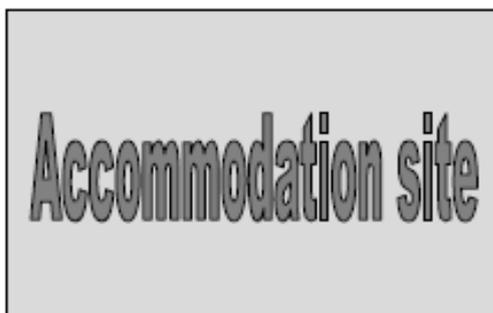
**D)**

The Woodland Inn is the perfect little farmhouse bed and breakfast for anyone who wants to get away from the noise and stress of the big city. We're a real farm so we've got real animals: cows, chickens, horses and pigs. There are many trails near the farm, perfect for horse riding or cycling.

**A)**

Enjoy a wonderful holiday at our hotel, located just 50 meters from some of the best restaurants and cafés in Europe! Or if you prefer to cook yourself, we also offer rooms with private kitchens. Our hotel is family friendly and is a great place to meet lots of interesting people and children.

**E)**

Our hotel is located near many trendy restaurants and discotheques in the centre of the city so there is always something to do. However, the hotel itself isn't expensive or noisy. Also, our outdoor tennis courts and private football field are perfect for any sportsman.

**B)**

Come to our countryside guesthouse, and step back in time! You won't find any TVs or computers in our rooms, and everything is lit by candles. We are only a short walk from a quiet lake, and we also offer bicycles for hire so you can ride through the nearby forests. Please, no pets, because we have many cats and wild animals at the guesthouse.

**F)**

If you want full service, we'll give you full service. At the luxury Moonlight Hotel, free meals are delivered from our 24-hour kitchen directly to your room, anytime you want. Each room contains a 150 cm LCD TV and stereo for film and music lovers, as well as a free minibar full of only the best wines and drinks. Pets are also welcomed.

**C)**

At Head Banger's Hostel we know that young travellers want to party, so we don't have any rules about when you should be in your room, or how quiet your music should be. We have our own pub in the cellar and our parties last all night. Come for the fun!

**G)**

At Capital Bungalows, you can relax in one of our 10 different private bungalows and feel like you are the last person on earth. We're a short walk from the lake and all of our bungalows come complete with working kitchen, TV and DVD player and a large bath.

*(CERMAT)*

Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

| 9. ČÁST | ÚLOHY 49–63 | 15 bodů/1 bod |
|---|---|---|

Přečtěte si článek o muzeu Sherlocka Holmese. Na základě textu vyberte k úlohám 49–63 vždy jednu správnou odpověď A–C.

# The Sherlock Holmes Museum

'I have it here in my museum,' said Sherlock Holmes in a story. The opening of the Sherlock Holmes Museum (49) _____ 27 March 1990 was an event which (50) _____ be mentioned. Why? Well, 221b Baker Street is the world's (51) _____ address because of (52) _____ long association with the great detective invented (53) _____ Sir Arthur Conan Doyle. Thousands of people all over the world write to Sherlock Holmes. He is probably the only character from literature (54) _____ name has appeared in the list of famous people 'Who is Who'. Visitors to the museum – especially readers familiar (55) _____ the novels The Hound of the Baskervilles, The Sign of Four and (56) _____ some of about 60 detective stories by Doyle – will recognise (57) _____ details they have read about, for example, Doctor Watson's bedroom was on the second floor (58) _____ to Mrs Hudson's room. These rooms (59) _____ today as exhibit rooms with a number of documents of the period and (60) _____ magnificent bronze bust of Mr Holmes. People (61) _____ to Sherlock Holmes and to his friend Doctor Watson for the (62) _____ 100 years, but now it is possible to (63) _____ where and how they could have lived in Victorian times! Step back in time and, when you visit London, remember to visit the world's most famous address – 221b Baker Street – the official home of Sherlock Holmes!

(Friendship 3/1992; obr.: www.supercoloring.com, upraveno)

Appendix 60: Mock Didactic Test (MDT), 2014 (continued)

| 9. ČÁST | ÚLOHY 49–63 | |
|---|---|---|

| | | |
|---|---|---|
| 49  A) at | B) in | C) on |
| 50  A) need | B) ought | C) should |
| 51  A) more famous | B) most famous | C) the most famous |
| 52  A) her | B) its | C) his |
| 53  A) by | B) from | C) of |
| 54  A) which | B) whose | C) what |
| 55  A) with | B) to | C) for |
| 56  A) at last | B) at least | C) lastly |
| 57  A) lot of | B) much | C) a lot of |
| 58  A) next | B) by | C) opposite |
| 59  A) use | B) are using | C) are used |
| 60  A) --- | B) a | C) the |
| 61  A) are writing | B) write | C) have been writing |
| 62  A) final | B) last | C) recent |
| 63  A) see | B) look | C) watch |

## Appendix 61: Mock Didactic Test (MDT, 2015)

### POSLECH

| 1. ČÁST | ÚLOHY 1–4 | 4 body/1 bod |
|---|---|---|

Uslyšíte čtyři krátké nahrávky. Nejprve uslyšíte otázku a poté vyslechnete nahrávku. Na základě vyslechnutých nahrávek vyberte k úlohám 1–4 vždy jeden správný obrázek A–C.

**1    What was the weather like in Scotland during Mary's holiday?**



**2    What is Jason's new job?**



**3    How did Peter break his arm?**



**4    What did the man see in his dream?**



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Appendix 61: Mock Didactic Test (MDT 2015), continued

| 2. ČÁST | ÚLOHY 5–12 | 8 bodů/1 bod |
|---|---|---|

Uslyšíte rozhovor dvou přátel o výhře. Na základě vyslechnuté nahrávky rozhodněte, zda jsou tvrzení v úlohách 5–12 pravdivá (P), nebo nepravdivá (N).

P  N

5   Mary won a foreign trip in a radio competition.                                     ☐ ☐

6   Mary has never been to the Caribbean before.                                       ☐ ☐

7   Mary thinks the Dominican Republic is more beautiful than Jamaica.                  ☐ ☐

8   The radio station will pay for Mary's travel partner's plane ticket.                ☐ ☐

9   Mary will take her mother on the trip with her.                                     ☐ ☐

10  Mary's father used to like travelling.                                              ☐ ☐

11  As a child, Ben rode a camel through a desert.                                      ☐ ☐

12  Mary has to take the holiday before September.                                      ☐ ☐

| 3. ČÁST | ÚLOHY 13–19 | 7 bodů/1 bod |
|---|---|---|

Uslyšíte instrukce učitelky ke školnímu výletu do Londýna. Na základě vyslechnuté nahrávky doplňte informace na vynechaná místa v úlohách 13–19. V odpovědích použijte nejvýše 3 slova. Čísla můžete zapisovat číslicemi. První úloha slouží jako vzor (0).

*My school trip to London*

I cannot get on the bus without a/an (0) __*passport*__.

I will get breakfast and (13) _____ with the host family.

Next week's weather will be (14) _____.

I should bring comfortable shoes and a/an (15) _____.

We should reach London at (16) _____ in the morning.

After breakfast, the teacher will show us how to use the (17) _____.

I should study my (18) _____ before arriving in London.

I should contact the teacher by calling the following number: (19) _____.

Appendix 61: Mock Didactic Test (MDT 2015), continued

| 4. ČÁST | ÚLOHY 20–23 | 4 body/1 bod |
|---|---|---|

Uslyšíte čtyři krátké nahrávky. Nejprve uslyšíte otázku a poté vyslechnete nahrávku. Na základě vyslechnutých nahrávek vyberte k úlohám 20–23 vždy jednu správnou odpověď A–C.

20   Which train is the lady going to take?
   A)   the train at 9:15 a.m.
   B)   the train at 9:00 a.m.
   C)   the train at 7:30 a.m.

21   Where is Jane's bedroom?
   A)   on the first floor on the left
   B)   on the ground floor on the left
   C)   on the ground floor at the end of the corridor

22   What time does the student's biology class finish tomorrow?
   A)   12:30
   B)   1:30
   C)   2:30

23   How much will the boy pay for the ticket?
   A)   £4.20
   B)   £3.60
   C)   £3.00

Appendix 61: Mock Didactic Test (MDT 2015), continued

| 5. ČÁST | ÚLOHY 24–28 |
|---------|-------------|

**Something Wrong**

Robert Pierce, a Pennsylvania petrol station assistant, was helping a teenage student who was trying to pay for petrol with a credit card when he found out that something wasn't right. The name on the card was the name of Pierce's mother. Nineteen-year-old Joshua Devonshire ran away when he realised his mistake and the assistant called the police. Devonshire was later seen trying to return the stolen credit card to the car of the assistant's mother. Later that evening the teenager was caught sleeping in another car in the neighbourhood.

*(www.shortnews.com, upraveno)*

26    According to this article, which statement is true?
    A)   The police are still looking for the teenager.
    B)   The teenager tried to use a stolen credit card.
    C)   The teenager returned a lost credit card to the petrol station assistant.
    D)   The petrol station assistant called the police when he saw the teenager in his mother's car.

**Woman Finds Feathers[1] in Chicken McNugget**

When Diana Jones from Elkhart in Indiana bought lunch at her local McDonald's, sat down and bit into one of her Chicken McNuggets, she realised that her food was not just meat. "It felt like there was hair in my mouth," she said. "It was unbelievable. I looked at my meal and there were feathers coming out of the nugget." When Mrs. Jones returned the food and complained, the employees had no idea why there were feathers inside the nugget. Not satisfied with their answer, Diana Jones then contacted the company's manager who promised to investigate the situation.

*(www.shortnews.com, upraveno)*

[1] feather: pírko, peří

27    According to the article, why did Mrs. Jones contact the McDonald's manager?
    Because:
    A)   she wanted her money back.
    B)   only the company's manager deals with food complaints.
    C)   the employees at her local McDonald's did <u>not</u> believe her.
    D)   her local McDonald's did <u>not</u> know where the feathers[1] came from.

**Did You Know It?**

It is not so easy being an astronaut, especially if you love food. The food in space must have a long life and be easy to eat. Astronauts can't eat hot food, because in case of floating it may burn them. Considering these facts, it is not difficult to understand that the food they take into space is not the most delicious. It is either partially or completely dehydrated to prevent it from spoiling. When an astronaut is ready to eat, he can add water to rehydrate the meal. Not an easy thing to do. It's estimated that astronauts eat 70% less than people on Earth.

*(www.didyouknow.it, upraveno)*

28    What does the text say about astronauts' food in space?
    A)   Astronauts' food is dried on Earth.
    B)   Astronauts' food quickly spoils in space.
    C)   Astronauts need to eat more than people on Earth.
    D)   Astronauts eat rehydrated food containing 70% water.

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Appendix 61: Mock Didactic Test (MDT 2015), continued

| 6. ČÁST | ÚLOHY 29–38 | 10 bodů/1 bod |
|---|---|---|

Přečtěte si tvrzení v úlohách 29–38 a leták s informacemi o zoologické zahradě. Na základě informací v textu rozhodněte, zda jsou tvrzení pravdivá (P), nebo nepravdivá (N).

|  |  | P | N |
|---|---|---|---|
| 29 | Every year Edinburgh Zoo is visited by fewer people than Edinburgh Castle. | ☐ | ☐ |
| 30 | On Christmas Day the zoo closes at 5:00 p.m. | ☐ | ☐ |
| 31 | Teenagers between 14 and 17 can visit the zoo for half price. | ☐ | ☐ |
| 32 | Visitors in a wheelchair have to reserve a place on the safari bus in advance. | ☐ | ☐ |
| 33 | You can enter the zoo gift shop without paying the entrance fee. | ☐ | ☐ |
| 34 | Both the zoo and the gift shop open at the same time. | ☐ | ☐ |
| 35 | With a group of ten paying visitors, their coach driver has free entry into the zoo. | ☐ | ☐ |
| 36 | The zoo's painted hunting dogs were born in Edinburgh Zoo. | ☐ | ☐ |
| 37 | There are only 500,000 painted hunting dogs left all over the world. | ☐ | ☐ |
| 38 | There are no male painted hunting dogs in the zoo at present. | ☐ | ☐ |

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Appendix 61: Mock Didactic Test (MDT 2015), continued

**6. ČÁST**                                     **ÚLOHY 29–38**

Life is for living, so take some time out and enjoy the wonders of the natural world at Edinburgh Zoo, amongst some of the world's most endangered animals!

Edinburgh Zoo opened in 1913, in leafy hillside parkland just ten minutes from the centre of Edinburgh. Recognised as one of the world's leading zoos, we are involved in many conservation breeding programmes and we give the highest priority to the welfare, both physical and behavioural, of the animals in our care. The zoo is also one of Scotland's most successful visitor attractions, second only to Edinburgh Castle in terms of paying visitors, with over 600,000 visitors a year.

**Opening times**
We are open every day of the year – even Christmas Day! – from 9:00 a.m. and close at the following times:

April – September 6:00 p.m.
October and March 5:00 p.m.
November – February 4:30 p.m.

**Visitor information**
Please note that an adult (17+) must accompany any visiting children under the age of 14 at all times – tickets are available at a 50% discount to children under 14.

**Access**
Please note that the zoo is on a very steep hill. All the animal enclosures and houses, and most of the toilets, are fully accessible for disabled people. One of the hilltop safari buses can take wheelchair users, but please telephone in advance to pre-book space for your wheelchair: 0131-314 0326.

**Zoo gift shop**
Don't leave without visiting our newly reconstructed gift shop, in the main entrance, so zoo admission is not necessary to enter the shop. Stocked full of gifts, books, games, souvenirs and much, much more, the shop offers something to please every taste and budget! The gift shop is open from 9:00 a.m. and closes at the following times:

April – October 5:00 p.m.
November – March 4:30 p.m.

**Groups**
We offer free coach parking, free admission for the coach driver and tour operator and a 20% discount on all groups of 10 or more paying visitors.

**What's new?**
The first painted hunting dogs have finally arrived in our zoo, and look wonderful in their brand new enclosure in the south-west corner of the zoo! The five sisters, born in November 2002, arrived on 29 May from Berlin Zoo and have settled in really well. The dogs were once common in Africa, with numbers over 500,000 in 39 countries. The effects of human activities have drastically reduced their numbers during the past forty years. Currently, an estimated 3000 dogs remain, and they are now listed as 'endangered' on the IUCN red list of threatened species. They are at Edinburgh Zoo as part of a European Endangered Species Programme, and we hope to receive three males to join the group next year.

**Come, see and enjoy!**

*(Edinburgh Zoo Brochure 2004, upraveno)*

Appendix 61: Mock Didactic Test (MDT 2015), continued

| 7. ČÁST | ÚLOHY 39–43 |
|---|---|

**39  How many incorrectly printed stamps were sold?**

A) more than 1,000,000
B) 100
C) 90
D) 1

**40  What does the 2$^{nd}$ paragraph say about Mr. Robey?**

A) He paid $24 for two airmail stamps.
B) He went to New York to buy the new stamps.
C) He bought 100 stamps with the inverted aeroplane.
D) He ran out of the post office without paying for the stamps.

**41  What does the word "reject" mean? (Paragraph 3)**

A) tiskařský stroj
B) vadný výrobek
C) sběratel známek
D) prodejce známek

**42  Why didn't Mr. Robey sell the stamps to Colonel Green?**

Because Colonel Green:

A) wasn't at home at that time.
B) didn't want to pay $15,000 for the stamps.
C) bought stamps only from his stamp dealer.
D) wanted to divide the sheet into single stamps.

**43  What is the author trying to do in the text?**

The author is trying to give information about:

A) the history of a special stamp.
B) the history of collecting stamps.
C) the history of US airmail stamps.
D) the history of aeroplanes on stamps.

Appendix 61: Mock Didactic Test (MDT 2015), continued

| 8. ČÁST | ÚLOHY 44–48 | 5 bodů/1 bod |
|---|---|---|

Přečtěte si informace o pěti lidech, kteří hledají práci, a pracovní nabídky. Na základě informací v textech **přiřaďte** k úlohám 44–48 vždy jeden kurz **A–G**. Dvě nabídky jsou **navíc** a nebudou použity.

**44   Evan _____**
He is a 19-year-old secondary-school graduate who is looking for a summer job before he goes to university. He loves all outdoor activities. Previously, he worked at a French restaurant, which he wouldn't do again, but last year he enjoyed taking care of children in a primary-school club. He prefers not to work at weekends.

**45   Laura _____**
She is a mature 16-year-old secondary school student with good computer skills but no foreign language knowledge who wants a summer job. She loves cooking but she is a vegetarian and will not touch meat. She loves animals and often looks after her neighbours' pets. She spends weekends at tennis tournaments.

**46   Cathy _____**
She is a 58-year-old retired narcotics police officer who loves spending weekends with her grandchildren. She would like to find a part-time job where she could help other people but she can't do hard physical work or walk a lot because of an old leg injury. Money isn't a problem for her.

**47   Samantha _____**
She is a 29-year-old who graduated from university with a degree in graphic design. She loves drawing, French wine and taking care of her cats. She is looking for a full-time job where she could use her skills and 10-year experience in creating artwork for advertising agencies.

**48   Robert _____**
He is a 22-year-old law student who needs to find a summer job to earn some money. He speaks fluent French, has good computer skills and he is interested in foreign cuisine. He is allergic to cigarette smoke and animal hair and he doesn't feel comfortable around children.

Appendix 61: Mock Didactic Test (MDT 2015), continued

| 8. ČÁST | ÚLOHY 44–48 |
|---------|-------------|

**JOB OPPORTUNITIES**

**D)**

**MAKE A DIFFERENCE**
Do you want to make a difference in someone's life? Now is your chance! Riverside Farm is looking for someone who has finished secondary school education to work with young children at our camp in July and August. You will be working outside in hot weather, doing a lot of running, hiking and helping with farm animals. However, you will work only on weekdays, the job is great fun and we pay very well! Call us today: 785-1342.

**A)**

**NOW HIRING**
Chez Michel is looking for a reliable waiter/waitress to work at our non-smoking French restaurant. Previous restaurant experience isn't necessary but you should be a hard worker, polite and able to speak French. The position is only temporary – from July to September. However, if you're good enough, we may offer you a permanent job. Generous salary and free meals. Interested? Contact us at 555-9588.

**E)**

**POSITION AVAILABLE**
*Designing for Children* is the hottest magazine for graphic designers who specialise in children's art. We publish the latest news related to art, advertising, design, etc. We need an accountant with at least 8 years of experience to work at our office doing accounting work for our magazine. This is a great chance for anyone who's looking for a well-paid career. Good computer skills are necessary. Call us at 755-4359.

**B)**

**DIFFICULT BUT REWARDING**
Teens at Risk is an organisation which helps teenagers who have drug problems. We are looking for someone who is 21 or older to help educate troubled teens about the dangers of drug taking. You will work only three days during the working week but it is a non-paid position and can be emotionally very difficult. However, you will make someone's life different and better. Former experience in teaching or criminal law is required. For more info visit our website: www.teensatrisk.org.

**F)**

**SEEKING HELP**
Fresh Taste is the first restaurant in the state that allows customers to bring their pets with them to dinner. We are a non-smoking, vegetarian restaurant that focuses on healthy cooking and we need someone to help with hard work in the kitchen and serve the guests on busy days from Mondays to Fridays during the summer season. Former experience is not necessary but you must love both veggies and animals! For more info, call 555-9900.

**C)**

**USE YOUR EXPERIENCE**
Tom's Animal Clinic is a small pet hospital that needs an assistant to help walk and feed our animals (mostly dogs and cats) during the summer months. Previous experience is necessary and you must love animals! This is a part-time position (weekends only) so don't expect to get rich. If you're interested, give us a call at 555-8877.

**G)**

**WE NEED YOU**
Vivid Colours is a professional agency that specialises in creative advertising. We are looking for an experienced person to help our team to design quality images for campaign advertising. This is a permanent position so please do not apply if you are looking for part-time or temporary work. Knowledge of a foreign language is helpful but not necessary. For more info please visit our website: www.vividcolours.com.

*(CERMAT)*

Appendix 61: Mock Didactic Test (MDT 2015), continued

| 9. ČÁST | ÚLOHY 49–63 | 15 bodů/1 bod |
|---|---|---|

Přečtěte si článek o příšeře z jezera Loch Ness. Na základě textu vyberte k úlohám 49–63 vždy jednu správnou odpověď A–C.

## The Loch Ness Monster

The Loch Ness Monster or "*Nessie*" is a creature that is believed to live in (49) _____ large lake in northern Scotland called Loch Ness.

(50) _____ the Romans came to Scotland in the first century, the main inhabitants there were the Picts[1]. They were fascinated by animals and they often (51) _____ of a strange creature swimming in one of the lakes in the Scottish Highlands.

The legend of the Loch Ness Monster (52) _____ popular since Roman times, especially because of numerous sightings, stories and photographs. In the 1930s, a new road (53) _____ along the shore of Loch Ness. In 1933, while a young man (54) _____ along this road, he suddenly saw a huge animal on the surface of the lake. In the following months, newspapers sent (55) _____ reporters and photographers to the lake.

Several photographs appeared on front pages of the newspapers. The (56) _____ known photograph came from a London doctor in 1934. On his way along the lake, Robert Wilson (57) _____ a picture of a creature with a long neck that stood out of the water. But (58) _____ December 7th in 1975 the Sunday Telegraph wrote that this photo was fake. As time went on, scientists from all over the world started coming to Loch Ness (59) _____ find out more about the monster. Although the expeditions didn't show real results, they found out that there was something in the lake, which they (60) _____ explain.

In recent years, scientists have continued (61) _____ the lake and still, sonar and underwater cameras have often shown unidentified objects with flippers[2]. Some scientists have said that the 20-foot-long creature looks like an ancient reptile[3] that lived with the dinosaurs 65 million years (62) _____.

Whether fact or fiction, Loch Ness has become a tourist attraction in northern Scotland, and even if there is (63) _____ monster, the legend lives on.

*(www.english-online.at, upraveno)*

_____

[1] the Picts: Piktové
[2] flipper: ploutev
[3] reptile: plaz

Appendix 61: Mock Didactic Test (MDT 2015), continued

| 9. ČÁST | | ÚLOHY 49–63 | |
|---|---|---|---|

| 49 | A) --- | B) a | C) the |
| 50 | A) If | B) During | C) When |
| 51 | A) spoke | B) introduced | C) explained |
| 52 | A) has been | B) was | C) is |
| 53 | A) is built | B) built | C) was built |
| 54 | A) drove | B) has driven | C) was driving |
| 55 | A) a lot of | B) plenty | C) much |
| 56 | A) better | B) best | C) good |
| 57 | A) took | B) made | C) did |
| 58 | A) --- | B) in | C) on |
| 59 | A) because | B) to | C) for |
| 60 | A) shouldn't | B) mustn't | C) couldn't |
| 61 | A) examined | B) examine | C) examining |
| 62 | A) ago | B) before | C) then |
| 63 | A) not | B) none | C) no |

## Appendix 62: Graduation Didactic Test (GDT, spring 2015)

**POSLECH**

| 1. ČÁST | ÚLOHY 1–4 | 4 body / 1 bod |
|---------|-----------|----------------|

Uslyšíte **čtyři** krátké nahrávky. Nejprve uslyšíte otázku a poté vyslechnete nahrávku. Na základě vyslechnutých nahrávek **vyberte** k úlohám **1–4** vždy jeden správný obrázek **A–C**.

**1   What is Jennifer missing now?**

A)          B)          C)

**2   How will the woman get to the Metropolitan Library?**

A)          B)          C)

**3   What did the storm damage?**

A)          B)          C)

**4   How did Mark hurt his nose?**

A)          B)          C)

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Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

| 2. ČÁST | ÚLOHY 5–12 | 8 bodů / 1 bod |
|---|---|---|

Uslyšíte rozhovor ženy a muže na ulici. Na základě vyslechnuté nahrávky **rozhodněte**, zda jsou tvrzení v úlohách **5–12 pravdivá (P)**, nebo **nepravdivá (N)**.

P  N

5  The man has lost his map.  ☐ ☐

6  This is the man's first time in the town.  ☐ ☐

7  The woman is angry that a shopping centre was built in the park.  ☐ ☐

8  The woman says Maple Street is dangerous.  ☐ ☐

9  The man's aunt has a mobile phone.  ☐ ☐

10  The man thinks a manager can sometimes exist without a mobile phone.  ☐ ☐

11  The woman offers to drive the man to Maple Street.  ☐ ☐

12  Angela Green was two years older than the man.  ☐ ☐

Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

| 3. ČÁST | ÚLOHY 13–19 | 7 bodů / 1 bod |
|---|---|---|

Uslyšíte rozhlasový pořad o zastřešených mostech. Na základě vyslechnuté nahrávky **doplňte** informace na vynechaná místa v úlohách **13–19**. V odpovědích použijte **nejvýše 3 slova**. Čísla můžete zapisovat číslicemi. První úloha slouží jako **vzor (0)**.

The radio programme is called (0) _This is America_.

Once, covered bridges in the USA were called (13) _____ bridges.

The first covered bridges were built in (14) _____.

The longest covered bridge in the world is (15) _____ feet long.

Now there are (16) _____ covered bridges left in Parke County in Indiana.

At the beginning, The Covered Bridge Festival was celebrated in the season of (17) _____.

Now The Covered Bridge Festival lasts for (18) _____ days.

The old American word for an Indian child is spelled (19) _____.

(www.coveredbridges.com; www.fotosearch.com, upraveno)

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## Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

POSLECH

| 4. ČÁST | ÚLOHY 20–23 | 4 body / 1 bod |
|---|---|---|

Uslyšíte **čtyři** krátké nahrávky. Nejprve uslyšíte otázku a poté vyslechnete nahrávku. Na základě vyslechnutých nahrávek **vyberte** k úlohám **20–23** vždy jednu správnou odpověď **A–D**.

**20  When will the woman and her friends go to the cinema?**

   A)  on Tuesday
   B)  on Wednesday
   C)  on Saturday
   D)  on Sunday

**21  What does Sam say about baseball?**

He says that:
   A)  he finds baseball as dangerous as rugby.
   B)  he played baseball when he was younger.
   C)  he dreamt of playing baseball professionally.
   D)  he would like his son to play baseball professionally.

**22  Why did Thomas leave his job?**

Thomas left his job because:
   A)  he found a new job.
   B)  he disliked his boss.
   C)  he needed better pay.
   D)  he wanted to have his own office.

**23  Who is the man cooking dinner for?**

   A)  his wife
   B)  his boss
   C)  his friend Jimmy
   D)  his mother-in-law

**ZKONTROLUJTE, ZDA JSTE DO ZÁZNAMOVÉHO ARCHU UVEDL/A VŠECHNY ODPOVĚDI.**

Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

## ČTENÍ A JAZYKOVÁ KOMPETENCE

| 5. ČÁST | ÚLOHY 24–28 | 5 bodů / 1 bod |

Přečtěte si **pět** krátkých textů. Na základě informací v textech **vyberte** k úlohám **24–28** vždy jednu správnou odpověď **A–D**.

---

**A Job**

Mr. Wang from China had a business meeting with executive manager Mary Jackson about a high position in a Canadian government agency. Mr. Wang says he had a big chance to become the representative of the agency, but he finally failed to get the job with a salary of $80,000 a year. The reason is clear: when he was introducing himself to Mrs. Jackson, his false teeth fell out of his mouth twice. He had these dentures[1] made by a dentist right before the meeting, but the teeth suddenly came loose. This forced Mrs. Jackson to look away in shock. Mr. Wang apologised and went to the toilet to fix the teeth. But when the same thing happened again in the middle of their conversation, Mrs. Jackson was shocked and told him to leave her office immediately. Now Mr. Wang is taking the dentist to court and wants $15,000 compensation.

*(www.broadcaster.org.uk, upraveno)*

[1] dentures: umělý chrup

**24   Why didn't Mr. Wang get the job?**

He didn't get the job because:

A)   he was taken to court.
B)   he was not a Canadian.
C)   he asked for too high a salary.
D)   he shocked the executive manager.

---

**Ferris Wheel**

Everybody knows the Ferris wheel. But do you know who created its design? In 1893, the World Fair was held in Chicago to celebrate the 400th anniversary of Columbus's landing in America. The fair's organisers wanted something as impressive as the Eiffel Tower, which was built for the 1889 Paris World Fair. But finding an attractive design was difficult. Architect Daniel Burnham, whose task was to select the best design for the Chicago World Fair, complained at an engineer's meeting in Detroit in 1891 that they couldn't find anything interesting. Among the audience was George Ferris, a bridge-builder from Pittsburgh. He got an idea and drew the design for the Ferris wheel on a napkin. His original Ferris wheel constructed for the fair was destroyed but another one appeared at the Pittsburgh Carnival in 1899.

*(www.inventors.about.com; www.yedles.blogspot.cz, upraveno)*

**25   For what occasion was the first Ferris wheel constructed?**

The first Ferris wheel was constructed for:

A)   the Paris World Fair in 1889.
B)   the Pittsburgh Carnival in 1899.
C)   the Chicago World Fair in 1893.
D)   the Detroit engineers' meeting in 1891.

Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

ČTENÍ A JAZYKOVÁ KOMPETENCE

| 5. ČÁST | ÚLOHY 24–28 |
|---|---|

**A Wonderful Discovery**

A bottle of champagne called Veuve Clicquot, produced even before the French Revolution, was sold for 30,000 euros at an auction last month. It is only a thousand euros less than the world record price for champagne. Although it is more than 200 years old, it is still forty years younger than Dom Perignon which is the current record-holder for the oldest champagne in the world. Divers got Veuve Clicquot with other bottles of champagne out of a shipwreck[1] at the bottom of the Baltic Sea four years ago. Wine experts say it is in excellent condition because of the darkness and cold temperature at the bottom of the sea. They also agree it tastes better than any other champagne ever produced.

(www.bbc.co.uk, upraveno)

[1] shipwreck: vrak lodi

26    Why is the bottle of Veuve Clicquot special?

- A)    It is the best tasting champagne in the world.
- B)    It is the oldest bottle of champagne in the world.
- C)    It is the most expensive bottle of champagne ever sold.
- D)    It is the only bottle of champagne saved from a shipwreck.

Milo, a cat, wears a magnetic collar[1] which unlocks its cat flap door. This is to make sure that neighbours' cats can't get in the house to steal Milo's food. But this automatic system caused trouble in the neighbourhood last week. House and car keys started disappearing from inside homes of people who live in the area. When Milo came home with a lot of small objects sticking to its collar, its owner, a pensioner named Ms. Alexander, realised what was going on: the cat was walking round the neighbourhood and entering other people's homes through their unprotected cat flap doors. Milo's magnetic collar kept picking up keys and other objects. Luckily, neighbours saw the funny side of this kind of burglary and did not take the cat owner to court.

(www.metro.co.uk, upraveno)

[1] collar: obojek

27    What would the best title for this article be?

- A)    Cat Owner in Court for Stealing
- B)    Cats Disappear in Neighbourhood
- C)    Cat Steals from Neighbours by Accident
- D)    Neighbourhood Cats Enter Pensioner's Home

**It happened in Wisconsin…**

Two men in Wisconsin were arrested after one of their mobile phones called 911 by accident. The owner of the phone didn't lock the mobile keypad[1] and put the phone in his pocket. Thanks to this 'pocket call', which lasted about thirty minutes, police officers could hear how Peter Evans, 29, and Brian Johnson, 28, talked about stealing from a local jewellery shop that morning. The men were in their old car driving quickly away from the shop when the phone call was made. Both Evans and Johnson, who even described their car during the accidental call, were arrested when they later arrived at a petrol station on Atwood Street.

(www.upi.com, upraveno)

[1] keypad: klávesnice telefonu

28    Why were the men arrested?

- A)    They had stolen a car.
- B)    They had robbed a shop.
- C)    They had caused a car accident.
- D)    They had stolen a mobile phone.

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## Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

ČTENÍ A JAZYKOVÁ KOMPETENCE

| 6. ČÁST | ÚLOHY 29–38 | 10 bodů / 1 bod |
|---|---|---|

Přečtěte si tvrzení v úlohách **29–38** a leták Tenement muzea v New Yorku. Na základě informací v textu **rozhodněte**, zda jsou tvrzení **pravdivá (P)**, nebo **nepravdivá (N)**.

|  |  | P | N |
|---|---|---|---|
| 29 | The Gumperts lived at 97 Orchard Street earlier than the Moores. | ☐ | ☐ |
| 30 | Visitors to the Shop Life Tour can choose from three professions they want to learn about. | ☐ | ☐ |
| 31 | The museum has opened a place where visitors can discuss the Hard Times Tour topics. | ☐ | ☐ |
| 32 | Handicapped people in wheelchairs have to book Hard Times Tour tickets in advance. | ☐ | ☐ |
| 33 | Visitors of the Confinos Tour can take an active part in the tour. | ☐ | ☐ |
| 34 | During the Neighbourhood Tour, visitors go inside an old bank and an old school building. | ☐ | ☐ |
| 35 | The Confinos Tour and Neighbourhood Tour are both suitable for visitors suffering from eyesight problems. | ☐ | ☐ |
| 36 | Children younger than six can't go on any of the museum tours except for the Confinos Tour. | ☐ | ☐ |
| 37 | All Tenement Museum tours finish at the same place where they start. | ☐ | ☐ |
| 38 | The Visitors Centre and The German beer saloon from the Shop Life Tour are both situated at 103 Orchard Street. | ☐ | ☐ |

Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

ČTENÍ A JAZYKOVÁ KOMPETENCE

**6. ČÁST**     **ÚLOHY 29–38**

## The Lower East Side Tenement[1] Museum in Manhattan, New York

Our museum celebrates the people of different nationalities who came to live in the USA many years ago. The museum building was built by a German immigrant in Manhattan, NY, at 97 Orchard Street. This apartment building was a cheap home to 7,000 working-class immigrants between 1863 and 1935. In 1992, we opened the first restored apartment, the home of a German-Jewish family, the Gumperts, who came here in 1878. We've carefully restored six more apartments since then, including our newest one: the home of the Moores, Irish immigrants who moved here in 1869.

**There are three ways to explore the Tenement Museum:**

### 1/ TENEMENT TOURS

Tour the building at 97 Orchard Street and see many different exhibitions, for example the restored apartments and businesses of past residents.

| **SHOP LIFE TOUR\*** | **HARD TIMES TOUR\*** |
|---|---|
| Shops filled the ground floor of 97 Orchard Street for over a century. Visit the 1870s German beer saloon, use interactive media and decide if you want to know more about the life and work of butchers, bakers or underwear sellers of that time. <br>• **Unfortunately, our interactive media are not adapted to be operated by visitors who are blind or have weak vision.** <br>• **Unlimited wheelchair capacity.** <br>*Ground floor–90 minutes* | Discover how immigrants survived the economic crisis at 97 Orchard Street. Visit the homes of the German-Jewish Gumpert family, and of the Italian Baldizzi family. Join the discussion about topics from this tour and share your thoughts with your guide and fellow visitors in our newly opened Discussion Centre also situated on the 2nd floor, just next to the Baldizzi apartment. <br>• **Recommended for visitors who are blind or have weak vision.** <br>• **Limited wheelchair capacity. It is necessary to call 1-877-97 in advance to reserve wheelchair tickets.**  *2nd floor–2 hours* |

*Only for ages 12+ (Younger children are welcome on other tours.)

### 2/ THE CONFINOS TOUR**

Visit the apartment of the Confino family from Greece and meet 14-year-old Victoria Confino and her parents. In 1916 they lived at 97 Orchard Street and are now played by professional actors in costumes. Visitors are welcome to put on the historical costumes as well, play the role of newly arrived immigrants, and ask the 'Confino family' questions about living on the Lower East Side. This tour allows visitors to touch and hold household objects.

• **The tour is highly recommended for visitors who are blind or have weak vision.**

• **Unlimited wheelchair capacity.**

**Only for ages 5+                                                     *1st floor–2 hours*

### 3/ NEIGHBOURHOOD TOUR***

Take a guided walking tour to explore the neighbourhood of 97 Orchard Street and see the place through the eyes of the immigrants. Taste dumplings from local street stalls, look at the Jarmulowsky Bank building, where immigrants deposited and eventually lost their life savings, or go past the elementary school, where generations of immigrants learned how to be 'American'. This tour does not enter any buildings except for the initial meeting in our Visitors Centre where the tour starts.

• **Not suitable for visitors who are blind or have weak vision.**

• **Unlimited wheelchair capacity.**

***Only for ages 8+                                                    *60 minutes*

**Tenement Museum tours begin and end at the Visitors Centre,** located at 103 Orchard Street on the corner of Orchard Street and Delancey Street, where tickets are also sold.

*(www.tenement.org, upraveno)*

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[1] tenement: obytný dům, nájemní dům

Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

## ČTENÍ A JAZYKOVÁ KOMPETENCE

| 7. ČÁST | ÚLOHY 39–43 | 5 bodů / 1 bod |
| --- | --- | --- |

Přečtěte si článek o historii joja. Na základě informací v textu **vyberte** k úlohám **39–43** vždy jednu správnou odpověď **A–D**.

### The History of the Yo-Yo

The yo-yo has existed for two thousand years. The yo-yo is the second oldest toy in history, the oldest after the doll. Ancient yo-yos were made of wood or clay[1] and they were called 'discs'. It is believed that the yo-yo has its origin either in Egypt, where painted stones similar to the shape of a yo-yo were found in temples, or in China, where mysterious round objects were discovered at excavation sites[2]. However, the oldest representation of a real toy yo-yo comes from Greece where archeologists found a vase from 500BC with an image showing a boy playing with a yo-yo. Another, but much younger, image of the yo-yo toy is painted on a jewellery box from India from 765AD.

There were different customs in different ancient cultures connected with the yo-yo. In Egypt, when a child grew up, his or her toys were offered as a gift to the gods. Scientists discovered that some of the decorated discs made of clay were used for this purpose rather than for playing. On the other hand, long ago in the Philippines, playing with a yo-yo was a national entertainment for both young and old. The yo-yo was also used there as a weapon for over 400 years. Their version was large and sharp with a long rope for throwing it at enemies. People from the Philippines were not only real experts at using the yo-yo but they were also excellent yo-yo creators and designers. Painted yo-yos with amazing patterns often served as a decoration in their homes.

Around 1800, the yo-yo moved into Western Europe. At that time, the toy wasn't called a 'yo-yo' but it was known under various names which have been forgotten over time. The British used to call the toy 'the prince's toy' or 'quiz'. French historical terms include 'incroyable', which means 'incredible' and expresses how interesting the toy was, or 'jou jou de Normandie' ('jou jou' meaning 'little toy'). However, 'yo-yo' as we all call it today, can be translated as 'to come back'. It is a word from the Tagalog language, the native language of the Philippines.

In 1927, a man from the Philippines named Pedro Flores brought the yo-yo to the USA and began a yo-yo company in California. Two years later, a businessman named Donald Duncan watched the crowd Flores was able to attract by doing a few tricks with his yo-yo. He immediately saw the great potential of the toy and bought not only the idea of the toy yo-yo, but Flores' company itself. Duncan was an excellent businessman. He developed advertising campaigns and had special employees later known as 'Yo-Yo Professionals' who travelled the USA showing and teaching yo-yo tricks and even establishing yo-yo competitions for local people to increase sales. The winner, of course, always got a prize from them – a yo-yo. Sales grew and grew and in 1962, the company sold a record 45 million yo-yos in the USA. Nowadays, June 6 is National Yo-Yo Day.

(www.spintastics.com, upraveno)

[1] clay: jíl, hlína na keramiku
[2] excavation sites: vykopávky

Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

## ČTENÍ A JAZYKOVÁ KOMPETENCE

| 7. ČÁST | ÚLOHY 39–43 |
|---|---|

**39  Where does the first known picture of the yo-yo as a toy come from?**

- A)  Greece
- B)  China
- C)  Egypt
- D)  India

**40  How didn't the Philippines use the yo-yo in the past?**

They didn't use it as:

- A)  a toy.
- B)  a weapon.
- C)  a decoration.
- D)  a present for the gods.

**41  What does the name yo-yo, used today for the toy, mean?**

- A)  come back
- B)  incredible
- C)  little toy
- D)  quiz

**42  What does the word 'establish' mean?** (Paragraph 4)

- A)  to win
- B)  to learn
- C)  to enter
- D)  to organise

**43  What is the main purpose of the 4th paragraph?**

To inform about:

- A)  yo-yo competitions in the USA.
- B)  how Pedro Flores travelled around the USA.
- C)  the tricks people could learn to do with a yo-yo.
- D)  how Donald Duncan influenced the yo-yo business.

Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

**ČTENÍ A JAZYKOVÁ KOMPETENCE**

| 8. ČÁST | ÚLOHY 44–48 | 5 bodů / 1 bod |

Přečtěte si informace o **pěti** dívkách z České republiky, které chtějí pracovat jako au-pair ve Velké Británii, a inzeráty rodin žijících v Londýně. Na základě informací v textech **přiřaďte** k úlohám **44–48** vždy jeden inzerát **A–G**. **Dvě** nabídky jsou **navíc** a nebudou použity.

**44  Jana** _____
She wants to work as an au pair for a year or a year-and-a-half. She needs all weekends off for art courses. She is excellent in English but can't speak any other foreign language. She's been driving for a long time and is a very good driver.

**45  Ema** _____
She is excellent in French and wants to improve her basic level English. She wishes to stay with a family for ten months. She doesn't mind working at the weekend from time to time but sometimes needs to have both weekend days free. She can drive.

**46  Veronika** _____
She wants to live with a family for six months. She'd love to have mornings free for English courses but doesn't mind working at weekends. She knows English at a basic level but speaks French very well. She wants to improve both languages.

**47  Alice** _____
She wants to work as an au pair for at least a year. She wants to have two or three days off every week. Her father is Canadian so English is her native language. She speaks French fluently too. She doesn't have a driving licence.

**48  Michaela** _____
She is a student of French who will start work as a French teacher next year. She also speaks excellent English. She can leave the Czech Republic only for six months. She can't drive at all and wants to spend some weekends travelling with her friends.

## Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

**ČTENÍ A JAZYKOVÁ KOMPETENCE**

**8. ČÁST**        **ÚLOHY 44–48**

**A)**

We're a family with two little girls and we are looking for someone with a very good level of English to join us for at least a year and a half. The au pair is expected to work from Monday to Friday from 6.30 a.m. to 3 p.m. and to spend Saturdays with us on trips. The au pair can spend Sundays and all evenings on her own. We live in the centre so the au pair won't need to drive a car.

**B)**

We're looking for a big sister for our baby girls. We're from France and have lived in London for ten years. We need the au pair to stay with us for half a year only. We expect the au pair to speak with the children in a high level of English. The working hours are Monday to Friday from 9 in the morning to 5 in the afternoon with some weekend babysitting from time to time. Driving licence is not needed.

**C)**

We're an English-French family, who want an au pair to live with us as a family member. Please apply only if you can stay with us from half a year to one year. Our children speak French and English fluently, so you should be able to speak one language very well and have at least a basic knowledge of the other. You'll have time off every weekday up to midday when the children are at school but only one day off at the weekend.

**D)**

We need an au pair for a period of six to twelve months. We're a family with twin girls at the age of four. A good level of English is a plus, but don't worry if you only know a little English, we'll help you learn. Working hours are from 7.30 a.m. Monday to Thursday and 9 a.m. Friday, finishing at 4 p.m. Twice a month, we need you to look after our children at the weekend. We live far from the centre, so we require our au pair to have a driving licence.

**E)**

We're a family with two boys aged four and six. We're looking for a nice au pair who speaks excellent English to live with us for half a year. We need someone who'll take care of the younger boy in the morning, after driving the older one to school. You should drive the boys to football matches on Saturday morning. You'll have free Sundays. From time to time we'll require babysitting on Sunday evening for extra money.

**F)**

We're looking for a friendly person to help us look after our two children aged six and twelve. Our au pair should stay with us for at least twelve months. We require a good knowledge of English so if your English is basic, we aren't the family for you. We need someone to be there from Monday to Friday from 3 p.m. to 7 p.m. after they get home from school. You'll have free Saturdays and Sundays and sometimes also one day during the working week. The au pair must be a good driver with a lot of experience.

**G)**

We are a French-English family looking for a fluent English au pair. Our au pair should also speak French very well. Please don't apply if you only have basic language skills in any of the languages. We want you to live with us for twelve months or more. We require help from Monday to Thursday all day and sometimes on Friday mornings but usually you'll have Friday free. Saturday and Sunday are always free days.

(CZW)

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Appendix 62: Graduation Didactic Test (GDT, spring 2015), continued

**ČTENÍ A JAZYKOVÁ KOMPETENCE**

| 9. ČÁST | ÚLOHY 49–63 | 15 bodů / 1 bod |

Přečtěte si článek o Josephu Merrickovi, který je známý jako „The Elephant Man". Na základě textu **vyberte** k úlohám **49–63** vždy jednu správnou odpověď **A–C**.

**The Elephant Man**

This is the true story of the life of Joseph Merrick who (**49**) _____ for two things: the disease which made his appearance disgusting to most people; and his gentle personality.

Joseph was born in England (**50**) _____ 5th August, 1862. At first, he seemed to be a normal baby, but at the age of 21 months, strange growths[1] appeared on his body. No one knew (**51**) _____ this happened but his mother thought it was because a circus elephant had frightened her during her pregnancy[2]. (**52**) _____ her opinion, this caused the boy to grow ugly, big and wrinkled, like an elephant.

Joseph's mother didn't care about her son's appearance and treated him like her (**53**) _____ children. Unfortunately, she died and Joseph's father soon married a young widow (**54**) _____ hated Joseph for his looks. So when he reached the age of fifteen, Joseph decided (**55**) _____ from home. He was selling stockings and gloves in the street for a living but because of his deformed lips, the customers (**56**) _____ hardly understand his speech. They often thought he was an imbecile, but in fact, Joseph was extremely intelligent. By that time, he only had a little bit of hair and kept losing it until he was almost bald. Also, the growths on his body got larger and people in the street were afraid (**57**) _____ him.

One day, Joseph met Mr. Torr, a comedian, who offered him (**58**) _____ job in Sam Roper's circus. Joseph, or 'The Elephant Man', as Mr. Torr started to call him, became a new attraction in his 'freak[3] and monster show'. But before long, people stopped thinking it was funny to see human beings like this and asked the police (**59**) _____ the show.

When the last performance was held, a young doctor, Frederick Treves, visited Joseph. He was very (**60**) _____ in Joseph's sickness and examined him carefully. He wanted to (**61**) _____ doctors about this strange human being and brought Joseph to the hospital. Although Joseph rarely left the hospital, these were the happiest days of his life. Dr. Treves visited him every day and they (**62**) _____ best friends. Unfortunately, the doctor (**63**) _____ there was no cure or medicine for Joseph's disease and Joseph died peacefully in his sleep when he was only 27.

*(www.retsd-conted.com, upraveno)*

_____
[1] growth: výrůstek
[2] pregnancy: těhotenství
[3] freak: podivín

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## Appendix 63: Didactic Tests 2011-2015, TG vs CG

**Academic tests - means of scores in %:**

|  | AET/2011 | MDT/14 | MDT/15 | GDT/15 |
|---|---|---|---|---|
| **Treatment group (n=20)** | 64 | 75 | 79 | 82 |
| **Control group (n=58)** | 58 | 73 | 78 | 77 |



**Note:**

AET/2011          Academic Entry test/2011
MDT/2014          Mock Didactic test/2014
MDT/2015          Mock Didactic test /2015
GDT/2015          Graduation Didactic Test/2015

## Appendix 64: Didactic Tests results within six classes, 2011 - 2015

**Longitudinal quasi-experiment 2011-2015, Classes division**
**Academic didactic tests - means of scores in %**

| Class | Means of Scores in % | | | |
|---|---|---|---|---|
| | AET/2011 | MDT/2014 | MDT/2015 | GDT/2015 |
| DE4 | 61 | 74 | 74 | 75 |
| DL4 | 65 | 78 | 80 | 81 |
| DMS4 | 57 | 70 | 78 | 80 |
| DPE4 | 57 | 68 | 81 | 79 |
| DZ4 | 62 | 83 | 86 | 80 |
| DŽ4 | 52 | 70 | 71 | 68 |



**Note:**

AET/2011          Academic Entry test/2011
MDT/2014          Mock Didactic test/2014
MDT/2015          Mock Didactic test /2015
GDT/2015          Graduation Didactic Test/2015

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## Appendix 65: Academic tests and Graduation Examination (GE) results in total

| Class | N = 78 | AET/2011 Scores % | MDT/2014 Scores % | MDT/2015 Scores % | Graduation Examination (GE) 2015 | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | GDT/2015 Scores % | GWR/2015 Scores % | GOR/2015 Scores % | GTotal/2015 Scores % |
| DE4 | n = 15 | 61 | 74 | 74 | 75 | 80 | 64 | 74 |
| DL4 | n = 20 | 65 | 78 | 80 | 81 | 79 | 79 | 80 |
| DMS4 | n = 17 | 57 | 70 | 78 | 80 | 92 | 61 | 78 |
| DPE4 | n = 12 | 57 | 68 | 81 | 79 | 83 | 71 | 78 |
| DZ4 | n = 6 | 62 | 83 | 86 | 80 | 88 | 68 | 79 |
| DŽ4 | n = 8 | 52 | 70 | 71 | 68 | 85 | 81 | 76 |

**Note:**

AET/2011          Academic Entry test/2011
MDT/2014          Mock Didactic test/2014
MDT/2015          Mock Didactic test /2015

----------------------------------------------------------------------------------------------------------------------------

GDT/2015          Graduation Didactic Test/2015
GWR/2015          Graduation Writing Test/2015
GOR/2015          Graduation Oral Test
GTotal/2015       Graduation Test Total
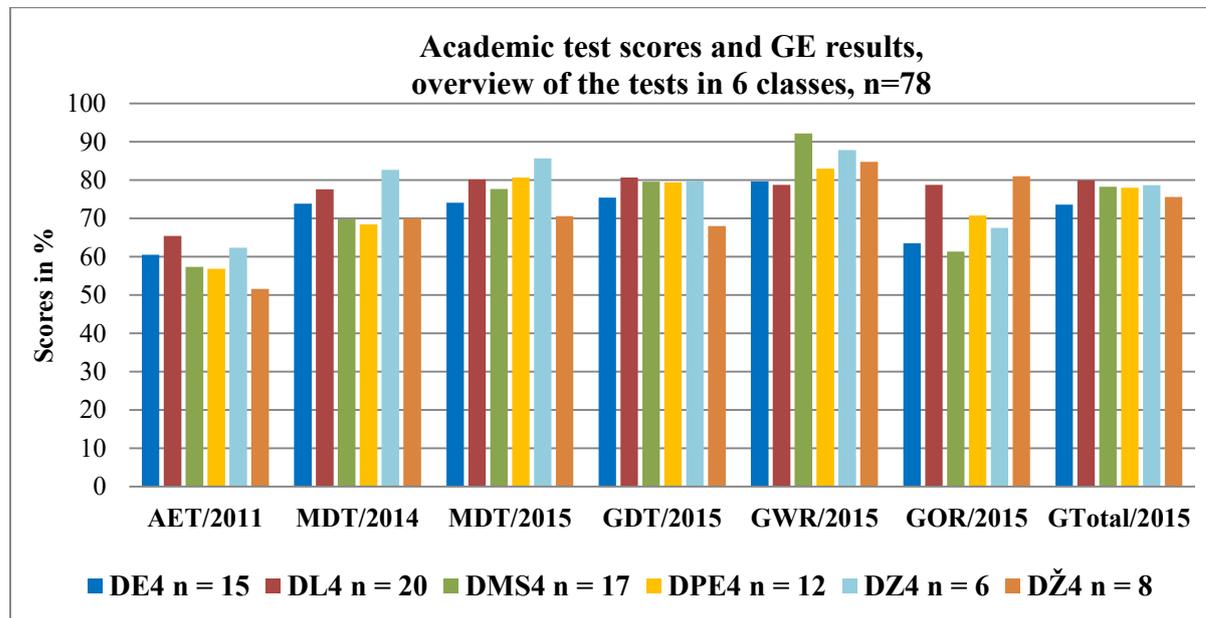


**Note:** Due to the operational mistakes, DMS4 scores were excluded from the statistical analysis

## Appendix 66: Academic tests scores 2011-2015 and Graduation Examination 2015

| TG / CG | N | AET/2011 Scores % | MDT/2014 Scores % | MDT/2015 Scores % | Graduation Examination 2015 | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | GDT/2015 Scores % | GWR/2015 Scores % | GOR/2015 Scores % |
| TG | n=20 | 64 | 75 | 79 | 82 | 81 | 83 |
| CG | n=58 | 58 | 73 | 78 | 77 | 82 | 66 |

**Treatment Group versus Control Group**
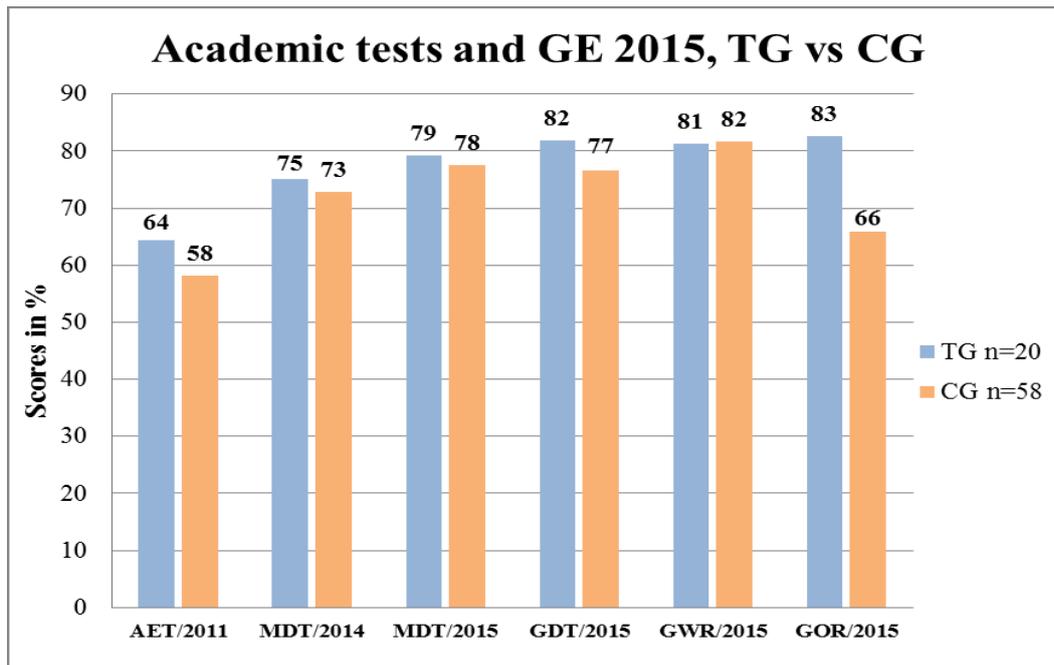


**Note:**

| AET/2011 | Academic Entry test/2011 |
| MDT/2014 | Mock Didactic test/2014 |
| MDT/2015 | Mock Didactic test /2015 |

-------------------------------------------------------------------------------------------------------------------

| GDT/2015 | Graduation Didactic Test/2015 |
| GWR/2015 | Graduation Writing Test/2015 |
| GOR/2015 | Graduation Oral Test |
| GTotal/2015 | Graduation Test Total |

## Appendix 67: Graduation Examination (GE) in English, spring 2015
## From school report about GE results

| CLASS | N | L2 DT (%) | L2 WR (%) | L2 OR (%) | L2 TOTAL (%) |
|-------|-----|-----------|-----------|-----------|--------------|
| DE4 | 19 | 76 | 81 | 67 | 75 |
| DL4 | 25 | 82 | 80 | 79 | 81 |
| DMS4 | 22 | 80 | 92 | 62 | 78 |
| DPE4 | 16 | 77 | 82 | 70 | 77 |
| DZ4 | 12 | 83 | 88 | 66 | 80 |
| DŽ4 | 12 | 69 | 86 | 83 | 77 |
| Total | 106 | 78 | 85 | 71 | 78 |

**Note:**

L2   foreign language (English)

DT   didactic test

WR   writing

OR   oral part
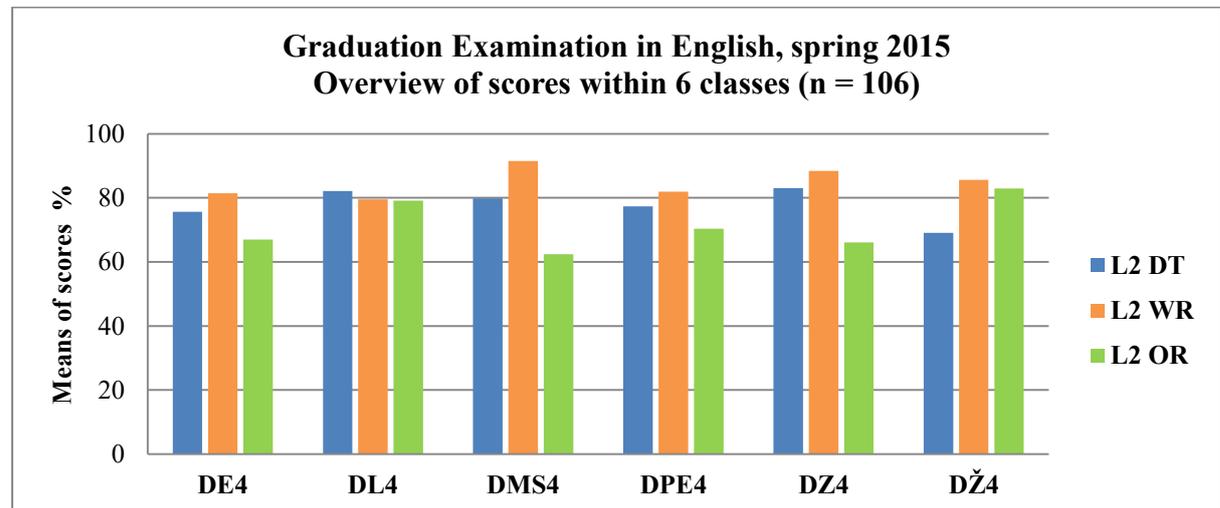


Graduation Examination in English, spring 2015
Overview of scores within 6 classes (n = 106)

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Appendix 67: Graduation Examination (GE) in English, spring 2015 (continued)

**School Overview of Graduation Examinations (GE) results, 2011-2014**
**Adapted from school archive**

| Spring 2011, N = 87 | | | | |
|---|---|---|---|---|
| **CLASS** | **L2 DT (%)** | **L2 WR (%)** | **L2 OR (%)** | **L2 TOTAL (%)** |
| **DE4** | 86 | 73 | 76 | 78 |
| **DL4** | 84 | 81 | 69 | 78 |
| **DMŽ4** | 71 | 76 | 64 | 70 |
| **DS4** | 81 | 89 | 68 | 79 |
| **DZ4** | 72 | 67 | 64 | 68 |
| **ES4** | 79 | 71 | 64 | 71 |
| **S4** | 78 | 57 | 59 | 65 |
| **Total** | **79** | **74** | **66** | **73** |
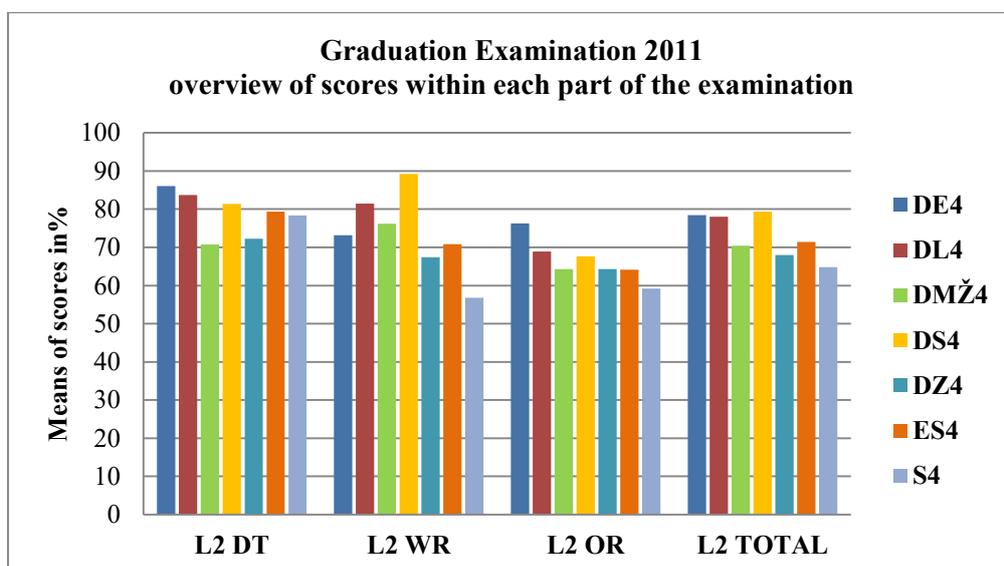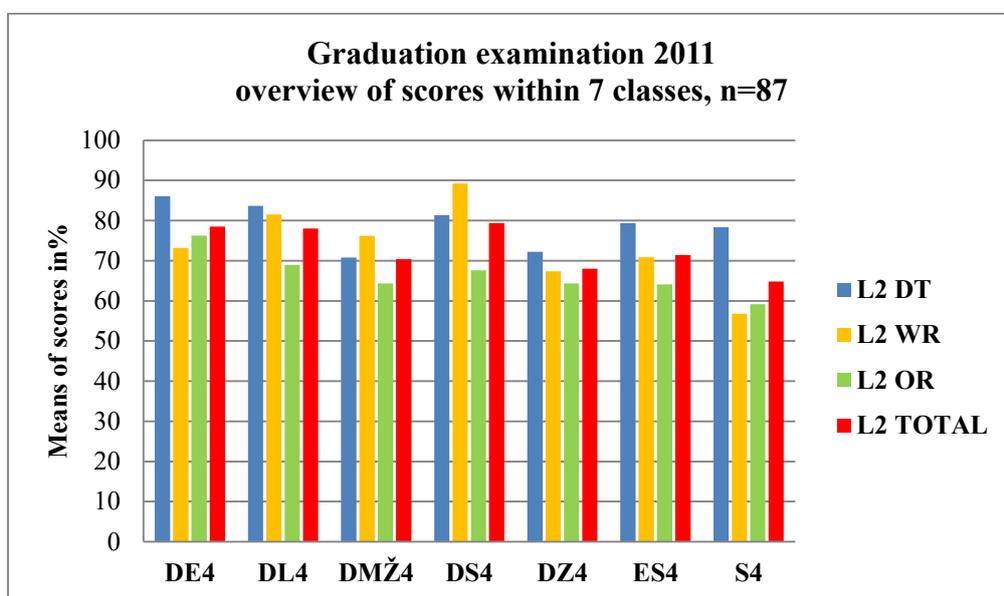
Appendix 67: Graduation Examination (GE) in English, spring 2015 (continued)

## School Overview of NGE results, 2011-2014 (continued)

| Spring 2012, N = 77 | | | | |
|---|---|---|---|---|
| CLASS | L2 DT (%) | L2 WR (%) | L2 OR (%) | L2 TOTAL (%) |
| DE4 | 83 | 87 | 77 | 83 |
| DL4 | 87 | 88 | 77 | 84 |
| DMŽ4 | 84 | 92 | 80 | 86 |
| DP4 | 89 | 86 | 96 | 91 |
| DS4 | 79 | 92 | 71 | 80 |
| DZ4 | 77 | 79 | 70 | 75 |
| E4 | 90 | 94 | 87 | 91 |
| Total | 84 | 88 | 80 | 84 |
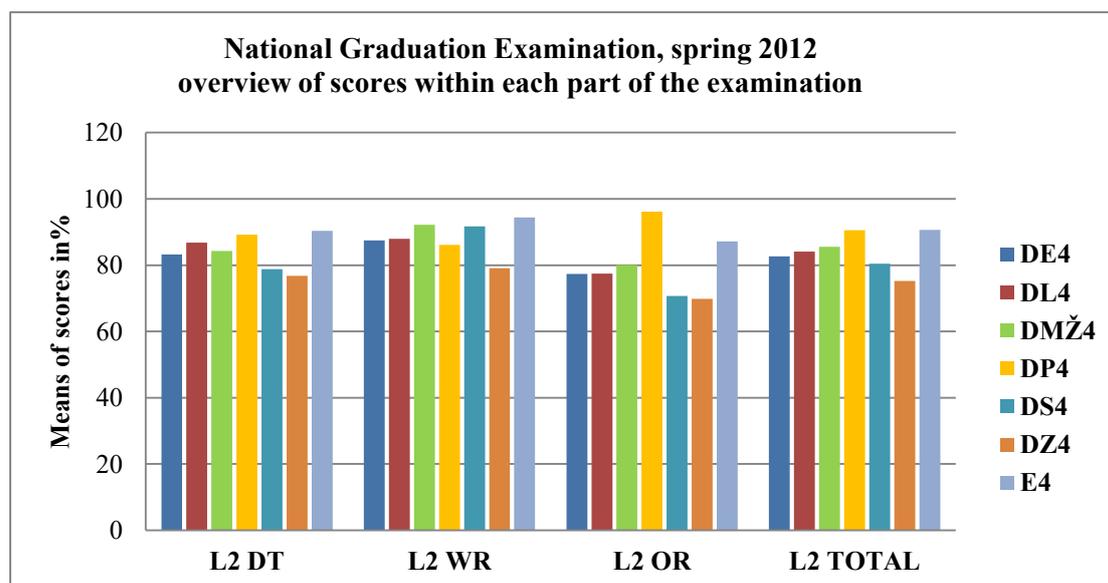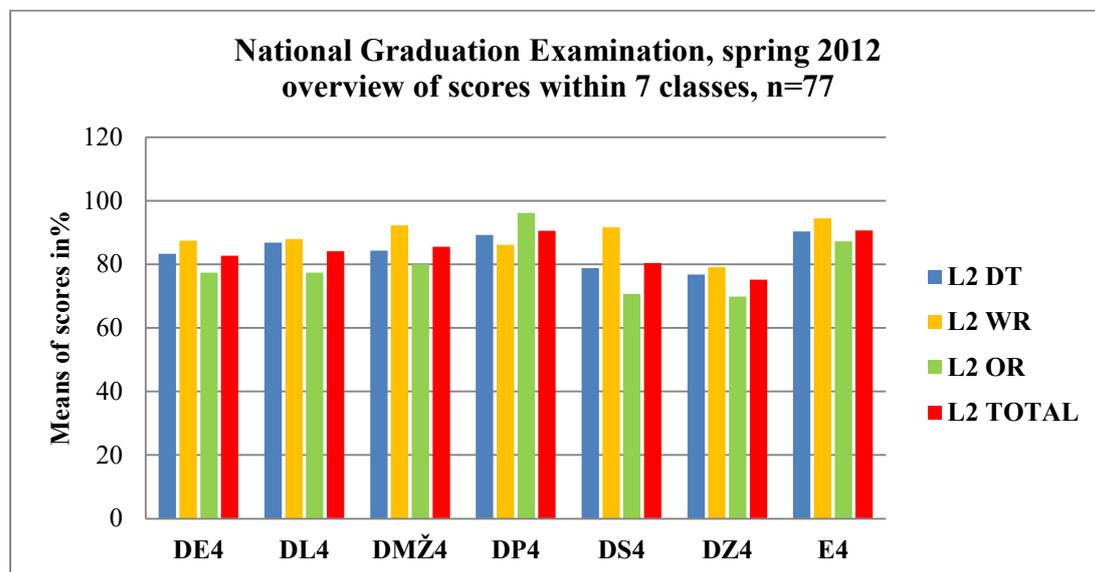


National Graduation Examination, spring 2012
overview of scores within 7 classes, n=77



National Graduation Examination, spring 2012
overview of scores within each part of the examination

Appendix 67: Graduation Examination (GE) in English, spring 2015 (continued)

## School Overview of GE results, 2011-2014 (continued)

| Spring 2013, N = 72 | | | | |
|---|---|---|---|---|
| CLASS | L2 DT (%) | L2 WR (%) | L2 OR (%) | L2 TOTAL (%) |
| DEŽ4 | 82 | 82 | 82 | 82 |
| DL4 | 89 | 85 | 76 | 83 |
| DP4 | 76 | 74 | 59 | 70 |
| DS4 | 86 | 80 | 70 | 79 |
| DZM4 | 90 | 85 | 76 | 84 |
| S4 | 84 | 86 | 85 | 85 |
| Total | 85 | 82 | 75 | 80 |
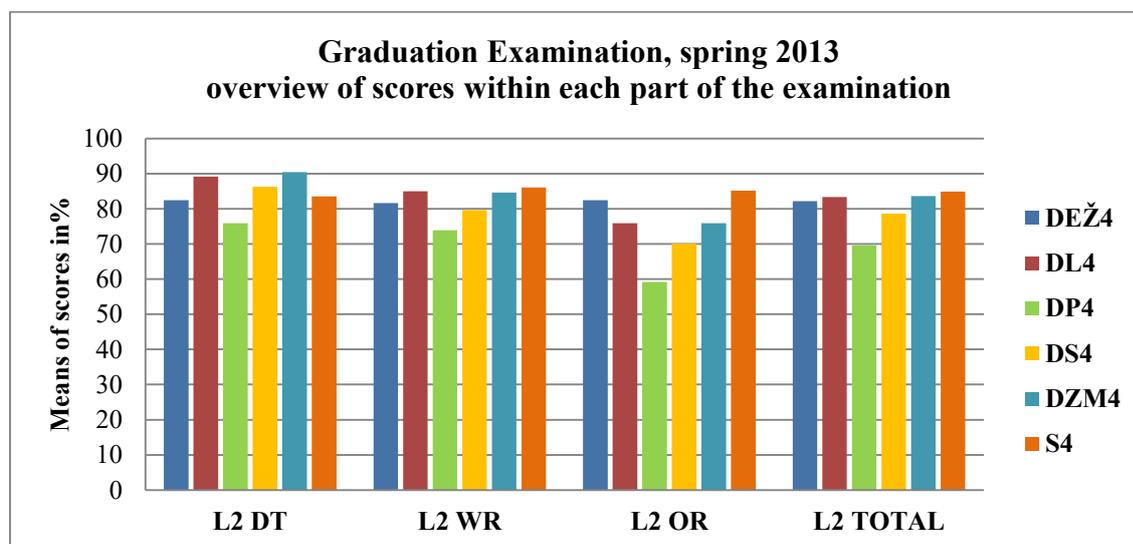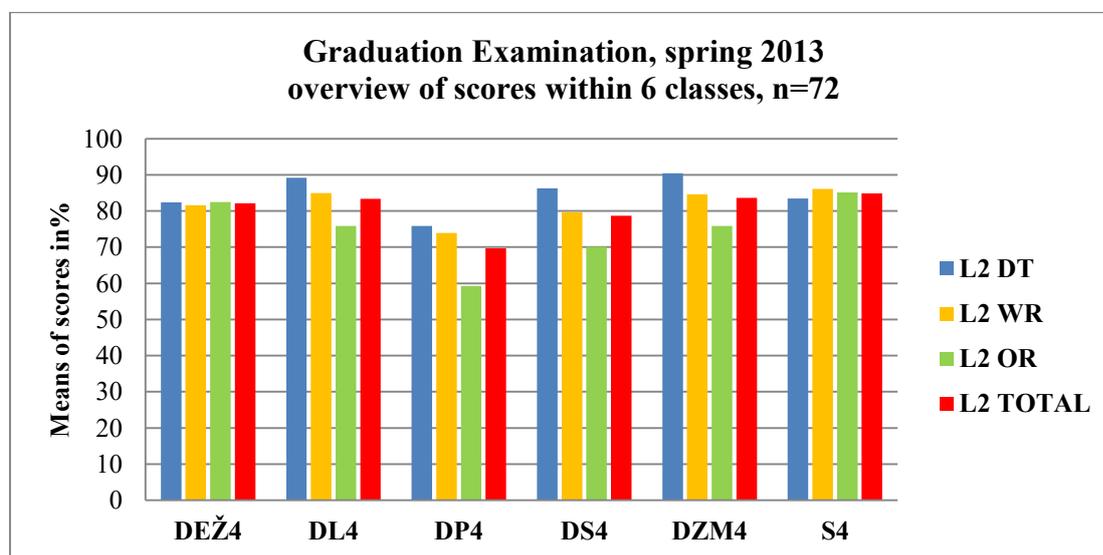
Appendix 67: Graduation Examination (GE) in English, spring 2015 (continued)

**School Overview of GE results, 2011-2014 (continued)**

| | Spring 2014, N = 75 | | | |
|---|---|---|---|---|
| CLASS | L2 DT (%) | L2 WR (%) | L2 OR (%) | L2 TOTAL (%) |
| DEŽ4 | 80 | 79 | 75 | 78 |
| DL4 | 79 | 82 | 79 | 80 |
| DMŽ4 | 71 | 79 | 72 | 74 |
| DP4 | 76 | 78 | 74 | 76 |
| DS4 | 88 | 84 | 85 | 86 |
| S4 | 74 | 79 | 85 | 79 |
| Total | **78** | **80** | **78** | **79** |
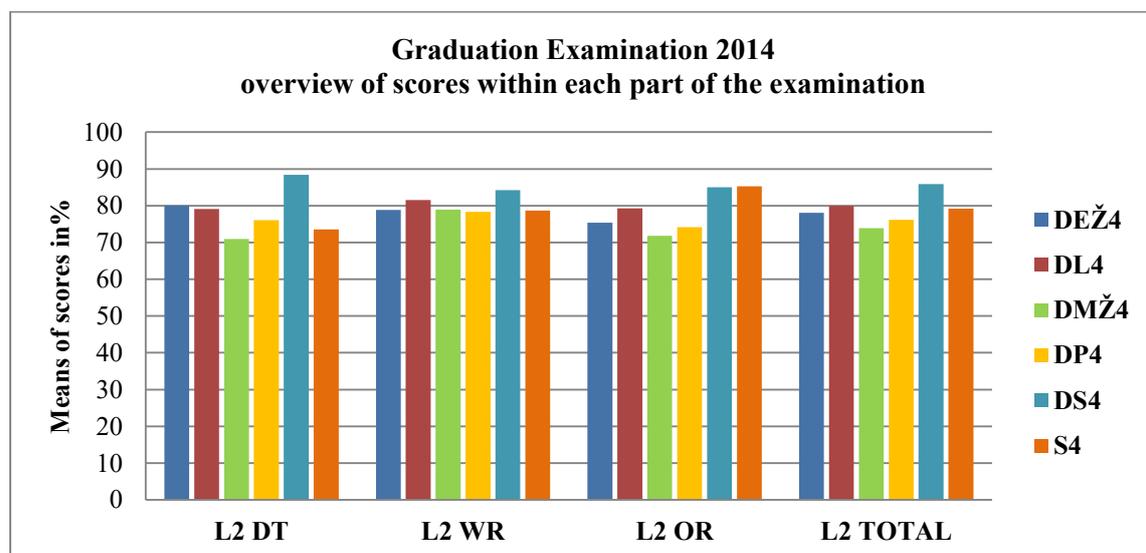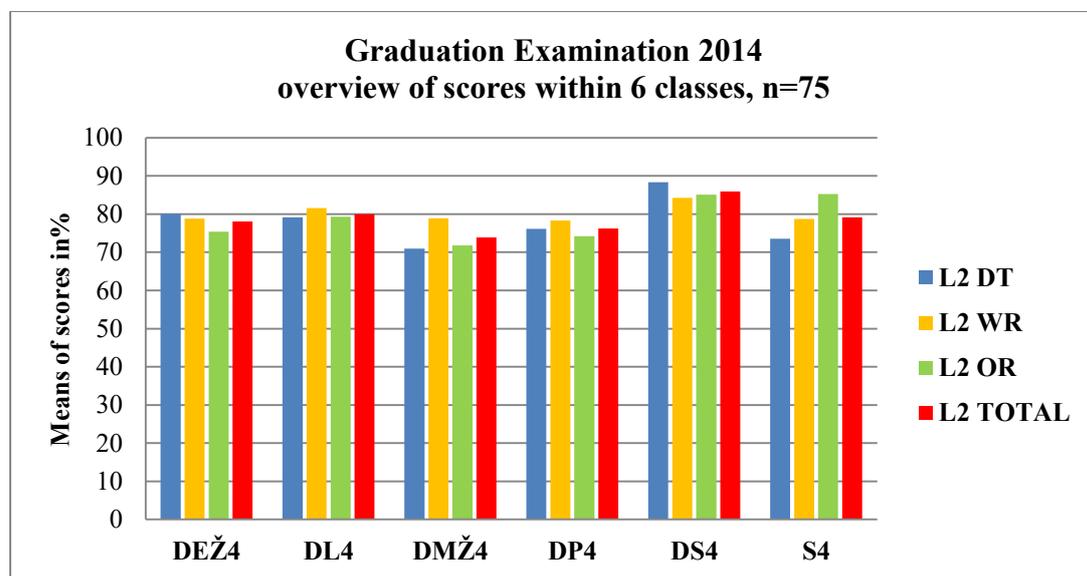
Appendix 67: Graduation Examination (GE) in English, spring 2015 (continued)

**NGE total scores overview, 2011-2015**
**Adapted from school archive**

| | NGE 2011 – 2015 Means of scores | | | | |
|---|---|---|---|---|---|
| | 2011 (N=87) | 2012 (N= 77) | 2013 (N=72) | 2014 (N=75) | 2015 (N=106) |
| **L2 DT** | 80% | 84% | 85% | 78% | 78% |
| **L2 WR** | 74% | 88% | 82% | 80% | 85% |
| **L2 OR** | 67% | 80% | 75% | 78% | 71% |
| **Total** | **74%** | **84%** | **80%** | **79%** | **78%** |
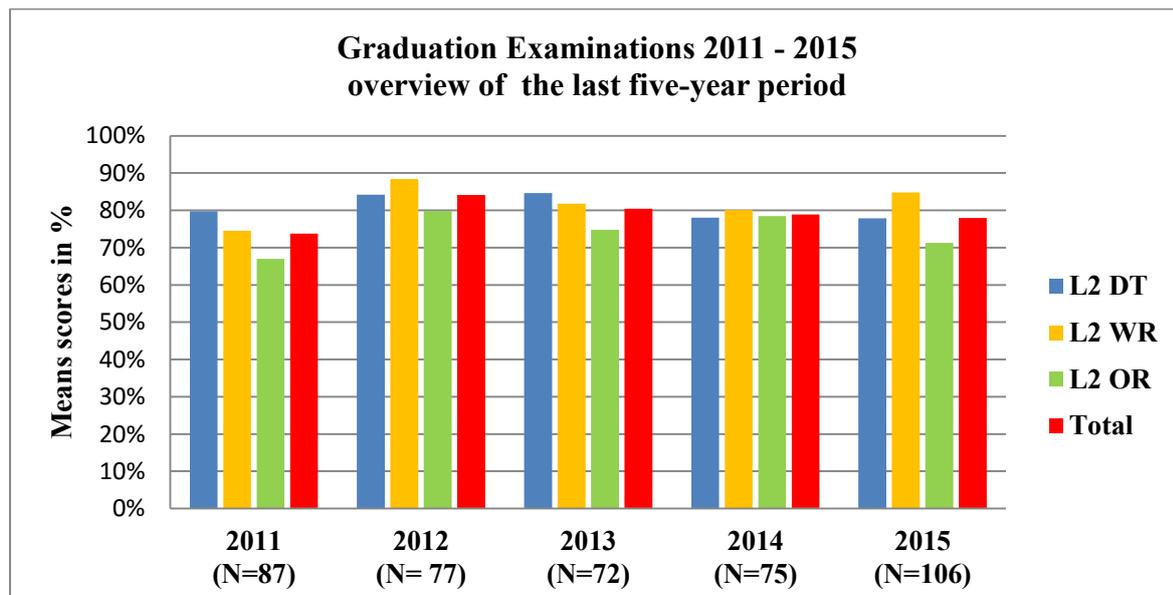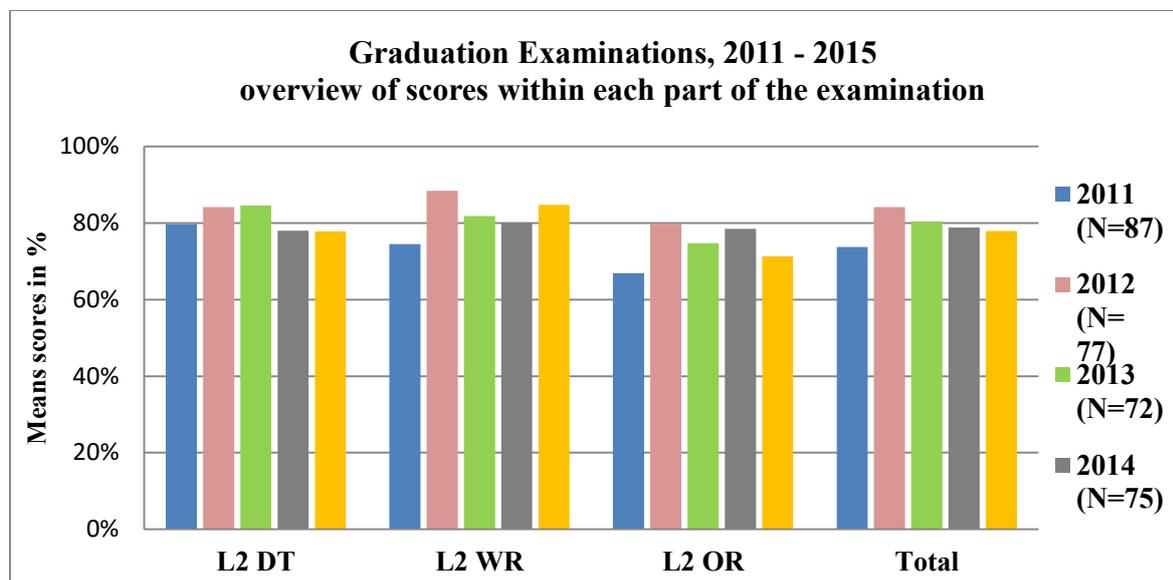
## Appendix 68: Overview of National Graduation Exam results in English, 2011-2015

| 2011 | | | | |
|---|---|---|---|---|
| **CLASS** | **L2 DT** | **L2 WR** | **L2 OR** | **L2 TOTAL** |
| **DE4** | 86.06 | 73.14 | 76.29 | 78.49 |
| **DL4** | 83.69 | 81.49 | 68.95 | 78.04 |
| **DL4 Minakova** | **86.04** | **80.837** | **70.77** | **79.22** |
| **DMŽ4** | 70.77 | 76.16 | 64.32 | 70.42 |
| **DS4** | 81.35 | 89.24 | 67.64 | 79.41 |
| **DZ4** | 72.23 | 67.37 | 64.32 | 67.97 |
| **ES4** | 79.37 | 70.84 | 64.11 | 71.44 |
| **S4** | 78.36 | 56.82 | 59.21 | 64.80 |
| **Total total** | **78.83** | **73.58** | **66.41** | **72.94** |

| 2012 | | | | |
|---|---|---|---|---|
| **CLASS** | **L2 DT** | **L2 WR** | **L2 OR** | **L2 TOTAL** |
| **DE4** | 83.26 | 87.44 | 77.37 | 82.69 |
| **DL4** | 86.84 | 87.96 | 77.42 | 84.07 |
| **DMŽ4** | 84.31 | 92.23 | 80.01 | 85.51 |
| **DP4** | 89.25 | 86.12 | 96.16 | 90.51 |
| **DS4** | 78.81 | 91.67 | 70.70 | 80.39 |
| **DZ4** | 76.76 | 79.06 | 69.83 | 75.22 |
| **E4** | 90.33 | 94.45 | 87.18 | 90.65 |
| **Total total** | **84.22** | **88.42** | **79.81** | **84.15** |

| 2013 | | | | |
|---|---|---|---|---|
| **CLASS** | **L2 DT** | **L2 WR** | **L2 OR** | **L2 TOTAL** |
| **DEŽ4** | 82.42 | 81.63 | 82.45 | 82.17 |
| **DL4** | 89.16 | 84.96 | 75.86 | 83.33 |
| **DP4** | 75.88 | 73.89 | 59.23 | 69.67 |
| **DS4** | 86.25 | 79.63 | 70.09 | 78.66 |
| **DZM4** | 90.39 | 84.64 | 75.87 | 83.63 |
| **S4** | 83.50 | 86.11 | 85.13 | 84.91 |
| **Total  total** | **84.60** | **81.81** | **74.77** | **80.39** |

Appendix 68: National Graduation Exams results, 2011-2015 (continued)

| 2014 | | | | |
|---|---|---|---|---|
| **CLASS** | **L2 DT** | **L2 WR** | **L2 OR** | **L2 TOTAL** |
| **DEŽ4** | 80.10 | 78.85 | 75.35 | 78.10 |
| **DL4** | 79.14 | 81.55 | 79.31 | 80.00 |
| **DMŽ4** | 70.97 | 78.93 | 71.80 | 73.90 |
| **DP4** | 76.10 | 78.30 | 74.20 | 76.20 |
| **DS4** | 88.36 | 84.26 | 85.05 | 85.89 |
| **S4** | 73.55 | 78.71 | 85.24 | 79.17 |
| **Total total** | **78.04** | **80.10** | **78.49** | **78.88** |

| 2015 | | | | |
|---|---|---|---|---|
| **CLASS** | **L2 DT** | **L2 WR** | **L2 OR** | **L2 TOTAL** |
| **DE4** | 75.68 | 81.44 | 66.94 | 74.95 |
| **DL4 all** | 82.10 | 79.58 | 79.18 | 80.74 |
| **DL4 Minakova** | **79.74** | **78.42** | **83.83** | **80.44** |
| **DMS4** | 79.8 | 91.54 | 62.36 | 78.38 |
| **DPE4 all** | 77.29 | 81.95 | 70.36 | 76.72 |
| **DPE4 Minakova** | **81.66** | **85.19** | **76.36** | **81.22** |
| **DZ4** | 83.07 | 88.43 | 66.03 | 80.07 |
| **DŽ4** | 69.05 | 85.65 | 82.91 | 76.67 |
| **Total** | **77.83** | **84.77** | **71.30** | **77.92** |

## Appendix 69: Graduation examination. TG vs CG  statistical computations

**Attachment A:  (Graduation examination, Didactic test)**

# Wilcoxon two-sample test, 2015 (TG vs CG)

| Treatment Group | | Control Group | |
|---|---|---|---|
| GDT, 2015 | Rank | GDT, 15 | Rank |
| 57,15 | 8,5 | 46,04 | 1 |
| 58,74 | 11 | 47,62 | 2 |
| 61,91 | 16,5 | 52,39 | 3 |
| 71,43 | 28,5 | 53,97 | 4 |
| 73,02 | 34 | 53,97 | 5 |
| 73,02 | 34 | 53,97 | 6 |
| 77,78 | 47 | 55,56 | 7 |
| 79,37 | 51,5 | 57,15 | 8,5 |
| 80,96 | 56,5 | 58,74 | 11 |
| 80,96 | 56,5 | 58,74 | 11 |
| 82,54 | 60,5 | 60,32 | 13,5 |
| 84,13 | 68 | 60,32 | 13,5 |
| 84,13 | 68 | 61,91 | 16,5 |
| 84,13 | 68 | 61,91 | 16,5 |
| 85,72 | 76,5 | 61,91 | 16,5 |
| 85,72 | 76,5 | 65,08 | 19,5 |
| 87,31 | 79,5 | 65,08 | 19,5 |
| 88,89 | 82,5 | 68,26 | 21,5 |
| 88,89 | 82,5 | 68,26 | 21,5 |
| 92,07 | 88,5 | 69,85 | 24,5 |
| 96,83 | 101 | 69,85 | 24,5 |
| 96,83 | 101 | 69,85 | 24,5 |
| | | 69,85 | 24,5 |
| | | 71,43 | 28,5 |
| | | 71,43 | 28,5 |
| | | 71,43 | 28,5 |
| | | 73,02 | 34 |
| | | 73,02 | 34 |
| | | 73,02 | 34 |
| | | 73,02 | 34 |
| | | 73,02 | 34 |
| | | 74,61 | 38,5 |
| | | 74,61 | 38,5 |
| | | 76,20 | 41,5 |
| | | 76,20 | 41,5 |

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| | | | |
|---|---|---|---|
| | | 76,20 | 41,5 |
| | | 76,20 | 41,5 |
| | | 77,78 | 47 |
| | | 77,78 | 47 |
| | | 77,78 | 47 |
| | | 77,78 | 47 |
| | | 77,78 | 47 |
| | | 77,78 | 47 |
| | | 79,37 | 51,5 |
| | | 80,69 | 53 |
| | | 80,96 | 56,5 |
| | | 80,96 | 56,5 |
| | | 80,96 | 56,5 |
| | | 80,96 | 56,5 |
| | | 82,54 | 60,5 |
| | | 84,13 | 68 |
| | | 84,13 | 68 |
| | | 84,13 | 68 |
| | | 84,13 | 68 |
| | | 84,13 | 68 |
| | | 84,13 | 68 |
| | | 84,13 | 68 |
| | | 84,13 | 68 |
| | | 84,13 | 68 |
| | | 84,13 | 68 |
| | | 85,72 | 76,5 |
| | | 85,72 | 76,5 |
| | | 87,31 | 79,5 |
| | | 88,89 | 82,5 |
| | | 88,89 | 82,5 |
| | | 90,48 | 86 |
| | | 90,48 | 86 |
| | | 90,48 | 86 |
| | | 92,07 | 88,5 |
| | | 93,66 | 91,5 |
| | | 93,66 | 91,5 |
| | | 93,66 | 91,5 |
| | | 93,66 | 91,5 |
| | | 95,24 | 96 |
| | | 95,24 | 96 |
| | | 95,24 | 96 |
| | | 95,24 | 96 |
| | | 95,24 | 96 |
| | | **96,83** | **101** |

| | | 96,83 | 101 |
|---|---|---|---|
| | | 96,83 | 101 |
| | | 98,42 | 104,5 |
| | | 98,42 | 104,5 |
| | | 100,00 | 106 |
| **Tx (sum)** | **1296,50** | **Ty (sum)** | **4374,50** |
| **m** | **22** | **n** | **84** |
| **Ux** | **804,5** | **Uy** | **1043,5** |
| **Test criterion Uw** | **0,9309** | | |

## Attachment B: (Graduation examination, Writing)

| Treatment group | | Control group | |
|---|---|---|---|
| **GWR,2015** | Rank | **GWR,15** | Rank |
| 61,12 | 3 | 50,00 | 1 |
| 72,23 | 10 | 61,12 | 3 |
| 72,23 | 10 | 61,12 | 3 |
| 75,00 | 18 | 69,45 | 5 |
| 77,78 | 25,5 | 72,23 | 10 |
| 77,78 | 25,5 | 72,23 | 10 |
| 77,78 | 25,5 | 72,23 | 10 |
| 77,78 | 25,5 | 72,23 | 10 |
| 77,78 | 25,5 | 72,23 | 10 |
| 80,56 | 34 | 72,23 | 10 |
| 80,56 | 34 | 72,23 | 10 |
| 80,56 | 34 | 75,00 | 18 |
| 83,34 | 44,5 | 75,00 | 18 |
| 86,12 | 56 | 75,00 | 18 |
| 86,12 | 56 | 75,00 | 18 |
| 86,12 | 56 | 75,00 | 18 |
| 86,12 | 56 | 75,00 | 18 |
| 88,89 | 69,5 | 77,78 | 25,5 |
| 88,89 | 69,5 | 77,78 | 25,5 |
| 88,89 | 69,5 | 77,78 | 25,5 |
| 88,89 | 69,5 | 80,56 | 34 |
| 91,67 | 83,5 | 80,56 | 34 |
| | | 80,56 | 34 |
| | | 80,56 | 34 |
| | | 80,56 | 34 |
| | | 80,56 | 34 |
| | | 83,34 | 44,5 |
| | | 83,34 | 44,5 |

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| | | | | |
|---|---|---|---|---|
| | | | 83,34 | 44,5 |
| | 192 | | 83,34 | 44,5 |
| | | | 83,34 | 44,5 |
| | | | 83,34 | 44,5 |
| | | | 83,34 | 44,5 |
| | | | 83,34 | 44,5 |
| | | | 83,34 | 44,5 |
| | | | 83,34 | 44,5 |
| | | | 83,34 | 44,5 |
| | | | 83,74 | 51 |
| | | | 86,12 | 56 |
| | | | 86,12 | 56 |
| | | | 86,12 | 56 |
| | | | 86,12 | 56 |
| | | | 86,12 | 56 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 88,89 | 69,5 |
| | | | 91,67 | 83,5 |
| | | | 91,67 | 83,5 |
| | | | 91,67 | 83,5 |
| | | | 91,67 | 83,5 |
| | | | 91,67 | 83,5 |
| | | | 91,67 | 83,5 |
| | | | 91,67 | 83,5 |
| | | | 91,67 | 83,5 |
| | | | 91,67 | 83,5 |
| | | | 94,45 | 91,5 |
| | | | 94,45 | 91,5 |
| | | | 94,45 | 91,5 |
| | | | 94,45 | 91,5 |
| | | | 94,45 | 91,5 |
| | | | 94,45 | 91,5 |

| | | | |
|---|---|---|---|
| | | 97,23 | 97,5 |
| | | 97,23 | 97,5 |
| | | 97,23 | 97,5 |
| | | 97,23 | 97,5 |
| | | 97,23 | 97,5 |
| | | **97,23** | **97,5** |
| | | 100,00 | 103,5 |
| | | 100,00 | 103,5 |
| | | 100,00 | 103,5 |
| | | 100,00 | 103,5 |
| | | 100,00 | 103,5 |
| | | 100,00 | 103,5 |
| **Tx (sum)** | | **Ty (sum)** | **4770,50** |
| **m** | | **n** | **84** |
| **Ux** | | **Uy** | **647,5** |
| **Test criterion Uw** | **-2,1540** | | |

## Attachment C:  (Graduation examination, Oral part)

| Treatment Group | | Control Group | |
|---|---|---|---|
| **GOR, 2015** | Rank | **GOR,15** | Rank |
| 48,72 | 15,5 | 35,89 | 1 |
| 66,67 | 40,5 | 41,02 | 2 |
| 69,24 | 46,5 | 46,16 | 6,5 |
| 71,80 | 53 | 46,16 | 6,5 |
| 74,36 | 59 | 46,16 | 6,5 |
| 74,36 | 59 | 46,16 | 6,5 |
| 74,36 | 59 | 46,16 | 6,5 |
| 76,93 | 65 | 46,16 | 6,5 |
| 76,93 | 65 | 46,16 | 6,5 |
| 76,93 | 65 | 46,16 | 6,5 |
| 76,93 | 65 | 48,72 | 15,5 |
| 82,06 | 74 | 48,72 | 15,5 |
| 84,62 | 80,5 | 48,72 | 15,5 |
| 84,62 | 80,5 | 48,72 | 15,5 |
| 84,62 | 80,5 | 48,72 | 15,5 |
| 89,75 | 89 | 48,72 | 15,5 |
| 89,75 | 89 | 48,72 | 15,5 |
| 92,31 | 93,5 | 48,72 | 15,5 |
| 92,31 | 93,5 | 48,72 | 15,5 |
| 94,88 | 96,5 | 51,29 | 22 |
| 94,88 | 96,5 | 51,29 | 22 |

| | | | |
|---:|---:|---:|---:|
| 100,00 | 104 | 51,29 | 22 |
| | | 53,85 | 25,5 |
| | | 53,85 | 25,5 |
| | | 53,85 | 25,5 |
| | | 53,85 | 25,5 |
| | | 56,42 | 29 |
| | | 56,42 | 29 |
| | | 56,42 | 29 |
| | | 58,98 | 32 |
| | | 58,98 | 32 |
| | | 58,98 | 32 |
| | | 64,11 | 35,5 |
| | | 64,11 | 35,5 |
| | | 64,11 | 35,5 |
| | | 64,11 | 35,5 |
| | | 66,67 | 40,5 |
| | | 66,67 | 40,5 |
| | | 66,67 | 40,5 |
| | | 66,67 | 40,5 |
| | | 66,67 | 40,5 |
| | | 69,24 | 46,5 |
| | | 69,24 | 46,5 |
| | | 69,24 | 46,5 |
| | | 69,24 | 46,5 |
| | | 69,24 | 46,5 |
| | | 71,80 | 53 |
| | | 71,80 | 53 |
| | | 71,80 | 53 |
| | | 71,80 | 53 |
| | | 71,80 | 53 |
| | | 71,80 | 53 |
| | | 74,36 | 59 |
| | | 74,36 | 59 |
| | | 76,93 | 65 |
| | | 76,93 | 65 |
| | | 76,93 | 65 |
| | | 79,49 | 69 |
| | | 82,06 | 74 |
| | | 82,06 | 74 |
| | | 82,06 | 74 |
| | | 82,06 | 74 |
| | | 82,06 | 74 |
| | | 82,06 | 74 |
| | | 82,06 | 74 |

| | | | |
|---|---|---|---|
| | | 82,06 | 74 |
| | 195 | 84,62 | 80,5 |
| | | 87,18 | 84 |
| | | 87,18 | 84 |
| | | 87,18 | 84 |
| | | 89,75 | 89 |
| | | 89,75 | 89 |
| | | 89,75 | 89 |
| | | 89,75 | 89 |
| | | 89,75 | 89 |
| | | 94,88 | 96,5 |
| | | 94,88 | 96,5 |
| | | 97,44 | 100 |
| | | 97,44 | 100 |
| | | 97,44 | 100 |
| | | 100,00 | 104 |
| | | 100,00 | 104 |
| | | 100,00 | 104 |
| | | 100,00 | 104 |
| **Tx (sum)** | **1570,00** | **Ty (sum)** | **4101,00** |
| **m** | **22** | **n** | **84** |
| **Ux** | **531** | **Uy** | **1317** |
| **Test criterion Uw** | **3,0615** | | |

**Appendix 70: McNemar test**

# Mc Nemar Test  -  SRQ-A, 2011 vs 2014

## Treatment Group (N = 21)

| Ho: | No change |
|---|---|
| H1: | Statistically significant change (positive or negative) |

| Item number | Answers/Items | | 2014 Yes | 2014 No | Change N to Y | Change Y to N | alfa 5% |
|---|---|---|---|---|---|---|---|
| **Question A:  Why do I do my homework for English project-based classes?** | | | | | | | |
| QA1 | Because I want the teacher to think I´m a good student. | 2011 Yes | 16 | 4 ↘ | 0 | 4 | Change |
| | | 2011 No | 0 ↗ | 1 | | | |
| QA2 | Because I'll get in trouble if I don't. | 2011 Yes | 7 | 8 ↘ | 3 | 8 | No change |
| | | 2011 No | 3 ↗ | 3 | | | |
| QA3 | Because it's fun. | 2011 Yes | 0 | 0 ↘ | 8 | 0 | Change |
| | | 2011 No | 8 ↗ | 13 | | | |
| QA4 | Because I will feel bad about myself if I don't do it. | 2011 Yes | 7 | 5 ↘ | 4 | 5 | No change |
| | | 2011 No | 4 ↗ | 5 | | | |
| QA5 | Because I want to understand the subject. | 2011 Yes | 18 | 1 ↘ | 1 | 1 | No change |
| | | 2011 No | 1 ↗ | 1 | | | |
| QA6 | Because that's what I'm supposed to do. | 2011 Yes | 13 | 1 ↘ | 3 | 1 | No change |
| | | 2011 No | 3 ↗ | 4 | | | |
| QA7 | Because I enjoy doing my homework. | 2011 Yes | 2 | 4 ↘ | 4 | 4 | No change |
| | | 2011 No | 4 ↗ | 11 | | | |
| QA8 | Because it's important to me to do my homework. | 2011 Yes | 13 | 3 ↘ | 2 | 3 | No change |
| | | 2011 No | 2 ↗ | 3 | | | |
| **Question B:  Why do I work on my class work in English project-based classes?** | | | | | | | |
| QB9 | So that the teacher won't yell at me/won't be angry with me. | 2011 Yes | 9 | 8 ↘ | 3 | 8 | No change |
| | | 2011 No | 3 ↗ | 1 | | | |
| QB10 | Because I want the teacher to think I am a good student. | 2011 Yes | 18 | 3 ↘ | 0 | 3 | No change |
| | | 2011 No | 0 ↗ | 0 | | | |
| QB11 | Because I want to learn new things. | 2011 Yes | 21 | 0 ↘ | 0 | 0 | -- |
| | | 2011 No | 0 ↗ | 0 | | | |
| QB12 | Because I'll be ashamed of myself if I didn't get done. | 2011 Yes | 6 | 5 ↘ | 4 | 5 | No change |
| | | 2011 No | 4 ↗ | 6 | | | |
| QB13 | Because it's fun. | 2011 Yes | 7 | 5 ↘ | 6 | 5 | No change |
| | | 2011 No | 6 ↗ | 3 | | | |
| QB14 | Because that's the rule. | 2011 Yes | 9 | 5 ↘ | 3 | 5 | No change |
| | | 2011 No | 3 ↗ | 3 | | | |

Appendix 70: McNemar test (continued)

| Code | Question | Year | | | | | Change |
|------|----------|------|----|----|---|---|--------|
| QB15 | Because I enjoy doing my classwork in English classes. | 2011 Yes | 6 | 5 ↘ | 7 | 5 | No change |
| | | 2011 No | 7 ↗ | 3 | | | |
| QB16 | Because it's important to me to work on my class work in English classes / in my project-based classes. | 2011 Yes | 13 | 3 ↘ | 5 | 3 | No change |
| | | 2011 No | 5 ↗ | 0 | | | |
| **Question C: Why do I try to answer hard questions in English project-based classes?** | | | | | | | |
| QC17 | Because I want the other students to think I'm smart. | 2011 Yes | 6 | 5 ↘ | 2 | 5 | No change |
| | | 2011 No | 2 ↗ | 8 | | | |
| QC18 | Because I feel ashamed of myself when I don't try. | 2011 Yes | 9 | 7 ↘ | 2 | 7 | No change |
| | | 2011 No | 2 ↗ | 3 | | | |
| QC19 | Because I enjoy answering hard questions. | 2011 Yes | 8 | 3 ↘ | 6 | 3 | No change |
| | | 2011 No | 6 ↗ | 4 | | | |
| QC20 | Because that's what I'm supposed to do. | 2011 Yes | 13 | 2 ↘ | 3 | 2 | No change |
| | | 2011 No | 3 ↗ | 3 | | | |
| QC21 | To find out if I'm right or wrong. | 2011 Yes | 14 | 2 ↘ | 5 | 2 | No change |
| | | 2011 No | 5 ↗ | 0 | | | |
| QC22 | Because it's fun to answer hard questions. | 2011 Yes | 6 | 1 ↘ | 6 | 1 | No change |
| | | 2011 No | 6 ↗ | 8 | | | |
| QC23 | Because it's important to me to try to answer hard questions in English classes. | 2011 Yes | 12 | 2 ↘ | 5 | 2 | No change |
| | | 2011 No | 5 ↗ | 2 | | | |
| QC24 | Because I want the teacher to say nice things about me. | 2011 Yes | 9 | 10 ↘ | 2 | 10 | Change |
| | | 2011 No | 2 ↗ | 0 | | | |
| **Question D: Why do I try to do well in English project-based classes?** | | | | | | | |
| QD25 | Because that's what I'm supposed to do. | 2011 Yes | 10 | 6 ↘ | 2 | 6 | No change |
| | | 2011 No | 2 ↗ | 3 | | | |
| QD26 | So my English teacher will think I'm a good student. | 2011 Yes | 15 | 6 ↘ | 0 | 6 | Change |
| | | 2011 No | 0 ↗ | 0 | | | |
| QD27 | Because I enjoy doing my in-class work well. | 2011 Yes | 13 | 2 ↘ | 3 | 2 | No change |
| | | 2011 No | 3 ↗ | 3 | | | |
| QD28 | Because I will get in trouble if I don't do well. | 2011 Yes | 10 | 7 ↘ | 2 | 7 | No change |
| | | 2011 No | 2 ↗ | 2 | | | |
| QD29 | Because I'll feel really bad about myself if I don't do well. | 2011 Yes | 12 | 6 ↘ | 2 | 6 | No change |
| | | 2011 No | 2 ↗ | 1 | | | |
| QD30 | Because it's important to me to try to do well in English. | 2011 Yes | 17 | 2 ↘ | 1 | 2 | No change |
| | | 2011 No | 1 ↗ | 1 | | | |
| QD31 | Because I will feel really proud of myself if I do well. | 2011 Yes | 17 | 2 ↘ | 2 | 2 | No change |
| | | 2011 No | 2 ↗ | 0 | | | |
| QD32 | Because I might get a reward if I do well in English. | 2011 Yes | 8 | 6 ↘ | 4 | 6 | No change |
| | | 2011 No | 4 ↗ | 3 | | | |

Appendix 70: McNemar test (continued)

## Mc Nemar Test  -  SRQ-A, 2011 vs 2014

### Treatment Group (N = 21)

### Test results: Changes revealed

| Ho: | No change |
|---|---|
| H1: | Statistically significant change (positive or negative) |

| Item number | Answers/Items | | 2014 Yes | 2014 No | Change N to Y | Change Y to N | alfa 5% | Change interpretation |
|---|---|---|---|---|---|---|---|---|
| **Question A:  Why do I do my homework for English project-based classes?** | | | | | | | | |
| QA1 | Because I want the teacher to think I'm a good student. | 2011 Yes | 16 | 4 ↘ | 0 | 4 | Change | Positive |
| | | 2011 No | 0 ↗ | 1 | | | | |
| QA3 | Because it's fun. | 2011 Yes | 0 | 0 ↘ | 8 | 0 | Change | Positive |
| | | 2011 No | 8 ↗ | 13 | | | | |
| **Question C:  Why do I try to answer hard questions in English project-based classes?** | | | | | | | | |
| QC24 | Because I want the teacher to say nice things about me. | 2011 Yes | 9 | 10 ↘ | 2 | 10 | Change | Positive |
| | | 2011 No | 2 ↗ | 0 | | | | |
| **Question D:  Why do I try to do well in English classes project-based classes?** | | | | | | | | |
| QD26 | So my English teacher will think I'm a good student. | 2011 Yes | 15 | 6 ↘ | 0 | 6 | Change | Positive |
| | | 2011 No | 0 ↗ | 0 | | | | |

Appendix 70: McNemar test (continued)

## Mc Nemar Test - SRQ-A, 2011 vs 2014

### Control Group (N = 53)

| Ho: | No change |
|---|---|
| H1: | Statistically significant change (positive or negative) |

| Item number | Answers/Items | | 2014 Yes | 2014 No | Change N to Y | Change Y to N | alfa 5% |
|---|---|---|---|---|---|---|---|
| **Question A: Why do I do my homework for English classes?** | | | | | | | |
| QA1 | Because I want the teacher to think I´m a good student. | 2011 Yes | 24 | 15 ↘ | 3 | 15 | Change |
| | | 2011 No | 3 ↗ | 9 | | | |
| QA2 | Because I'll get in trouble if I don't. | 2011 Yes | 18 | 14 ↘ | 15 | 14 | No change |
| | | 2011 No | 15 ↗ | 4 | | | |
| QA3 | Because it's fun. | 2011 Yes | 2 | 5 ↘ | 10 | 5 | No change |
| | | 2011 No | 10 ↗ | 36 | | | |
| QA4 | Because I will feel bad about myself if I don't do it. | 2011 Yes | 9 | 11 ↘ | 10 | 11 | No change |
| | | 2011 No | 10 ↗ | 23 | | | |
| QA5 | Because I want to understand the subject. | 2011 Yes | 37 | 8 ↘ | 5 | 8 | No change |
| | | 2011 No | 5 ↗ | 1 | | | |
| QA6 | Because that's what I'm supposed to do. | 2011 Yes | 31 | 16 ↘ | 2 | 16 | Change |
| | | 2011 No | 2 ↗ | 4 | | | |
| QA7 | Because I enjoy doing my homework. | 2011 Yes | 4 | 3 ↘ | 5 | 3 | No change |
| | | 2011 No | 5 ↗ | 40 | | | |
| QA8 | Because it's important to me to do my homework. | 2011 Yes | 17 | 22 ↘ | 5 | 22 | Change |
| | | 2011 No | 5 ↗ | 9 | | | |
| **Question B: Why do I work on my class work in English classes?** | | | | | | | |
| QB9 | So that the teacher won't yell at me/won't be angry with me. | 2011 Yes | 18 | 11 ↘ | 15 | 11 | No change |
| | | 2011 No | 15 ↗ | 9 | | | |
| QB10 | Because I want the teacher to think I am a good student. | 2011 Yes | 28 | 16 ↘ | 2 | 16 | Change |
| | | 2011 No | 2 ↗ | 7 | | | |
| QB11 | Because I want to learn new things. | 2011 Yes | 45 | 2 ↘ | 6 | 2 | No change |
| | | 2011 No | 6 ↗ | 0 | | | |
| QB12 | Because I'll be ashamed of myself if I didn't get done. | 2011 Yes | 8 | 6 ↘ | 13 | 6 | No change |
| | | 2011 No | 13 ↗ | 26 | | | |
| QB13 | Because it's fun. | 2011 Yes | 14 | 15 ↘ | 5 | 15 | Change |
| | | 2011 No | 5 ↗ | 19 | | | |
| QB14 | Because that's the rule. | 2011 Yes | 21 | 19 ↘ | 3 | 19 | Change |
| | | 2011 No | 3 ↗ | 9 | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **QB15** | Because I enjoy doing my classwork in English classes. | **2011 Yes** | 17 | 10 ↘ | 13 | 10 | No change |
| | | **2011 No** | 13 ↗ | 13 | | | |
| **QB16** | Because it's important to me to work on my class work in English classes / in my project-based classes. | **2011 Yes** | 27 | 16 ↘ | 4 | 16 | Change |
| | | **2011 No** | 4 ↗ | 6 | | | |
| **Question C: Why do I try to answer hard questions in English classes?** | | | | | | | |
| **QC17** | Because I want the other students to think I'm smart. | **2011 Yes** | 16 | 11 ↘ | 7 | 11 | No change |
| | | **2011 No** | 7 ↗ | 19 | | | |
| **QC18** | Because I feel ashamed of myself when I don't try. | **2011 Yes** | 12 | 14 ↘ | 10 | 14 | No change |
| | | **2011 No** | 10 ↗ | 17 | | | |
| **QC19** | Because I enjoy answering hard questions. | **2011 Yes** | 16 | 12 ↘ | 11 | 12 | No change |
| | | **2011 No** | 11 ↗ | 14 | | | |
| **QC20** | Because that's what I'm supposed to do. | **2011 Yes** | 17 | 17 ↘ | 10 | 17 | No change |
| | | **2011 No** | 10 ↗ | 9 | | | |
| **QC21** | To find out if I'm right or wrong. | **2011 Yes** | 35 | 9 ↘ | 7 | 9 | No change |
| | | **2011 No** | 7 ↗ | 2 | | | |
| **QC22** | Because it's fun to answer hard questions. | **2011 Yes** | 15 | 13 ↘ | 8 | 13 | No change |
| | | **2011 No** | 8 ↗ | 17 | | | |
| **QC23** | Because it's important to me to try to answer hard questions in English classes. | **2011 Yes** | 22 | 12 ↘ | 7 | 12 | No change |
| | | **2011 No** | 7 ↗ | 12 | | | |
| **QC24** | Because I want the teacher to say nice things about me. | **2011 Yes** | 18 | 19 ↘ | 2 | 19 | Change |
| | | **2011 No** | 2 ↗ | 14 | | | |
| **Question D: Why do I try to do well in English classes?** | | | | | | | |
| **QD25** | Because that's what I'm supposed to do. | **2011 Yes** | 22 | 21 ↘ | 5 | 21 | Change |
| | | **2011 No** | 5 ↗ | 5 | | | |
| **QD26** | So my English teacher will think I'm a good student. | **2011 Yes** | 24 | 17 ↘ | 4 | 17 | Change |
| | | **2011 No** | 4 ↗ | 7 | | | |
| **QD27** | Because I enjoy doing my in-class work well. | **2011 Yes** | 28 | 15 ↘ | 4 | 15 | Change |
| | | **2011 No** | 4 ↗ | 6 | | | |
| **QD28** | Because I will get in trouble if I don't do well. | **2011 Yes** | 21 | 17 ↘ | 2 | 17 | Change |
| | | **2011 No** | 2 ↗ | 13 | | | |
| **QD29** | Because I'll feel really bad about myself if I don't do well. | **2011 Yes** | 21 | 12 ↘ | 12 | 12 | No change |
| | | **2011 No** | 12 ↗ | 8 | | | |
| **QD30** | Because it's important to me to try to do well in English. | **2011 Yes** | 35 | 12 ↘ | 4 | 12 | Change |
| | | **2011 No** | 4 ↗ | 2 | | | |
| **QD31** | Because I will feel really proud of myself if I do well. | **2011 Yes** | 40 | 6 ↘ | 7 | 6 | No change |
| | | **2011 No** | 7 ↗ | 0 | | | |
| **QD32** | Because I might get a reward if I do well in English. | **2011 Yes** | 10 | 15 ↘ | 10 | 15 | No change |
| | | **2011 No** | 10 ↗ | 18 | | | |

Appendix 70:  McNemar test (continued)

## Mc Nemar Test - SRQ-A,  2011 vs 2014

### Test results: Changes revealed

### Control Group (N = 53)

| Ho: | No change |
|---|---|
| H1: | Statistically significant change (positive or negative) |

| Item number | Answers/Items | | 2014 Yes | 2014 No | Change N to Y | Change Y to N | alfa 5% | Change interpretation |
|---|---|---|---|---|---|---|---|---|
| **Question A:  Why do I do my homework for English classes?** | | | | | | | | |
| QA1 | Because I want the teacher to think I′m a good student. | 2011 Yes | 24 | 15 ↘ | 3 | 15 | Change | Positive |
| | | 2011 No | 3 ↗ | 9 | | | | |
| QA6 | Because that's what I'm supposed to do. | 2011 Yes | 31 | 16 ↘ | 2 | 16 | Change | Positive |
| | | 2011 No | 2 ↗ | 4 | | | | |
| QA8 | Because it's important to me to do my homework. | 2011 Yes | 17 | 22 ↘ | 5 | 22 | Change | Negative |
| | | 2011 No | 5 ↗ | 9 | | | | |
| **Question B:  Why do I work on my class work in English classes?** | | | | | | | | |
| QB10 | Because I want the teacher to think I am a good student. | 2011 Yes | 28 | 16 ↘ | 2 | 16 | Change | Positive |
| | | 2011 No | 2 ↗ | 7 | | | | |
| QB13 | Because it's fun. | 2011 Yes | 14 | 15 ↘ | 5 | 15 | Change | Negative |
| | | 2011 No | 5 ↗ | 19 | | | | |
| QB14 | Because that's the rule. | 2011 Yes | 21 | 19 ↘ | 3 | 19 | Change | Positive |
| | | 2011 No | 3 ↗ | 9 | | | | |
| QB16 | Because it's important to me to work on my class work in English classes / in my project-based classes. | 2011 Yes | 27 | 16 ↘ | 4 | 16 | Change | Negative |
| | | 2011 No | 4 ↗ | 6 | | | | |
| **Question C:  Why do I try to answer hard questions in English classes?** | | | | | | | | |
| QC24 | Because I want the teacher to say nice things about me. | 2011 Yes | 18 | 19 ↘ | 2 | 19 | Change | Positive |
| | | 2011 No | 2 ↗ | 14 | | | | |
| **Question D:  Why do I try to do well in English classes?** | | | | | | | | |
| QD25 | Because that's what I'm supposed to do. | 2011 Yes | 22 | 21 ↘ | 5 | 21 | Change | Positive |
| | | 2011 No | 5 ↗ | 5 | | | | |
| QD26 | So my English teacher will think I'm a good student. | 2011 Yes | 24 | 17 ↘ | 4 | 17 | Change | Positive |
| | | 2011 No | 4 ↗ | 7 | | | | |
| QD27 | Because I enjoy doing my in-class work well. | 2011 Yes | 28 | 15 ↘ | 4 | 15 | Change | Negative |
| | | 2011 No | 4 ↗ | 6 | | | | |
| QD28 | Because I will get in trouble if I don't do well. | 2011 Yes | 21 | 17 ↘ | 2 | 17 | Change | Positive |
| | | 2011 No | 2 ↗ | 13 | | | | |
| QD30 | Because it's important to me to try to do well in English. | 2011 Yes | 35 | 12 ↘ | 4 | 12 | Change | Negative |
| | | 2011 No | 4 ↗ | 2 | | | | |