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Organizational Forms in ELT: Their Influence on Development of Teamwork in the Context of Waldorf and Traditional Primary School

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Zásady pro vypracování:

V bakalářské práci se bude studentka zabývat problematikou rozvoje vzájemné spolupráce žáků v kontextu výuky anglického jazyka ve standardní a waldorfské základní škole. V teoretické části budou nejprve uvedena základní východiska pro vlastní šetření v části praktické, tj. hlavní principy a filosofie waldorfské pedagogiky se speciální pozorností věnovanou rozvoji týmové spolupráce žáků. Studentka se dále zaměří na jednotlivé organizační formy vyučování: frontální vyučování, individuální práci žáků, práci ve dvojicích, skupinovou práci aj., a to s akcentem na vztah jednotlivých organizačních forem k rozvoji spolupráce žáků. Diskutována budou tudíž i specifika a hlavní principy kooperativního učení a jejich spojitost s jednotlivými organizačními formami vyučování i s didaktickými principy waldrofského vyučování. Praktická část práce pak bude věnována identifikaci konkrétních organizačních forem vyučování užívaných ve výuce anglického jazyka a jejich následnému hodnocení perspektivou přínosu k rozvoji spolupráce žáků. Pozorování bude probíhat v prostředí české základní školy, přičemž studentka komparativním přístupem vyhodnotí míru rozvoje spolupráce žáků v kontextu standardní a waldorfské výuky.

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 29. 3. 2013 ……………………………

Zuzana Skalická

ANNOTATION

The aim of this thesis is to introduce the Waldorf school as a type of alternative school, to identify the importance of cooperation in Waldorf and traditional schools based on selected educational documents and to prove that the quality of cooperation if higher in Waldorf schools than it is in traditional schools. This thesis also focuses on organizational forms and the frequency of their usage in ELT.

This thesis consists of two parts – theoretical and practical. The theoretical part provides practical part with the theoretical background. In the theoretical part, selected educational documents are presented with emphasis on the topic of cooperation. Alternative schools are introduced, together with their basic types and characteristics. Waldorf School is dealt with in detail. Its principles, characteristics and aims are presented, together with the main ideas of its creator, Rudolph Steiner. The organizational forms are introduced. Their types, advantages and disadvantages of their usage are described with a special emphasis on the organizational forms with potential for development of teamwork. The practical part comprises of the description and results of the research, conducted in the Waldorf primary school and the traditional primary school.

KEY WORDS: ELT, alternative schools, Waldorf School, Anthroposophy, Rudolph Steiner, organizational forms, teamwork

ANOTACE

Cílem této práce je představit waldorfskou školu, identifikovat důležitost týmové práce ve waldorfské a tradiční základní škole na základě vzdělávacích dokumentů a dokázat, že ve waldorfské škole dochází k většímu rozvoji týmové práce než v tradiční základní škole. Tato práce je dále zaměřena na organizační formy a frekvenci jejich využívání ve výuce anglického jazyka.

Tato práce se skládá ze dvou částí – teoretické a praktické. Teoretická část poskytuje teoretický základ pro část praktickou. V teoretické části jsou představeny základní edukační dokumenty s důrazem na téma týmové práce. Práce dále pojednává o alternativních školách a jejich základních druzích a charakteristikách. Waldorfské školy jsou představeny detailně spolu s jejich principy, charakteristikami, cíli a hlavními myšlenkami jejich tvůrce Rudolfa Steinera. Dále jsou představeny organizační formy výuky, jejich typy, výhody a nevýhody jejich použití s důrazem na organizační formy s potenciálem pro rozvoj týmové práce. Praktická část je složena z popisu a výsledků výzkumu, jež byl proveden ve waldorfské a tradiční základní škole.

KLÍČOVÁ SLOVA: Výuka anglického jazyka, alternativní školy, waldorfská škola, antroposofie, Rudolf Steiner, organizační formy vyučování, týmová práce

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INTRODUCTION

This thesis deals with the topic of cooperation in traditional and Waldorf schools in connection to organizational forms. A special emphasis is put on the organizational forms with the potential for development of teamwork.

This thesis is divided into theoretical and practical part. The aim of the theoretical part is to present the abovementioned topics as an information base for the research, which is described in the practical part. Furthermore, the aim of this thesis is to verify or deny the research hypotheses, therefore to state whether organizational forms with potential for development of teamwork are used more frequently in Waldorf schools than in traditional schools and to prove that the quality of cooperation is higher in Waldorf schools than it is in traditional schools.

In the theoretical part, the chosen educational document is presented with a special emphasis on cooperation. The next chapter is focused on the topic of alternative schools. The basic differences between traditional and alternative schools are presented, together with most common types of alternative schools. The Waldorf school is dealt with in detail and its history, principles and characteristics are presented. The next chapter focuses on organizational forms, their types and usage. Special emphasis is put on group work and pair work, organizational forms with the potential for development of teamwork.

In the practical part, the theoretical background of the research is presented. The purpose of the research itself is to verify or deny the research hypotheses. At the beginning of the practical part, the research plan is presented and specific steps are unfolded in the following subchapters. The subchapters are focused on the hypotheses, research method and instruments, piloting stage, data collection, following data analysis and interpretation. In the last subchapter, the results of the research are presented and summarized and it is stated whether the hypotheses were confirmed or not.

It is important to state that all Czech quotations are translated into English by the author of this thesis and they are not distinguished in any way from quotations which were originally written in English. A pupil and a teacher are referred to as "he", thus in case of possession "his", however, it does not express any intention to stress this particular gender. Furthermore, English language teaching is referred to as ELT.

THEORETICAL PART

1 Traditonal schools

The need for innovation and change constantly rises as science and knowledge develops. One of the biggest changes influencing Czech school system started to take shape in 2005 and it is connected to the curriculum. Skalková (2007, p. 77) emphasizes that it is not clearly possible to determine what the curriculum is. Průcha (1997, p. 244) defines the curriculum as follows:

> The term "curriculum" reflects not only the topics or information (knowledge) that are planned for the classroom to become the knowledge of students, but also planned skills, values, attitudes and interests, which are to form the pupils. Forms and methods of teaching, aims and standards of education also belong into the curriculum.

The curriculum has developed over years. The technological advancements and new requirements on workers led to the idea of reform and thus creation of a movement for the curricular reform. The reform started in the fifties in the United States of America and later came to the rest of the world (Skalková, 2007, p. 77). In the eighties, Průcha's publication about the issue of the curriculum spread the opinion that there is a big difference between what is planned and what is implemented, meaning what pupils are in fact able to learn (Průcha, 1997, p. 244). As a result, this issue started to be questioned and resolved in the curricular reform in the Czech Republic. As a part of changes connected to the reform, the curriculum was revised and the Framework educational programme was created. The Framework educational programme includes educational aims in specific subjects and specific grades, together with the key competences which pupils should acquire. The key competences are in the Framework educational programme defined in these words:

> Key competencies are a set of knowledge, skills, abilities, attitudes and values important for personal development and utilization of each member of society. Their selection is based on the concept and values generally accepted in society and generally shared ideas about which competences contribute to an individual's education, happy and successful life and strengthening civil society (MŠMT, 2006, internet source).

The Key competences are further divided into the learning competence, the problem solving competence, the communicative competence, the social and personal competence, the civic competence and the work competence (MŠMT, 2006, internet source).

1.1 Cooperation in traditional schools

As it has been already established, the aims of primary education are stated in the

Framework educational programme. During the primary education, pupils should acquire certain skills and abilities, connected to the key competences. For the purpose of this thesis, only the key competences connected to the interaction with others are dealt with in detail. The communicative competence establishes as an aim of the education a pupil, who is able to communicate with others, listen to others, understand and react appropriately and who is able to use his communacative skills to create relationships needed for co-existence and cooperation with other pupils. The social and personal competence states as na aim of the education a pupil, who can cooperate in a group, work with a teacher on establishing rules for teamwork and who is able to accept his role in an activity, positively influencing the quality of cooperation (MŠMT, 2006, internet source). The relevant key competences are further addressed in this thesis in the research in a part of the data analysis and interpretation.

2 Alternative schools

This chapter briefly introduces alternative schools, their role in the past and their specific features. Furthermore, the basic difference between traditional and alternative schools is presented, together with the chosen types of alternative schools.

The term "alternative school" started to be used in the seventies of 20th century (Vališová, Kasíková, 2007, p. 96). The definition itself undergone development, however, at the beginning of the existence of this term, it was used "[...] to describe schools, which were trying to satisfy demands of alternative lifestyles, dissatisfied with organization and content of public schooling." (ibid.) There are, however, many ways of explaining what does this term used to mean. Almost every author defined this term in slightly different manner. Průcha (1994, p. 5) explained the aforementioned ambiguity of explanations as follows:

> The term "Alternative school" or "Alternative education" has many meanings and it is often used as a synonym to other terms such as free school, open school, non-traditional school, independent school etc. In this field there is – not only in Czech language, but also in other languages – terminological chaos, complicated by different understanding of the term "alternative school" in particular countries, in different pedagogical theories etc.

Vališová and Kasíková described alternative schools as schools distinguished by certain pedagogical specifity, such as different educational programme, content and organization of education, usage of different teaching methods, relationship between teachers and pupils, school and family, etc. (Vališová, Kasíková, 2007, p. 95). From the more general point of view, Průcha (1994, p. 7) summarized the difference of alternative schools in these words:

> As alternative we understand all types of schools, both private and state-owned, which have in

common one crucial feature: They are different from the main stream of standard (traditional, normal) schools of given educational system.

To sum up, the term "alternative school" was described as a school, which differed from traditional in many possible aspects: chosen teaching methods, educational programme, relationship of all involved and especially organization of education. Nevertheless, the years in which the sources were published have to be taken into account. The curricular reform, which started in 2005, pushed the difference between "alternative school" and "traditional school" aside. It focuses on achieving educational aims given by Framework educational programme. Every school is obliged to prepare its own School educational programme according to aforementioned Framework educational programme and it is mandatory to achieve given educational aims, together with developing key competences. To sum up, the alternative schools lost their status and differing position, because the way of achieving aims is no longer important. Crucial is to achieve the aforementioned aims and develop key competences, which are identical for all schools of the same type (e.g. primary schools, grammar schools, special primary schools etc.) (MŠMT, 2006, internet source).

Nonetheless, alternative schools have undoubtable advantages. Skalková (2007, p. 81) sums up the advantages of alternative schools in these words:

> They refuse many didactic principles and methods of traditional school, such us pressure on performance, checking grades, the fear of grades in general, failing classes, rivalry between students, one way dominance of teacher, discipline. On the other hand, they emphasize voluntary nature of participation in learning, ability to cooperate. They stress importance of new climate for learning, the joy of learning, creativity, principle of individualization, development of holistic personality in one of its cognitive, emotional and practical skills.

The aforementioned climate of learning is an important part of characterizing benefits of alternative schools. The term itself represents summarization of psychological and social characteristics, which are created in a certain community, such as a classroom, a school or other type of group (Průcha, 1994, p. 81). These characteristics are a complex combination of relations and communication, which is experienced and perceived by members of abovementioned groups, to be specific, between teachers and pupils, teachers and teachers and also between pupils (ibid.). The way in which these participants communicate with each other, together with aspects like furniture and equipment in classrooms and architecture of schools together create learning environment (ibid.). Promoters of alternative schooling claim that alternative schools have better learning environment for pupils than traditional or public schools (ibid, p. 80).

2.1 Alternative vs. traditional schools

The alternative schools, because of all the aforesaid features, seem to represent better, more effective education. Nonetheless, it is not actually possible to prove it because there is no "[...] complex comparative research of alternative and traditional schools, which would be focused on higher amount of relevant parameters of quality or efectivity" (Průcha, 1994, p. 76). Průcha in his book also says that the mass media influence general public by demonstrating that private or classical reform schools are like shining light in the darkness, in which the traditional schools are stuck (ibid., p. 73). Nevertheless, as it has been already mentioned, the situation concerning the role of alternative schools in our country has changed; however, some of the differing features are still valid. Furthermore, Průcha finishes this thought by saying: "These opinions and derived ideas, implying that alternative automatically means higher quality, are indeed inadequate" (ibid.). He also comments on the idea of traditional schools being as with lower quality:

> The impression of lower quality of the public schools may be rooted in comparing only the absolute values of achieved educational aims. Those values are of course higher in the non-public schools (ibid., p. 80).

To sum up, the success of aforementioned achieving of educational aims cannot be taken as connected to the type of school; therefore it is not possible to use it to determine which one of these schools is better. A study by Coleman and Hoffer was conducted in 1987, trying to resolve the "dispute" between traditional and alternative schools (ibid.). The authors focused on the religious alternative schools, trying to discover the importance of parent and community involvement in pupils' education. They also tried to determine how the separation of parents can involve pupils' school results (Jeynes, 2003, p. 125). The results of this study showed that the presumed lower quality of standard traditional schools in comparison to alternative schools is not caused by the worse quality of teaching or other parameters. The reason for worse educational results of public schools was proven to be caused by the input characteristics, meaning for example the profile of student population, their background, approach of community to these schools, etc. (Průcha, 1994, p. 80). To be more specific, the authors suggested that an average academic achievement was higher if the family was involved in the education of their child and also if the family was intact. Therefore, the study suggested that the children from incomplete families had worse school results (Jeynes, 2003, p. 125).

Not concerning the quality, rather the basic differences, Rýdl (2003, p. 27) sees the

difference between the traditional and the alternative schools in three different features – focus on religion, which is typical for Catholic schools; focus of the curriculum on specific subjects, e.g. in Technical schools, and the difference in educational philosophy, e.g. in Waldorf schools. Other alternative schools of this type are based on Montessori Education, Freinet Education, Dalton Plan or Jena Plan. Nonetheless, for the purpose of this paper, it is very important to apply this idea of these three features to the school system in the Czech Republic. In reality, there are no technical primary schools, while there are a few Catholic primary schools. The last type, focused on different educational philosophies, is the most common type in the Czech Republic, however, not all aforementioned types of school exist in the Czech Republic (MŠMT, 2006, internet source). Considering the purpose of this thesis, the Dalton Plan can be seen as another alternative school, which intensively focuses on the development of social and personal competences due to the fact that cooperation is one of the three basic concepts underlying education (The International Montessori Council, 2006, internet source).

3 Waldorf schools

The Waldorf school is a type of an alternative school, differing from traditional schools in its educational philosophy and other principles and features. In this chapter, the history of Waldorf schools is going to be introduced, together with their aims, principles and characteristics.

3.1 History

The history of Waldorf School is closely connected to the life of Rudolph Steiner. It is in fact quite hard to determine what Rudolph Steiner's main focus was. Hradil (2002, p. 27) refers to him as to a philosopher, while Rýdl (1994, p. 125) claims he was a literary scholar. The reason for this is that Steiner highly influenced more than one scientific field. His theories and outlook on the world helped to develop many scientific fields, not only pedagogy, but also philosophy, medicine, theology, social science, or agricultural economy (Kasper, Kasperová, 2008, p. 177).

Even as a child, Steiner was extremely intelligent and perceptive. He himself said that as a child he was able to perceive experiences of the spiritual world beyond the physical reality. These were the first impulses leading to his creation of Anthroposophy (Ronovský, 2011, p. 10). Through his life, he focused on several scientific fields such as Physics or Math,

but later on he finally found himself in Philosophy. He immersed himself in the spiritual research and joined the Theosophical society (ibid., p. 12). The breakthrough came in 1913 when Steiner was expelled from the Theosophical society. As a result, Steiner started to create the system of Anthroposophy. Being under the influence of oriental studies, medieval and occult oriented societies, he started changing his view of a man, his abilities and spiritual possibilities (Rýdl, 1994, p. 126). Thereafter, he created his own society named Anthroposophical society. The name itself came from the Greek "anthropos" - human and "sofia" - wisdom, reflecting the main focus of the research of this society - trying to fully understand the true human nature (Calgren, 1991, p. 8).

The impulse of anthroposophy itself is closely connected to the creation of the Waldorf movement. The main impulse is the idea of three points, based on the belief that for society to work in a harmonious way, it is important to separate three spheres: spiritually-cultural (education, science, religion, etc.), economical (agriculture and industry) and legally-political (executive, judicial and legislative power) (Ronovský, 2011, p. 16).

When Steiner was working as a teacher at a school in Berlin, he realized that it is important to take into consideration the social background, psychology and physiology of a pupil in order to affect his whole personality (Cipro, 2003, p. 428). He managed to spread his ideas and theories via his lectures and on 23rd April 1919, after the lecture in Waldorf Astoria cigarette factory, he was given a chance to put his theories into practice. The owner of the company, Emil Molt, was fascinated by Steiner's ideas and gave him a chance and resources to establish the very first Waldorf school for the children of his employees (ibid.). Naturally, at the beginning of its existence, the concept of Waldorf School was slightly different. The first Waldorf school was actually believed to be run in a very loose way. Steiner did not want to enforce homework in lower grades and he recommended only voluntary tasks which were compiled so they would arouse pupils' interest. The compulsory work did not gain its importance until the sixth or seventh grade. He also completely rejected strict and enforced discipline (Calgren, 1991, p. 21).

From the year 1922 until the break out of the Second World War, other nineteen Waldorf schools were established in Germany, England, Netherlands, Austria, Switzerland, etc. With the rise of fascism, the Waldorf schools were banned, however, after the year 1945 they resumed their work. In the year 1997 there were approximately 500 Waldorf schools all around the world, often bearing Steiner's name and continuously working with his ideas and

principles (Grecmanová, Urbanovská, 1997, p. 6). In 2013, there were twenty-one Waldorf pre-schools or pre-school classes, twelve Waldorf primary schools or primary classes, three Waldorf secondary schools and one Waldorf special school in the Czech Republic (AWŠ ČR, 2008, internet source).

3.2 Aims of Waldorf schools

There are few different theories on what the aims of the Waldorf schools are. One of the beliefs is that Waldorf School is supposed to be a school of the present day, however, it should educate for the future. In that sense, the modern life constantly influences the educational aims of Waldorf schools (Grecmanová, Urbanovská, 1997, p. 8). Since one of the main aims is to support qualities such as tolerance, flexibility, empathy and social responsibility, together with the development of the ability to co-create society (ibid.), the educational aims are not connected to the volume and content of the subject matter a pupil is supposed to learn, but rather to general social skills, which a pupil should acquire during his education. The content of subject matter is, as it has been already mentioned, given by the Framework educational programme, however, for the purpose of this thesis, the methods and basic principles conditioning achieving aims are more important.

The Waldorf School is also said to be focused on educating to freedom, equality, fraternity, and life harmony. It also focuses on the development of personality and skills, talents, and also on educating pupils' intellectual, emotional and volitional strengths (ibid.). Other theories correspond to this one with a few additional points:

> The aim of Anthrophosophical pedagogy was and is to develop in humans and children body, mind and spirit in complex way. It is therefore a physical, emotional, intellectual, volitional and spiritual development, which is supposed to open higher spiritual worlds, independent of the actual student and his senses (Kasper, Kasperová, 2008, p. 185).

In connection to the personality development, Ronovský (2011, p. 61) concurs with Kasper and Kasperová in these words: "The school seeks a balanced development of intellectual, artistic, social, practical, and creative skills." To sum up, the aim of the Waldorf School is to raise a pupil, who will be fully prepared to form a modern society, equipped with artistic, social and practical skills, able to tolerate, empathize and co-exist with others, and who will be aware of his freedom.

3.3 Children's development and pupils' needs

While spreading the principles of Asthroposophical pedagogy during his lectures,

Rudolph Steiner emphasized the importance of children's needs in particular phases of their development. He determined that in the development of every child, there are three phases. Kasper and Kasperová (2008) use the original division made by Steiner, while Grecmanová and Urbanovská (1997) divide the development of a child into three stages, which are then divided into shorter phases with length of two or more years. Nevertheless, the descriptions of aforementioned three phases and three stages are identical. The division by Kasper and Kasperová is going to be used further in this thesis.

The first phase is from the birth to seven years of age. In this period, the body is developed and a child learns mostly by imitating, therefore the role models of teachers and parents are very important (Kasper, Kasperová, 2008, p. 180). The second phase starts at the age of seven and lasts until fourteen years of age. In this period, a child is mature enough for education and ready to remember information, however, not able to think in an abstract way (ibid.). During this period, it is crucial for a teacher to create connections between individual pieces of the subject matter, their meaning and importance. A pupil should be willing to learn, search for those connections, and understand them. At this point, it is very important to include creative and practical activities into lessons (Grecmanová, Urbanovská, 1997, p. 26). The last, third phase, lasts from fourteen to twenty-one years of age. In this time, the abstract thinking is developed, together with deeper spiritual insight of ourselves, human nature, and the world itself. The emotional aspect is developed, together with values and attitudes (Kasper, Kasperová, 2008, p. 180). Grecmanová and Urbanovská (1997, p. 26) add that because of the development of abstract thinking, pupils should be given a chance to increase their initiative and put their ideas into practice. Work in teams is also emphasized, together with working on individually planned projects.

To conclude, the aforementioned phases of children's development are very important in Waldorf schools, especially in planning. Steiner's system of three phases is directly reflected in choice of teaching methods, in order to make them as much suitable to pupils and their abilities as possible.

3.4 Features, principles and characteristics of Waldorf schools

This chapter offers summarization of features, principles and characteristics, which are specific for Waldorf schools. The role of the teacher and parents, timetable, usage of textbooks, and grades are dealt with in detail.

The role of the teacher is very important in Waldorf schools. One teacher is usually in the position of the class teacher for eight or nine years with the goal to bond with pupils, to create deeper connection with them and also to observe their development. The teacher is in close contact with pupils, mediates the knowledge and beauty of the world and understands their needs (Calgren, 1991, p. 114). The authority of a teacher is in Waldorf schools considered to be not enforceable. Steiner himself once said: "[...] it depends entirely on the fact that devotion, respect and love for the teacher should emerge naturally. Otherwise, it is useless..." (ibid.). The issue of trust in adults who conduct education is a crucial step on a way to inner stability. It is difficult to answer the question "What is more important, freedom or authority?" In reality, the Waldorf School perceives authority as an essential step on a way to freedom itself (ibid., p. 116). Grecmanová nad Urbanovská (1997, p. 13) add that the teacher should be represented by the level of factual knowledge, commitment to the cause, and willingness to help. To sum up, in the context of Waldorf schools, the teacher should be a person loved and respected for his knowledge, interest, ability to empathize with his pupils, willingness to help, and his deep commitment to education of his pupils.

As it has been already stated in subchapter 2.1, the participation of parents in education of their children was proven to have positive influence on pupil's results. Participation of parents in their children's education is emphasized in Waldorf schools. Teachers, pupils and parents together should make a commitment to cooperate in Waldorf school community and to help finance their school. Their contacts are deepened during monthly celebrations, concerts, lectures and art courses (Grecmanová, Urbanovská, 1997, p. 10). The purpose of these events is to offer parents an opportunity to look into and experience the Waldorf way of work and Waldorf aims (ibid.).

The rhythm of the day is considered to be essential in Waldorf schools. The system of lessons is adapted to the fact that it is easier to think in the morning. The main lesson with length of two hours is called an epoch and there are special regularities to it. Epochs repeat in cycles of four weeks, allowing pupils to focus on the same subject over a longer period. Nonetheless, not all subject are taught in epochs. The focus of epochs is on the main subjects, such as mother tongue, Counting, Geography, Physics, Chemistry, History, etc. Foreign languages, Physical education, Eurhythmy and Religious education are excluded from this system (Rýdl, 1994, p. 140). At the beginning of an epoch, there is a rhythmical part. Its purpose is to awaken pupils and prepare them for the following education. For the rhythmical

part it is typical to sing, recite or play a musical instrument, such as flute (Calgren, 1991, p. 50). It is followed by the revising subject matter from the previous day, focusing on new information, taking notes, and an epoch is concluded by narration (ibid.).

Another specific feature of Waldorf schools is the lack of using textbooks. As a substitution, pupils create their own textbooks in epochal notebooks. Pupils use them to store all the information, reports, drawings and their own observations and ideas. (Rýdl, 1994, p. 140) Grecmanová and Urbanovská (1997, p. 22) concur with Rýdl and add that all information pupils write down should be in a concentrated form. Nonetheless, in order to respect the abilities and needs of a child in development phases, the notes and texts are usually dictated by a teacher from the first to the eight grade (Calgren, 1991, p. 50).

The another important feature, absence of fear of grades and failing classes, has a certain positive effect. The traditional grades have been substituted by written evaluation of pupils, which characterizes the level achieved in each subject, highlights the shortcomings and weaknesses and offers an advice and guidance for further work with the pupil (Rýdl, 1994, p. 141). The traditionally used failing of classes or bad grades are considered to be negative elements, causing unfavourable tension and stress to pupils. Waldorf schools removed these elements in order to let pupils focus on education rather than stress themselves with possible negative outcomes.

As it has been already established in subchapters 3.2 and 3.3, development of pupils' ability to co-exist and cooperate with others is emphasized. To achieve it, group work or pair work is used above frontal teaching. While preparing adequate group work activities, talents and interests of individual pupils are taken into account (Grecmanová, Urbanovská, 1997, p. 22).

4 Organizational forms

This chapter deals with organizational forms. Their development and types are introduced with special emphasis on group work, pair work and principles of cooperation.

Organizational forms went through series of changes throughout the history. At first, the most usual form of education was individual organizational form. Later in the Middle Ages, the combination of individual and individualised instruction started to be used (Čábalová, 2011, p. 155). Nevertheless, due to the social and technical development, need for the collective form of education appeared. Most of the credit for creating frontal teaching is

given to J. A. Komenský. At the beginning of 20th century, the focus returned to an individual pupil and to respecting his personality, needs, and abilities (ibid., p. 156). This change, or rather return to focusing on individual and his needs, led to the creation of group organizational form and further development of individualized instruction. Later, the idea of cooperation, competition and communication between pupils started to be looked into (ibid.).

The reason for the change throughout the history was very simple – the world was evolving in many ways. The social demands on the growth of education were changing, together with the development of production, science, technology and human practice in the broadest sense (Vonková, 2007, p. 176). The need for change was also based on the progressing scientific research on human cognition, learning and education, personality and ways of educating humans in general (ibid.). Furthermore, the teaching methods and organizational forms are most assuredly going to develop and change even in the future. Constant changes in approaching the subject matter, pupils and the society require new and different approaches to teaching and education in general (Čábalová, 2011, p. 153).

The term organizational form itself is quite complex. Průcha (2009, p. 197) describes the term "organizational form" in these words:

> Organizational forms mean the arrangement of conditions for functional realization of educational process. Within these conditions various teaching methods and didactic means are used.

Therefore, the organizational forms are tightly connected to teaching methods. Teaching method is in general described as "[...] a system of teaching activities and learning activities of students, aiming at achieving given educational aims" (Průcha, 2009, p. 194). Organizational forms altogether are not only combination of activities aimed at achieving educational aims, but they also help to create relationships between pupils, teachers, the content of education and educational means (Kalhous, 2002, p. 293).

Vonková (2007, p. 175) divides organizational forms according to two basic criteria – the teaching management criterion of pupils' learning activities and the temporal and spatial organization of teaching. Nonetheless, for the purpose of this thesis only the teaching management criterion of pupils' learning activities is going to be considered. For this criterion, Hábl (2011, p. 90) offers this summary of organizational forms:

> The teaching management criterion distinguishes five organisational forms: a) the frontal (or sometimes called collective) form, b) the group form, c) the cooperative form, d) the individual and differential form, e) the distance form.

Choosing the most suitable organizational form for the specific activity is indeed very

important and also difficult. Many things have to be taken into account – individuality of the learner (Hábl, 2011, p. 90), suitable teaching method, educational aim (Vonková, 2007, p. 173), the available time, spatial conditions, etc. (Čábalová, 2009, p. 155). To sum up, teaching methods and organizational forms together are a tool, which allows the teacher to direct and regulate the pupil on his long way to education. Some of them are still overused even though they have many negative aspects, e.g. frontal teaching (Průcha, 2009, p. 198).

4.1 Frontal teaching

Frontal or collective teaching is the basic organizational form, based on one teacher conducting lessons with a larger group of students. Nowadays, frontal teaching is used as the most common organizational form both on primary and secondary schools (Vonková, 2007, p. 179). The reasons for this are clear. Teaching a larger group of students by only one teacher has obvious positive aspects. The work of a teacher who teaches larger group of students at once is considered to be very productive and also the cost, for example a salary of the teacher in connection to number of students, is not high (Kalhous, 2002, p. 297). Also the performances of individual students influence learning of other students and the communication between individuals and a teacher may have informational value for the whole class (Vonková, 2007, p. 179). Unfortunately, it seems that the negatives prevail. The passivity of students is considered to be one of the disadvantages:

> Because students are often condemned only into the role of passive recipients of information and executors of instructions, teachers must take significant effort to maintain pupils' attention and motivation to learn. (Kalhous, 2002, p. 297)

Another negative aspect is seen in the lack of differentiation of students. Kalhous (2002, p. 298) describes this problem in these words:

> From his place in front of the blackboard, the teacher sees class - a group of pupils - rather as a whole. Thus ignores individual differences of students, their different dispositions, interests and needs and their current mental and physical state.

Furthermore, a small volume of pupil's speech, a small space for active student's participation in general and the orientation of a teacher on an average student are considered to be a problem (Vonková, 2007, p. 179). The aforementioned orientation of a teacher on an average student leads to uniformity of students because of its focus on a mediocre student, ignoring students who deviate from the average (ibid., p. 176).

Even though it seems the other way around, frontal teaching is not to be condemned as not very beneficial organizational form. Skalková (2007) emphasizes that using frontal

teaching with other organizational forms might be the best solution. Using the complex combination of various organizational forms, which will support and complement one another, can lead to increasing the quality of the educational process. (Skalková, 2007, p. 223). To sum up, frontal teaching in its essence can be very beneficial, but only if it is not used most of the time as the only option, but in combination with other organizational forms such as individual work, group work or pair work.

4.2 Individual work

As it has been already established in subchapter 4.1, frontal teaching has its disadvantages. A teacher sees pupils as a group and ignores the individual differences, their needs and interests. As oppose to frontal teaching, individual work is used. It can be used in variety of situations – from pupils working on individual tasks in the class or outside the class to teacher paying special attention to individuals who need it (Harmer, 2011, p. 164). Individual work is based on an independent activity of pupils towards achieving the aims. Pupils achieve them with no connection to other pupils (Vališová, Kasíková, 2007, p. 185). Furthermore, individual work has undoubtable advantages for both pupil and teacher. The teacher has an opportunity to individually respond to pupils' differences in terms or learning pace, styles and preferences and it is also an easy way of restoring peace in a noisy classroom (Harmer, 2011, p. 164). This organizational form also puts a pupil in less stressful position and it considerably develops his autonomy and promotes self-reliance, however, it does not help to develop a sense of belonging or cooperative skills. Furthermore, decision to adjust materials to different levels of pupils means more extensive preparation for teacher (ibid.).

Individualized learning could be dealt with in connection to individual work, however, for the purpose of this thesis it was found redundant.

4.3 Group work

While trying to complement frontal teaching with other possible organizational forms, the idea of creating smaller groups of students appeared. Group work is characterized as an organizational form, based on creating groups of three to five pupils, who cooperate on one task (Skalková, 2007, p. 224).

There are, however, a few issues. The way groups are formed, together with the role of the teacher during the activity and also the social relations, which underly the progress of the

activity, can have negative influence on pupil's progress during the activity.

4.3.1 Creating groups

Kalhous (2002, p. 302) together with Pasch (2005, p. 248) consider the way of sorting students to be a crucial issue. The way pupils are grouped can significantly influence the progress of the activity and also limit the profit that pupils gain from it.

There are two types of groups – homogenous and heterogeneous. A homogenous group is created out of pupils of the same age, gender, level of abilities, or interests. A heterogeneous group contains pupils of different gender, at the different level of abilities, which offers pupils the chance to help each other and it provides suitable conditions of individual development of pupils (Kalhous, 2002, p. 302).

There are several ways of grouping students. Pasch (2005, p. 248) suggests creating homogenous or heterogeneous groups based on pupils' level of abilities, interests or the type of the task. In his publication, Pasch further suggests that the difficulty of the task and abilities of the pupils should be considered as the most important point during the decision making about how to create groups. It is known that if the task is too easy or too difficult for the pupil, it negatively influences his motivation and willingness to work (ibid., p. 248). Therefore, for the more difficult exercises or more demanding projects, the most suitable way of grouping is to create small homogenous groups of more gifted pupils or pupils interested in the topic. This method is, however, stated not to be suitable for the whole class. In this case scenario, the teacher is advised to give different task to every group, keeping in mind the abilities of pupils (ibid.). Nevertheless, there is undoubtable danger of pupils in weaker groups being demoralized and losing interest in improving themselves (Harmer, 2011, p. 170).

Nonetheless, creating the groups only according to the abilities is not the only way. Harmer (ibid., p. 168) offers four principles: friendship, streaming, chance, and task. The friendship principle is based on either dividing the pupils according to the teacher's knowledge of relationships or letting pupils to create groups themselves according to their preference. Nevertheless, this method may be chaotic and also less popular pupils can be excluded. The second principle, streaming, corresponds with the aforementioned basic principle by Pasch. In order to create heterogeneous group consisting of weaker and stronger students, Harmer (ibid.) suggests that the teacher should use his knowledge of pupils' abilities. While working on a task, weaker students feel motivated to try harder and want to be better,

while the stronger students offer help and guidance. Other way of streaming is to create homogenous groups of the students at the same level of abilities, working at different activities adjusted to their level. The chance principle is the most arbitrary one. Pupils are simply divided into groups by a teacher. The teacher can give pupils random numbers or letters or simply divide them according to where they sit. In that case, pupils sitting next to each other usually end up in the same group or pair. Nonetheless, this way of grouping students demands only little pre-planning. The last principle, task, is used while dividing students into groups for special tasks. Hobbies, leisure activities or nationality can decide in which group pupils belong (ibid., p. 170).

4.3.2 Teacher's role

The role of the teacher during team work can be depicted the best as "manager" or "consultant" (Vališová, Kasíková, 2007, p. 187). In comparison to frontal teaching, the teacher no longer has the lead role, rather the supporting one. Kasíková (2001, p. 88) explains the role of the teacher in these words:

> The main role of the teacher is significantly based on facilitating: teacher identifies and co-determines objectives, proposes tasks and their distribution, monitors behaviour of pupils, supports their activity, encourages cooperation, creates conditions for reflection on learning and behaviour.

In addition, the teacher decides about the way of forming groups, explains the task and objectives, supports and helps with cooperation, assists while fulfilling the objectives if needed, ends the activity and evaluates learning on both qualitative and quantitative part, together with evaluating functioning of individual groups (Vališová, Kasíková, 2007, p. 187). Johnson and Johnson (1999, p. 19) concur with Vališová and Kasíková and in addition divide the work of teacher into four steps in the form of suggestions. First step, "Make preinstructional decisions", focuses on formulating objectives, grouping students and its method and arranging furniture and materials. Second step, "Explain the task and cooperative structure", focuses on explaining to pupils what they are expected to do and how. "Monitor and intervene" explains the role of the teacher during the activity with the focus on monitoring, helping pupils and closing the lesson. "Evaluate and process" part is based on evaluating pupils' achievement and suggesting improvement for future. To sum up, the teacher should form the groups, explain the task, help pupils in need and also evaluate pupils' achievement, however, his role should be only the supporting one.

4.3.3 Advantages and disadvantages

Group work has indisputable advantages. It promotes learner autonomy in a great way, based on the fact that pupils make their own decisions and act independently of the teacher. Also the number of talking opportunities is greatly higher in comparison to the situation, when teacher works with all students at once (Harmer, 2011, p. 166). Kasíková (1997, p. 19) adds that the activity of individuals is much higher, they are more interested in the tasks, they can learn to communicate, be responsible and organize their work and also all students have a chance to participate, including the weaker ones. Furthermore, group work offers an opportunity for development of teamwork, based on character of social relations. David Johnson, based on the theories by Morton Deutsch, established three types – cooperative, competitive and individualistic learning (Kasíková, 2001, p. 73). Types relevant to this thesis will be dealt with in following subchapters.

Group work, however, can have several disadvantages. Pupils can have problems with organizing their work, equality of individuals in the group or shifting focus to something else than the task. For the teacher it might be difficult to maintain discipline, to evaluate the task and pupils' results and also the preparation itself might be quite extensive (Kasíková, 1997, p. 20). Moreover, some of the pupils may feel uncomfortable working with others due to their preference of depending on themselves or due to bad relationships among the members of the group (Harmer, 2011, p. 166). Furthermore, one of the disadvantages of group work is the possible occurrence of effects limiting teamwork. Considering the number of students, number of groups and activity in all of the groups, it can be extremely difficult for the teacher to make sure that all members of groups work equally. Kerr and Bruun determined three basic teamwork limiting effects: "free rider effect", "sucker effect" and "rich-get richer effect" (Kasíková, 2001, p. 78). These effects severely limit teamwork due to the decision of individual group members to stop cooperating for different reasons. The free rider effect occurs when less capable pupils let more capable pupils do all the work. The sucker effect is based on realization of a more capable pupil that he is doing more work than others and he is being taken advantage of. As a result, this pupil refuses to continue this way and he develops less effort. The last, the rich-get richer effect, occurs when more capable pupils assume lead roles in a group in a way, which is more beneficial to them at the expense of others (ibid.). Nonetheless, there are other negative effects or characteristics; however, these were excluded from the thesis because of the possible difficulty in observing them.

4.3.4 Cooperative learning

Cooperative learning or teamwork is based on the collaboration of pupils on a way to achieving aims. Kasíková (1997, p. 32) states that there are two types of cooperation – "cooperation as help" and "cooperation as reciprocity". Cooperation as help is based on assistance of one pupil to another, with emphasis on connection between pupils, attractiveness of the aim for all participants and effort of all members on a way to achieving the aim. This type is usually used in a form of tutoring, when one pupil helps the other one with learning (ibid.). The second type, cooperation as reciprocity, is founded on shared effort and equal cooperation of all group members towards the aim, which is called positive interdependence. It is crucial that the group members understand that if some of them do not achieve the aim, none of them will achieve it (Johnson, Johnson, 1999, p. 75).

Cooperation is developed only if several principles are fulfilled. Johnson and Johnson (1999) state that these principles are: positive goal interdependence, positive interdependence and intellectual conflict, individual accountability, interpersonal and small group skills, and group processing.

- **Positive goal interdependence -** Exists when a mutual goal is established and members of a team understand this goal to be achievable only if all members of a group succeed in achieving it (Johnson, Johnson, 1999, p. 29).

- **Positive interdependence and intellectual conflict –** Positive interdependence is based on understanding that individual members cannot succeed unless all group members succeed, therefore it ensures the unity of a group on a way to reaching common goal (ibid., p. 76). On this way, members of groups, influenced by their knowledge, experience, opinions and theories may find themselves in a conflict. Conflicts can be dealt with constructively or destructively, depending on their interpersonal and small group skills. If handled constructively, the conflict may lead to deeper understanding of the discussed material (ibid., p. 75).

- **Personal responsibility / Individual accountability –** Every member of a group should assume his responsibilities and contribute to accomplishing the group's goal or help other members to do the same. After the activity, every member should have a basic knowledge of the process and result of the activity, together with ability to explain them to others (ibid., p. 80).

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- Interpersonal and small group skills – In order to be productive as a group member, a pupil should have social skills allowing him to combine taskwork and teamwork. Social skills have to be gradually learnt, nevertheless, they are essential for achieving the group's goal (ibid., p. 82).

- Group processing – In order to be productive, every group has to reflect on how it functions. In retrospective, members should be able to recognize which actions were or were not helpful and decide which will be allowed to continue and which will have to end or change (ibid., p. 84).

To sum up, the cooperation is developed only in the case when pupils realize that they are responsible for achieving the common goal and they contribute in any way possible to achieve it. Pupils also have to use their interpersonal skills for working in a group in order to function effectively as contributing team members. All group members should partake in equal way. To sum up, the cooperation develops if majority of abovementioned criteria is met and the joint effort of group members leads to achieving the aim of activity, however, the process is more important than achieving the aim.

4.3.5 Competitive learning

In comparison to the cooperative learning, the basis of the competitive learning is confrontation, competing, and fight. The aim of activity is deliberately created so that not all pupils achieve it. Pupils who work hard, who are better, more focused and diligent, are the ones who get rewarded. (Vališová, Kasíková, 2007, p. 185). The success of one pupil is conditioned by failure of other pupil, therefore pupils' work is in negative interdependence. It is a negative correlation among participants' goals (Johnson, Johnson, 1999, p. 143). Competitive learning can take place not only among individuals, but also among groups, where individuals work in a cooperative way and these groups compete against each other (ibid, p. 145).

In order for competitive learning to be constructive, several elements must be included: clear location, boundaries, rules, criteria for winning, appropriate task, homogenous grouping so that pupils believe that they have a chance to win and the competition is fair. Low importance of winning and losing is emphasized in order to avoid anxiety and later sadness of participants who did not win (ibid, p. 144).

4.4 Pair work

Pair work or also dyadic work is based on a group of two pupils, who work together towards the mutual goal (Čábalová, 2011, p. 157). Pair work can be likened to group work since the only difference can be found in the number of cooperating pupils. Pairs are created according to same principles as groups (subchapter 4.3.1) and the same principles of cooperation (subchapter 4.3.4) apply. Nonetheless, working in a group of only two members has its indisputable advantages. In comparison to working in group of three or more members, the amount of speaking time pupils get increases dramatically. Furthermore, pupils share bigger amount of responsibility (Harmer, 2011, p. 165). As for a teacher, pairwork is very quickly and easily organized (ibid.), also the discipline is less likely to get out of hand because of less members cooperating together. Nevertheless, even pairwork can turn out to be noisy and it can be hard to maintain discipline. Furthermore, the pupils can talk about something completely else and stop focusing on the exercise. The fact that some of the pupils prefer relating to the teacher as individuals to interacting with other learners is also considered to be one of the disadvantages (ibid.).

5   Conclusion of the theoretical part

The theoretical part of this paper serves the purpose of providing the practical part of this thesis with the theoretical background. First part of this thesis is dedicated to a brief introduction of chosen educational document connected to school system in the Czech Republic. The Framework educational programme and the curricular reform are presented, together with a brief insight into key competences and principles of cooperation crucial for this thesis.

The next chapter is focused on introduction of alternative schools, their importance in past and change of their status due to the curricular reform. Furthermore, advantages of alternative schools are presented, together with comparison of traditional and alternative schools and brief summarization of chosen types of alternative schools in the Czech Republic.

The following chapter is devoted to Waldorf schools. Their history and aims are presented, together with features, principles and characteristics based on Rudolph Steiner's ideas and his principles of children's development and pupils' needs.

The last chapter of theoretical part focuses on organizational forms. Their types, together with crucial characteristics, are dealt with in detail. The special emphasis is put on

group work, pair work and especially on principles of cooperative learning and rules and principles underlying development of teamwork.

To sum up, the theoretical part of this paper is focused on the topic of traditional and alternative schools and their aims, Waldorf schools and their principles and organizational forms. It offers basis for the practical part of this thesis, which focuses on usage of organizational forms in ELT in target traditional primary school and Waldorf primary school in connection to development of teamwork.

PRACTICAL PART

6 Research

The practical part presents altogether the research and its results. Kerlinger defines a scientific research as a "[...] systematic, controlled, empiric and critical investigation of a hyphothetical statement about the expected relationships between natural phenomena" (Chráska, 2007, p. 12). Furthermore, considering the research in the field of pedagogy, it can be defined as a deliberate and systematic activity, in which the empirical methods are used to research (verify and test) hypotheses about the relationships between educational phenomena (ibid.).

There are three possible varieties of the research – quantitative, qualitative and mixed. The quantitative research is based on a measurement of the specific aspects of the given phenomenon. It is based mainly on the definition of measurable variables (Žumárová, 2011, p. 59). The qualitative research is a term for various approaches (methods and techniques) of investigating phenomena, which are not based on quantifying data, but on their detailed analysis (ibid., p. 69). The last type, the mixed research, is defined as a general approach, which combines quantitative and qualitative methods, techniques and paradigms (ibid., 2011, p. 75). The research used in the practical part of this thesis is mixed. There are two approaches to data collection, one focuses on quantity, the other one on quality.

Chráska (2007, p. 16) states that there are four basic steps while conducting a research – determination of the problem, formulation of the hypothesis, testing (verification, validation) of the hypothesis, and drawing conclusions and their presentation. Based on the suggested four steps, this research had been planned in the following stages:
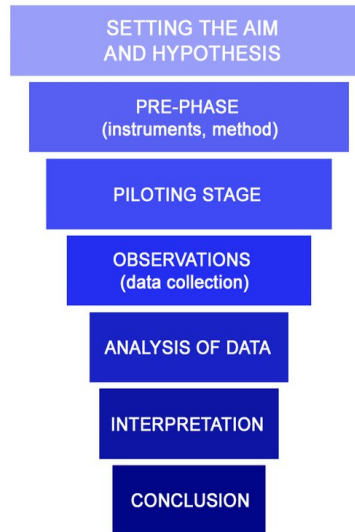
Figure 1

All of the research stages are dealt with in detail in the following sections of the practical part.

6.1 Aim and hypotheses

The aims of this research are to compare lessons in the target traditional and Waldorf primary schools, to find out which lessons provide pupils more opportunities to cooperate and also whether the quality of cooperation is higher in the traditional or in the Waldorf school.

A hypothesis is considered to be the core of the quantitative research (Chráska, 2007, p. 17). It is usually an assumption, claim or conditional statement about relations between two variables, expressed in the declarative sentence. If it does not express the relationship of the two variables, it cannot be considered a hypothesis. A hypothesis must be always formulated as a claim about differences, relationships and consequences (Žumárová, 2011, p. 60). Since it is seen as an answer to the research question, it must be verifiable empirically and the variables that stand in the hypothesis must be measurable (ibid.).

Furthermore, a hypothesis as a scientific assumption must be deduced from the scientific theory. It must consistently build on the knowledge of investigated phenomenon or researcher's practical experiences (Gavora, 2000, p. 50). Considering the complexity of the aims of this research, two hypotheses were created. The theoretical part of this thesis provided the information basis for their creation. Considering the principles of Waldorf pedagogy concerning usage of group work and pair work, described in subchapter 3.4, together with emphasis on developing pupil's ability to co-exist and cooperate with others, the hypotheses

were formulated as follows: "Organizational forms with potential for development of teamwork are used more frequently in Waldorf schools than in traditional schools." and "The quality of cooperation is higher in Waldorf schools than it is in traditional schools."

6.2 Research method and instrument

There are several possible ways of collecting data. Methods of collecting data for the research are referred to as empirical methods. Empirical methods can be pedagogical observations, questionnaires, scales, interviews, different types of tests, sociometry, Q-methodology etc. (Chráska, 2007, p. 19). For the purpose of this research, observations were chosen as the method of data collecting. Chráska (ibid.) emphasizes that these methods are used for data collection in the quantitative research, however, for the purpose of this research, observations were chosen and served as a method of gathering both quantitative and qualitative data. Observation is in the pedagogical context considered to be the oldest and the most common method (ibid, p. 151). It is defined as "monitoring sensually perceivable phenomena, particularly the behaviour of people during events" (ibid.). Křováčková (2011, p. 103) adds:

> Observation is based on monitoring and subsequent analysis of phenomena that can be perceived by senses. Observation is a research method if it is deliberate, purposeful, planned, systematic, and controlled (researcher works according to the project, which includes a aim of observation, the object of observation, timing, usage of means of data collection, registration methods of phenomena and their evaluation).

For the purpose of this research, an observation sheet was designed, containing parts focused on quantitative and qualitatative character of the data. Křováčková (ibid.) defines it as scheme prepaired by the researcher, which includes two dimensions – time and content. The time dimension captures the temporal sequence of events, the content dimension captures information about monitored phenomenon. Furthermore, the researcher records the presence or the absence of the phenomenon, its intensity, or the frequency of occurrence (ibid.).

The self-designed observation sheet can be seen in Appendix 1. On the top of the observation sheet, there are five additional points - number of observation sheet, date, time, class and school. Information from this part of observation sheet is not used in the data analysis, it serves its purpose as a lead for better orientation while storing and analyzing data collected via observations. The observation sheet further comprises of six columns, each of them with its own purpose. The first column, activity, is used for writing down a brief summarization of activity, however, information from this column has no purpose for the

research rather than distinguishing individual activities. The second column, duration of activity, is used for recording the beginning and the end of whole activities. The information about the type of the organizational form is recorded in the third column. In the case of using organizational forms pair work or group work, the abbreviation of corresponding method of grouping students is inserted. The fourth column is used for recording the number of cooperating students. The next column is expected to not be used in every line. Its purpose is to note down additional duration of parts of activities, in the case that the teacher uses more than one organizational form during one activity. The last column, quality, is the most important one for the research. During pair work or group work, this column is used for describing the quality of cooperation. Individual points are focused on, e.g. the level of cooperation of all members or possible occurrence of effect limiting group effort, the way pupils work together, respond to conflicts, etc. To sum up, the activities are confronted with the principles of cooperative learning in order to determine whether the quality of cooperation was high or not. Furthermore, the role of the teacher during the activity is also recorded. At the bottom of the observation sheet there is one additional point, other notes. It is used for additional notes on a behaviour, activities, etc.

To simplify the procedure of observations, a key to observations was created (Apendix 3). It summarizes underlying principles and procedures, which are the focus of the observations. The observation key has four categories – organizational forms, quality, cooperation of group or pair members (negative effects), and grouping students. Every category summarizes information from the theoretical part of this thesis and makes it quicker to write down during observations, because almost every observed phenomenon has its own abbreviation and shortened definition. The quality is represented by aforementioned principles of cooperative learning and summarized in a short definition.

6.3 Pitoling stage

Before conducting the research itself, every researcher should do the piloting stage first. Gavora (2000, p. 68) suggests several activities, which should be done before the actual data collection: to get acquainted with the environment, inspect the school, talk with the teachers, study the educational documents or do other activities accommodated to what the researcher wants to concentrate on in the research.

The pitoling stage of this research consisted of three parts. The first part was based on

studying the educational documents connected to the target grade. Secondly, the researcher talked to all the teachers, specifying details of observations, subject matter pupils were currently studying, etc. Nonetheless, the aim of the observations was not revealed to teachers. The third part of piloting stage was focused on testing the observation sheet. Before the start of the actual observations, one observation was conducted with the sole purpose of testing the sheet and the observation key. This observation took place in the traditional school and the observation sheet and the key both proved to be well designed. Thus there was no need for making additional changes.

6.4 Data collection

The data collection took place in two primary schools in a medium sized city, one of which was the Waldorf school. In order to make results of observations comparable, the observations were conducted in both schools in the same grade. After consideration, the ninth grade was chosen to be the target grade. In the target Waldorf school, English classes were taught by one teacher, however, in the target traditional school, English classes in the ninth grade were conducted by three different teachers due to a high number of pupils. During the observations, every teacher was assigned different number in order to distinguish them in the data analysis, but to keep them anonymous. Therefore, all observations were conducted in the same class with the same teacher and the same group of pupils in the Waldorf school, but in three different classes with three different teachers and groups of pupils in the traditional school.

The observations were conducted simultaneously in the traditional and the Waldorf school. The data collection started on 11th February in both traditional and Waldorf school and ended on 19th February in traditional and on 26th February in Waldorf school. Considering the basic types of observations by Křováčková (2011, p. 102), the observations conducted as a part of this research were direct (researcher observed researched phenomenons herself), uninvolved (researcher was not the part of observed group), obvious (observed people knew that they are being observed) and short-term (the observations lasted in matter of hours).

During the observations, the observation sheet (Appendix 1) and the observation key (Appendix 3) were used. With the help of the watch, the individual activities were entered into the observation sheet, together with their length, organizational form, number of cooperating students, and quality of teamwork. In special cases, when the activity had more

parts in which more organizational forms were used, this was noted in the fifth column. The quantitative data from every observation sheet was totaled right away after the observation, whereas the quality was evaluated later. The examples of three used observation sheets can be found in Appendix 2, two of them from the target Waldorf school and one from the target traditional school.

6.5 Data analysis and interpretation

The data collected via observations are presented, analysed and interpreted in this subchapter. As it has been already established, there were two approaches to the data collection, one focused on the quantity, the other on the quality. The quantitative part of the research is focused on the occurrence of all organizational forms during English lessons. The qualitative part focuses only on group work and pair work with special emphasis on the quality of cooperation during specific activities.

6.5.1 Occurrence of organizational forms

During the twenty observed lessons, the observation sheet (Appendix 1) was used in order to collect the relevant data. For this part of data analysis and interpretation, the relevant data were gathered in columns "Duration of activity" and "Organizational form". To sum up, there were four possible categories to be filled into column for the organizational form: frontal teaching, individual work, group work or pair work. Definitions of specific categories can be found in observation key (Appendix 3). The last category which can be found in data analysis is transition time, however, it was not included in the observations. It was counted by summing up all durations of all the activities and subtracting this number from the total of forty-five minutes per lesson.

The time length of individual organizational forms is noted in table 1. The total time of observations was 450 minutes at each school, 900 minutes at both schools.

Table 1

Organizational form	Traditional school (minutes)	Waldorf school (minutes)
Frontal teaching	159	169
Group work	0	68
Pair work	45	85
Individual work	188	47
Transition time	58	81

The data from the table 1 are further divided into two separate tables (table 2 and 3), providing additional information on percentage of usage of organizational forms in the specific target school. Percentage of the parts of the whole amount was during the data analysis always calculated by multiplying the part by the number 100 and then dividing the result by the total number of the whole amount. For example: The total amount of lesson time was 450 minutes, therefore in order to express amount of 159 minutes in percents, the number 159 has to be multiplied by the number 100 and the result of this multiplication has to be then divided by the total amount, which is 450 minutes. The result is 35,33%.

Table 2

Traditional school		
Organizational form	minutes	%
Frontal teaching	159	35,33
Group work	0	0,00
Pair work	45	10,00
Individual work	188	41,78
Transition time	58	12,89
total	450	100

In the traditional school, the most frequent organizational form was individual work with total of 188 minutes. Frontal teaching was used for 159 minutes, pair work for 45 minutes. Group work did not occur at all and transition time took 58 minutes. To conclude, in ten lessons only 10% of time was dedicated to activities with the potential for development of teamwork. The results are, however, influenced by the fact that from total of ten lessons, four were taught by Teacher 1, four by Teacher 2 and two by Teacher 3. To be specific, Teacher 1 was the only teacher, who used pair work during the lessons. In every lesson, this organizational form was used at least once. Teacher 2 and 3 used only frontal teaching and individual work, therefore it is possible to assume that lessons of these teachers do not fulfill the aims given by the Framework educational programme and especially the key competences, because these lessons do not provide pupils with sufficient space for the development of social, personal and communicative competences. Furthermore, frontal teaching turned up to be not the most frequently used organizational form, which is especially surprising in connection to subchapter 4.1, which states that frontal teaching is the most common organizational form in traditional schools.

Table 3

Waldorf school		
Organizational form	**minutes**	**%**
Frontal teaching	169	37,56
Group work	68	15,11
Pair work	85	18,89
Individual work	47	10,44
Transition time	81	18,00
total	450	100

In the Waldorf school, frontal teaching was used for 169 minutes, pair work for 85 minutes. Group work was used for 68 minutes, individual work for 48 minutes and transition time took 81 minutes. Furthermore, by summing up percentage of usage of group and pair work, it is possible to come to the conclusion that in ten lessons 34% of time was dedicated to the activities with potential for development of teamwork. To be specific, organizational forms with this potential were used in every lesson, either pair work or group work. In four of ten lessons, both pair work and group work were used. It is possible to see two observation sheets from such lessons in Appendix 2. To sum up, it is possible to assume that in Waldorf school, principles of Waldorf pedagogy and principles from the Framework educational programme are honored and they are directly reflected in teacher's preparation and realization of lessons in the aspect of organizational forms. Activities with potential for development of teamwork are emphasized and they are used in every lesson.

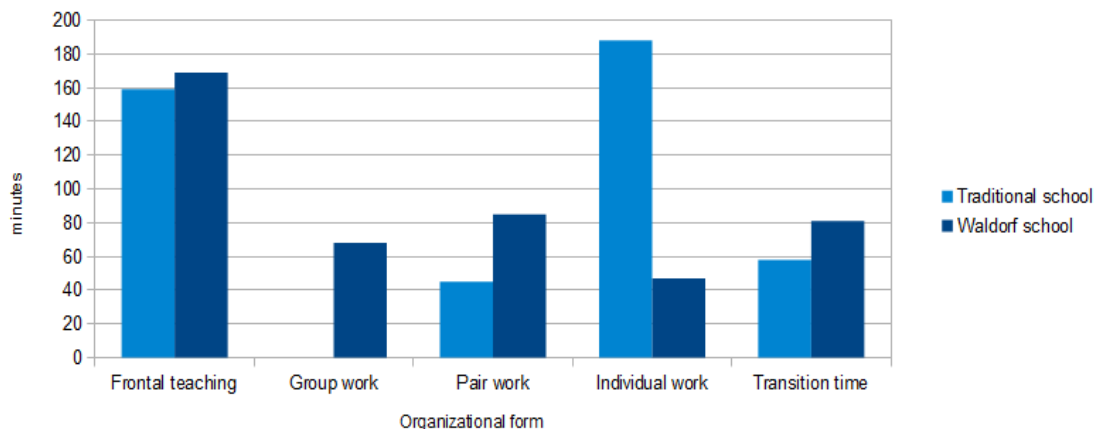For better visibility of data comparison, figure 2 was created.

Figure 2

To conclude, frontal teaching was used roughly equally in both traditional and Waldorf school. Group work and pair work were used in 34% of time in the Waldorf school, while in

the traditional school, the pair work and group work were used very rarely (10% of total time), depending especially on the teacher. Individual work was used 41,78% of the time as the main organizational form in the traditional school, while in the Waldorf school, individual work was used only 10,44% percent of the total time. Transition time was longer in the Waldorf school by 5,11%, however, in both schools the additional time required to discipline pupils was ascribed to the presence of the researcher in the class, allegedly as a main reason for the disobedience.

6.5.2 Quality of cooperation

As it has been already stated, the second part of the data analysis is focused on the qualitative part of the research. Group work and pair work were explained as the organizational forms with potential for development of teamwork, however, dividing pupils into pairs or groups does not automatically mean that teamwork is developed. Essentially, this potential is not always fulfiled, several criteria must be met. As a basis for the qualitative data analysis, it is crucial to establish what was understood as "quality" during the observations. As it can be seen in Observation key (Appendix 3), for the purpose of this thesis, cooperation with high quality was defined as a combination of several criteria. To sum up, teamwork is developed if pupils realize their responsibility for achieving common goal, they contribute equally and use their skills in order to function effectively. Furthermore, no effects limiting teamwork should occur and the aim of the activity should be reached. Nonetheless, reaching the aim of the activity is not crucial criterion.

Figure 3 and 4 represent usage of all organizational forms used in observed lessons. Transition time is included as well. Nonetheless, in this part of the research, only group work and pair work are going to be dealt with in detail due to limited relevancy of other organizational forms to the purpose of this part of the research.
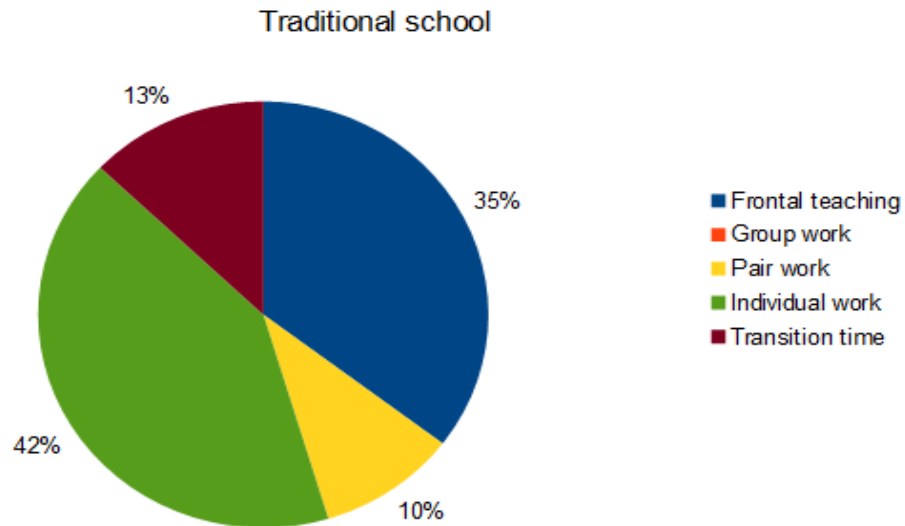
Figure 3

In the traditional school, pair work was used in 10% of time, four times in ten lessons. Group work was not used in any lesson.

The first time pair work was used, it was before the end of the lesson. The quality of cooperation and moral to start working was very low. From five pairs, only three achieved the aim of the activity. Furthermore, in aforementioned pairs which did not achieve the aim, it was possible to see that pupils were not really working on the task, rather discussing some other topics and later guessing the possible answers and conclusions they were supposed to reach. Nonetheless, in three successful pairs, pupils cooperated quite enthusiastically, dealt with conflicts in a good way and seemed positively motivated to do the work. The quality of teamwork in this lesson may have been influenced by the fact that the lesson was almost over. Observation sheet from this lesson can be seen in Appendix 2 (Observation sheet 2).

The second time pair work was used, the quality was higher. Pupils worked in very organized way, they did not speak loudly or cause any problems. Pupils seemed positively motivated to do the activity, especially because of the competition they created. Without being instructed by the teacher, they competed against other pairs in who will finish the activity first. During this activity, the quality of cooperation of pupils in pairs was high with exception of one pair. In this pair, free rider effect occurred. One pupil ignored the task completely and let his partner do all the work. Nonetheless, his partner did not mind and did all the work alone.

The third time pair work was used, free rider effect limited teamwork in three of six

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pairs. In the other three, pupils worked equally and responsibly tried to fulfill the aim of the task, however, the cooperation in rest of the pairs was limited. Pupils in these pair were rather ignorant towards the task, one pupil even complained loudly about the lack of motivation. The quality of cooperation during this activity has been determined as low.

The last time pairwork was used, pupils cooperated equally with the exception of one pair. Free rider effect occurred, however, the problems were caused by the same individual as before. Nonetheless, his partner did all the work without complaining. In rest of the pairs, pupils cooperated equally, were highly motivated and enjoyed the activity and chance to not work alone.

To sum up, pupils were not offered enough opportunities to cooperate with others in the traditional school. When they were, the quality of cooperation was not the same in all pairs, probably due to their unfamiliarity with this type of situation. In two of four activities during which pair work was used, the quality has been determined as high, however, every time negative effect limiting teamwork appeared in at least one pair. To conclude, the quality of cooperation was high only in 50% of activities.
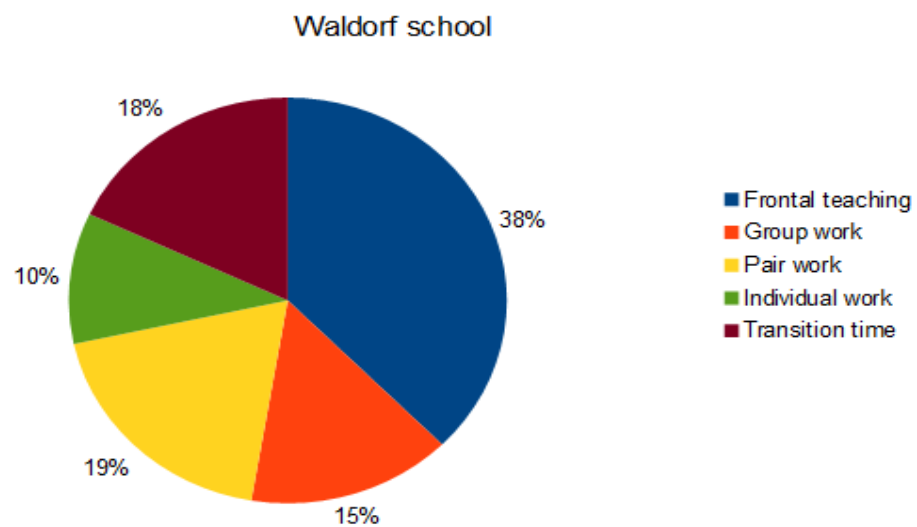

Figure 4

In the Waldorf school, organizational forms with the potential for development of teamwork were used in every lesson. Pair work represented 19% and group work 15% of total time.

During the first lesson, pair work was used and pupils' task was to discuss a certain

topic, gather information, reach conclusions and take notes, later to be presented to others. Pupils used target language most of the time, participated actively and tried hard. No negative effects limiting teamwork appeared.

In the second lesson, group work and pair work were used. At first, pupils were divided into two groups. In both groups, pupils cooperated equally, were enthusiastic and happy to participate. No conflicts or problems occurred. The quality of cooperation was high also in the following pair work. All pupils cooperated equally and the aim of the activity was achieved in all pairs. The observation sheet from this lesson can be seen in Appendix 2 (Observation sheet 6).

The next lesson, pair work and group work were both used. During the pair work, pupils were highly motivated by the competition they created independently on teacher. All pupils cooperated equally, no negative effects limiting teamwork occurred. After dividing pupils into two groups, the quality of cooperation lowered. In one group, pupils cooperated equally, were enthusiastic and wanted to participate, however, in the second group, free rider effect occurred. One pupil was rather ignorant towards the task, however, after being instructed again by the teacher, he started to participate at least a little. Nonetheless, the quality of cooperation was low in his group. Observation sheet from this lesson can be seen in Appendix 2 (Observation sheet 8).

In the fourth lesson, pair work and group work were both used again. During the pair work, the quality of cooperation was very low, pupils found the motivation only in teacher's presence. When she left, they stopped working. Later after being divided into groups, the motivation was higher and this fact positively influenced cooperation. All pupils worked equally, were enthusiastic and had fun with the activity.

During the next lesson, only group work was used. The quality of cooperation was high in one group and low in the other. In the first group, pupils cooperated equally, worked responsibly and achieved the aim of the activity. In the second group, free rider effect occurred. One pupil was rather ignorant towards the task and caused problems. As a result of his behaviour, the cooperation in his group was literally non-existent, group members preferred working alone or doing something completely different than the task. The sucker effect occurred, caused by free rider's behaviour. The quality of cooperation during this activity has been determined as low.

In the sixth lesson, pair work was used. Pupils cooperated equally, assumed their responsibilities and successfully achieved the aim of the task. No negative effects occurred.

The next lesson, only group work was used. Pupils cooperated equally, however, in one group, the teamwork was very interesting. At the beginning of the activity, pupils worked individually, brainstormed ideas and took notes. After some time, they started to discuss their notes and construct ideas later to be presented to others. The quality of team work was very high after the initial phase of their work.

Only group work was used in the eighth lesson. During a very short activity, pupils cooperated equally in both groups and no negative effects occurred.

In the ninth lesson, pair work was used. The activity was very complicated, therefore it took 32 minutes. Despite its' length, pupils were enthusiastic, discussed the task extensively and exchanged ideas. Furthermore, pupils were highly motivated and offered help to each other outside their pairs.

In the last lesson, both pair work and group work were used. Both activities went well, all pupils cooperated with their partners or group members. No negative effects occurred in either of activities, the quality of cooperation was high.

To conclude, from fourteen separate activities, the quality of cooperation has been determined as high in eleven of them and as low in three of them. Thus the quality was high in 78,57% of activities and low in 21,42% of activities. The effects limiting teamwork occurred during three activities, negatively influencing the cooperation in whole group. In general, it was possible to see that pupils are rather excited by activities in which they are presented with opportunity to cooperate with others. It was also possible to observe that pupils are used to working in pairs or groups, therefore the teacher did not have bigger problems with managing such work and disciplining the pupils. Furthermore, at the beginning of every activity, the teacher instructed pupils to start working and they started right away. They were very eager to do the activity in most of the times. To sum up, overall quality of cooperation in the lessons in the Waldorf school was high and pupils were offered sufficient amount of opportunities to cooperate with others.

7 Conclusion of the practical part

The aim of the practical part was to gather data to prove or disprove the research

hypotheses of this thesis, presented in chapter 6.1. Two hypotheses were created, one focused on the frequency in which specific organizational forms are used in English lessons, the other focused on the quality of cooperation in specific activities used in English lessons, which took place in the target traditional and Waldorf school. Based on the hypotheses, the aim of this research was to prove that organizational forms with potential for development of teamwork are used more frequently in Waldorf schools than in traditional schools and also the quality of cooperation is higher. The main focus of these observations was to gather both quantitative and qualitative data, the other on the basis of definition of quality, stated in the chapter 6.5.2.

The first hypothesis has been affirmed. When the analysis of quantitative data had been finished, it was concluded that frontal teaching is used roughly equally in both traditional and Waldorf school (35,33% and 37,56% of total time). Individual work was used as the most frequent organizational form in the traditional school (41,78% of total time), however, it was used as the least frequent organizational form in the Waldorf school (10,44% of total time). Organizational forms with the potential for development of teamwork were used only in 10% of time in the traditional school and only by one of three observed teachers. It was possible to conclude that lessons in the traditional school do not offer pupils enough opportunities to develop their communicative, social and personal skills. In the Waldorf school, organizational forms with the potential for development of teamwork were used in 34% of time, to be specific in every lesson. In four lessons, both group work and pair work were used. To sum up, it is possible to assume that organizational forms with the potential for development of teamwork are used more frequently in the Waldorf schools than in the traditional schools.

The second hypothesis has been affirmed as well. Based on the definition of quality, the individual activities were evaluated as either with high or low quality of cooperation. In the traditional school, from the total of four activities with the potential for development of teamwork, only two were evaluated as with high quality of cooperation. Thus only in 50% of activities the quality of cooperation was high. In the Waldorf school, from the total of fourteen activities, only three have been evaluated as activities with low quality of cooperation. Thus in 78,57% of activities the quality of cooperation was high. To sum up, the overall quality of cooperation was higher in the Waldorf school.

To conclude, it is possible to assume that pupils in the traditional school are not

offered enough opportunities to work with others, resulting in their unfamiliarity with this type of situation. When being in this type of situation, some of the pupils are not able to cooperate with others and responsibly function as contributing team members. On the other hand, it is possible to assume that in the Waldorf schools, pupils are offered enough opportunities to cooperate and they are familiar with this type of situation based on the frequency of usage of organizational forms with potential for development of teamwork. Furthermore, pupils in the Waldorf schools are able to contribute and function as team members. Nonetheless, it is not possible to interpret the results of this research as a general truth applicable to all traditional schools and all Waldorf schools in the Czech Republic. Further exploration of this topic is recommended.

CONCLUSION

The purpose of this thesis was to introduce the Waldorf school with its history, characteristics and principles as one of the alternatives in education in the Czech Republic. The topic of cooperation, together with its role in the chosen educational documents was presented. This thesis also focused on the organizational forms, with special emphasis on the organizational forms with the potential for development of teamwork. This thesis was divided into two parts – theoretical and practical.

At the beginning of the theoretical part, the basic educational documents were presented in order to establish basic principles of traditional schools. The curricular reform was briefly introduced, together with reasons for this reform. Special attention was paid to the role of cooperation in chosen educational documents. The next chapter was focused on the topic of the alternative schools. The history of the alternative schools and the reasons for change, together with basic differences between traditional and alternative schools were presented, followed by advantages of alternative schools. The next chapter dealt with the Waldorf School. Its history, closely connected to its creator, Rudolph Steiner, was presented. This chapter was further focused on Steiner's ideas and philosophy, development of Anthroposophy and Waldorf School, and basic aims, features, principles and characteristics of the Waldorf School. The following chapter introduced the topic of organizational forms. Their development and basic types were described. Considering the purpose of this thesis, the frontal teaching was presented with special emphasis on its limits. Furthermore, individual, pair and group were described with special emphasis on the organizational forms with the potential for development of teamwork. This chapter dealt in detail with special features of group and pair work as way of creating groups, the role of the teacher during using such organizational forms and basic advantages and disadvantages of such organizational forms. Cooperative and competitive learning were presented, special emphasis was put on cooperative learning.

The second part of the thesis was focused on research which was conducted as a part of this thesis. The purpose of this research was to prove or disprove the research hypotheses. The research was conducted in the following steps. At first, theoretical information about the research was explored. On this theoretical basis, the plan of the research was established. The whole research was described in the practical part of this paper, starting with establishing the plan of research, followed by realization of the individual steps described in subchapters and

conclusion of the research. As the first step, the aim of the research, together with research methodology and hypotheses were stated. The observation sheet and the observation key were created for the purpose of the observations. Two target schools were chosen for data collection and the data collection was carried out. After the observations, the data were analysed and compared in order to determine whether the research hypotheses were true or not. The data analysis showed that both hypothesis were affirmed, thus it was possible to say, that organizational forms with potential for development of teamwork are used more frequently in the Waldorf schools and also the quality of pupils' cooperation is higher. Nonetheless, it was stated that the results of this research could not be interpreted as a general truth applicable to all traditional and Waldorf schools in the Czech Republic and further exploration of this topic was suggested.

Both theoretical and practical part was individually summarized at the beginning of this thesis and then, at the end of this thesis, they were concluded alongside. The following pages include the Resumé, bibliography and appendices.

RESUMÉ

Tato práce pojednává o waldorfské škole jako jedné z alternativních škol v České republice. Dále se tato práce zabývá tématem organizačních forem vyučování a jejich užitím ve výuce anglického jazyka. Hlavním tématem je týmová práce, cílem této práce je zjistit, zda dochází k rozvoji týmové práce více ve výuce anglického jazyka v prostředí zvolené tradiční základní nebo waldorfské základní školy.

Hlavním cílem této práce je přiblížit čtenáři problematiku výše zmíněných témat a následně tento teoretický základ využít jako podklad pro výzkum v praktické části, a tedy i k potvrzení či vyvrácení hypotéz navržených pro výše zmíněný výzkum. Tato bakalářská práce je, jak již bylo zmíněno, rozdělena do dvou částí – teoretické a praktické. Teoretická část prezentuje poznatky o vybraných vzdělávacích dokumentech a roli kooperace v těchto dokumentech. Dále se teoretická část zabývá alternativními školami a jejich vybranými druhy. Speciální důraz je kladen na poznatky o waldorfské škole, její charakteristiky, principy a základní cíle. Také jsou prezentovány organizační formy a jejich druhy s akcentem na organizační formy s potenciálem pro rozvoj týmové práce. Praktická část je vyhrazena pro prezentaci výzkumu, jeho teoretického základu a následné analýzy a interpretace dat, získaných při pozorováních na tradiční základní a waldorfské základní škole. Cílem výzkumu je potvrdit či vyvrátit výzkumné hypotézy, definované na základě východisek z teoretické části.

První kapitola teoretické části je zaměřena na změny ve vzdělávání. Původ kurikulární reformy a její důvod je nastíněn a doplněn vybranými vzdělávacími dokumenty na základě jejich relevance vůči tématu této práce. Zdůrazněna je role týmové práce ve zvolených vzdělávacích dokumentech a také v klíčových kompetencích daných Rámcovým vzdělávacím programem.

Druhá kapitola se zabývá tématem alternativních škol. Je zde definován termín alternativní škola, jeho původ, vývoj a role ve českém školském systému a změna jeho významu na základě kurikulární reformy. Podkapitola 2.1 představuje základní rozdíly mezi tradiční a alternativní školou s důrazem na to, která z těchto variant je lepší pro žáka. Tato podkapitola také obsahuje zvolené možnosti dělení alternativních škol do skupin dle jejich charakteru a zmiňuje vybrané druhy alternativních škol s důrazem na rozvoj týmové práce ve výuce.

Třetí kapitola je zaměřena na téma waldorfské školy. Jako součást popisu vývoje této alternativy v podkapitole 3.1 je krátce nastíněn život Rudolfa Steinera, tvůrce konceptu waldorfských škol a také jejich vývoj a historie. Vznik antroposofie jako východiska pro vznik waldorfských škol je uveden do kontextu Steinerova života na základě jeho myšlenek a názorů na vývoj dítěte a jeho potřeby v jednotlivých fázích života, které jsou přiblíženy v podkapitole 3.3. Podkapitola zaměřená na historii waldorfských škol také zmiňuje jejich současný počet v České republice. Důležitou součástí této kapitoly jsou podkapitoly zaměřené na cíle (3.2) a na charakteristiky a principy (3.4) waldorfských škol se speciálním důrazem kladeným na roli učitele, známek a úkolů, trestů, vyučovacích hodin a použití organizačních forem vyučování. V této kapitole je zdůrazněno, že ve waldorfských školách se především využívají organizační formy s potenciálem pro rozvoj týmové práce vzhledem k hlavnímu cíli waldorfských škol, což je ve stručnosti vychovat žáka, který bude plně připraven pro život v moderní společnosti a bude vybaven sociálními a praktickými zkušenostmi a schopností tolerovat, vcítit se, žit a spolupracovat společně s ostatními. Čtvrtá kapitola se zabývá tématem organizačních forem vyučování. Kapitola je uvedena stručným vysvětlením termínu organizační forma vyučování, dále je nastíněno jejich využívání a také jsou zmíněny metody výuky. V následujících podkapitolách jsou jednotlivě rozebrány organizační formy vyučování. Důraz je kladen je organizační formy s potenciálem pro rozvoj týmové práce. Podkapitola 4.1 nastiňuje principy frontální výuky, její výhody a nevýhody a je zde uveden fakt, že frontální výuka je užívána jako hlavní organizační forma ve výuce v tradičních školách i přesto, že má určité nevýhody, co se týče potřeby individualizace studentů. Podkapitola 4.2 je zaměřena na individuální práci, její výhody pro učitele a především žáka. V podkapitole 4.3 je rozebrána skupinová práce, její použití, výhody a nevýhody. Podkapitoly této části práce jsou zaměřeny na možné způsoby dělení žáků do skupin a jejich principy, dále na roli učitele při skupinové práci. V této podkapitole práce je zdůrazněno, že role učitele by měla být spíše podpůrná než vedoucí a měl by práci kontrolovat, ne řídit. V následující podkapitole jsou uvedeny výhody a nevýhody skupinové práce, mezi nimiž je jako hlavní výhoda zmíněna podpora autonomie žáků, možnost komunikovat a organizovat si svoji práci. Zbývající dvě podkapitoly se zaměřují na kooperativní a kompetitivní učení. Vzhledem k tématu práce je kladen důraz na kooperativní učení, které jde zde rozebíráno detailně. Podkapitola věnovaná kooperativnímu učení se zaměřuje na základní principy podmiňující týmovou práci ve skupině, mezi nimiž je zdůrazněno vytvoření společného cíle a také pochopení členů skupiny, že cíl nemůže být

dosažen, pokud ho nedosáhnou všichni. Mezi další principy patří schopnost řešit konflikt, osobní zodpovědnost za práci, použití sociálních schopností a schopností pro práci ve skupině a také zpětné hodnocení vlastní práce pro budoucí zlepšení. Podkapitola 4.4 se zabývá prací ve dvojicích. Je zde kladen důraz na podobnost párové a skupinové výuky na základě shodných sociálních vztahů. Tato podkapitola také nastiňuje výhody a možné nevýhody práce ve dvojicích.

Praktická část je uvedena teoretickým úvodem, ve kterém je uvedena definice výzkumu jako takového a také, jaký druh výzkumu byl zvolen. Dále je zde uveden plán, který byl navržen pro výzkum a podle kterého výzkum probíhal.

V první podkapitole výzkumu (podkapitola 6.1) je uvedena definice výzkumné hypotézy, jak byly navrženy výzkumné hypotézy pro tento výzkum na základě teoretického základu uvedeného v teoretické části a také, jaký byl stanoven cíl tohoto výzkumu. Podkapitola 6.2 je věnována popisu výzkumné metody a prostředků, jež byly zvoleny pro tento výzkum. Tato podkapitola se věnuje stručnému popisu observací, jež byly zvoleny jako výzkumná metoda, a také observačnímu listu a klíči, jež byly vytvořeny na základě cílů výzkumu. Observační list a klíč jsou zde detailně popsány. Podkapitola 6.3 je věnována pilotní fázi výzkumu a stručnému vyhodnocení, zda se observační list a klíč ukázaly jako vhodně navržené či nikoliv. Následující podkapitola (6.4) se věnuje sběru dat. V této podkapitole jsou uvedeny informace o sběru dat, kdy probíhal, za jakých podmínek, v jakých třídách a u kolika učitelů apod.

Následující podkapitola (6.5) je věnována analýze a interpretaci dat. Tyto jsou rozděleny na dvě části. První část, zaměřená na kvantitativní data, je pojmenována Výskyt organizačních forem vyučování (Ocurrence of organizational forms). V této kapitole jsou detailně vyhodnocena kvantitativní data nasbíraná během observací se speciální pozorností věnovanou organizačním formám vyučování s potenciálem pro rozvoj týmové práce. V této části analýzy a interpretace dat vyšlo najevo, že organizační formy s potenciálem pro rozvoj týmové práce jsou v tradiční základní škole využívány pouze v 10% z celkového času výuky, zatímco ve waldorfské základní škole je těmto organizačním formám věnováno 34% celkového času. V druhé části analýzy a interpretace dat, nazvané Kvalita spolupráce (Quality of cooperation), jsou detailně rozebrána kvalitativní data. V této části výzkumu bylo zjištěno, že kvalita spolupráce je vyšší ve waldorfské škole, jelikož kvalita spolupráce byla vyhodnocena jako vysoká v 78,57% všech aktivit, zatímco v tradiční základní škole šlo pouze

o 50% aktivit.

V závěru praktické části (kapitola 7) bylo tedy z těchto dat vyvozeno, že žákům ve waldorfské základní škole je poskytováno více možností spolupracovat s ostatními a také kvalita jejich spolupráce je vyšší. Na základě dat získaných během výzkumu byly tedy potvrzeny obě hypotézy. Bylo ale nicméně uvedeno, že nelze tato zjištění brát jako všeobecnou pravdu platící pro všechny tradiční základní a waldorfské základní školy a byl doporučen další výzkum v této oblasti.

Celá práce byla shrnuta v části nazvané CONCLUSION. Literatura a internetové zdroje, použité při psaní této práce, jsou uvedeny v kapitole BIBLIOGRAPHY, za kterou následuje kapitola nazvaná APPENDICES, kde jsou přiloženy přílohy, na které bylo odkazováno v průběhu práce.

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APPENDICES

The list of appendices:

Appendix 1 – The self-designed observation sheet

Appendix 2 – Observation sheets used in the Waldorf and the traditional school

Appendix 3 – Observation key

Appendix 1 – The self-designed observation sheet

OBSERVATION SHEET nr. ___

Date:

Class:

Time:

School:

Activity	Duration of activity	Organizational form	Nr. of students	Duration	Quality

Other notes:

Appendix 2 – Observation sheets used in the Waldorf and the traditional school

OBSERVATION SHEET nr. 2

Date: 11.2.2013
Class: 9.C
teacher 1

Time: 12^{05}-12^{50}
School: traditional school

Activity	Duration of activity	Organizational form	Nr. of students	Duration	Quality
sample test questions	12.10-12^{25}	IW	1	12.10-12^{25}	
		FT (checking ans.)	all	12^{20}-12^{25}	
photostory reading	12^{27}-12^{30}	FT	all		(actively interrupted and evoked because of misbehaviour)
writing (video)	12^{30}-12^{35}	IW	1		
translating (story)	12^{35}-12^{37}	FT	all		
answering questions (story)	12^{38}-12^{40}	FT	all		
TF (w- discussion in forms)	12^{41}-12^{48}	PW (G3)	2		the quality of PW was very low/moved to start ... (handwritten note)
marking/explanation with new ...	12^{48}-12^{50}	IW	1		

Other notes: FT–12
GW–0
PW–7
IW–17
TT⇒9min.

58

OBSERVATION SHEET nr. 6

Date: 13.2.2013
Class: 9.

Time: 11 35 - 12 20
School: Waldorf school

Activity	Duration of activity	Organizational form	Nr. of students	Duration	Quality
morning reading	11 41 - 11 43	FT	all		
vocab revision (text)	11 45 - 11 50	IW	1		
new vocab work with dictionary	11 51 - 11 56	IW			
listening (culture) dialog drawing	11 57 - 12 00	FT	all		
RPG	12 00 - 12 07	GW (G3)	3		
listening + speaking	12 07 - 12 14	PW (G3)	2		
discussion of meaning	12 14 - 12 20	FT	all		

Other notes: FT - 11   IW - 10
GW - 7
PW - 7   FT > 10 min.

OBSERVATION SHEET nr. 8

Date: 15.2.2016
Class: 9

Time: 11³⁵-12²⁰
School: Waldorf school

Activity	Duration of activity	Organizational form	Nr. of students	Duration	Quality
poem reading	11³⁷-11⁴⁰	FT	all		pupils read sto complete pairs of two of phrases connected for clothes located, girls cor- revealed in pairs and compared other pairs
Shopping (clothes) + opposites	11⁴³-11⁵⁰	PW (GB)	2		however this completed once from the exercises, met teacher, there was not rivalry or motivation rather than rivalry pupils finished & partic deprecated, they were highly motivated to complete from teacher could abruptly and there completing no pairs of words checked the consistency
pres. of new words	11⁵¹-11⁵²	FT	all		
opposites (ex → sentences)	11⁵²-11⁵⁸	IW	1		pupils were excited about the activity, it seemed like fun so they so slowly enthusiastically participated, c-worked and had fun with the activity (1 group)
conversation (shopping)	11⁵⁹-12²⁰	GW (GB)	3		in second group one pupil behaving rather strangely, but after being instructed for some second time, he detached, he participated (FREE) teacher controlled the progress and everand when needed by some helpful phrase or corrected we worked at end of activity all pupils including before the end of activity on cooperated and worked on def. see free-making on cooperated and worked on def.

Other notes: FT - 14   IW - 6
GW - 11
PW - 7   TT → 7 min.

Appendix 3 – Observation key

OBSERVATION KEY

Organizational forms:
(FT) - Frontal teaching – One teacher conducting lesson with larger group of students, students only passively receive information **or** a teacher working with large group of students on one exercise or task

(GW) - Group work – Group of students working together towards common goal

(PW) - Pair work – Two students working together towards mutual goal

(IW) – Individual work – One student working individually on a task

Transition time – assigning and checking homework, maintaining discipline etc.

Quality:
Team work is developed if these principles are fulfiled:

1 **Positive goal interdependence** – Exists when mutual goal is established and members of team understand this goal to be achievable only if all members of group succeed in achieving it.

2 **Positive interdependence and intellectual conflict** – Positive inderdependence is based on understanding that individual members cannot succeed unless all group members succeed, therefore it ensures unity of group on a way to reaching common goal. On this way, members of groups, influenced by their knowledge, experience, opinions and theories may find themselves in a conflict. Conflicts can be dealt with constructively or destructively, depending on interpersonal and small group skills. If handled constructively, the conflict may lead to deeper understanding of the discussed material.

3 **Personal responsibility / Individual accountability** – Every member of group should assume his responsibilities and contribute to accomplishing the group's goal or help other members to do the same. After the activity, every member should have a basic knowledge of the process and result of activity, together with ability to explain them to others.

4 **Interpersonal and small group skills** – In order to be productive as a group member, a pupil should have social skills allowing him to combine taskwork and teamwork. Social skills have to be learnt, nevertheless, they are essential for achieving the goal.

5 **Group processing** – In order to be productive, every group has to reflect on how it functions. In retrospective, members should be able to recognize which actions were or weren't helpful and decide which will be alowed to continue and which will have to end or change.

To sum up, group work develops team work only in case when pupils realize that they are responsibile for achieving the common goal and they contribute in any way possible to achieve it. Pupils also have to use their interpersonal skills for working in group in order to function effectively as contributing team members. All group members should partake in equal way and no group effort limiting effects should occur.

To summarize, teamwork is developed if majority of abovementioned criteria is met and the joint effort of group members leads to achieving the aim of the activity.

In addition:
Cooperation of members of groups (effects limiting group effort (Kerr and Bruun)):
All pupils participated equally or:

I. **(FRE) - Free rider effect** – Occurs when less capable pupils let more capable pupils do all the work

II. **(SE) - Sucker effect** – Occurs when more capable pupils realize they are doing more work than others and they are being taken advantage of. As a result, they refuse to continue in this way and develop less effort.

III. **(RGRE) - Rich-get richer effect** – Occurs when more capable pupils assume lead roles in group in a way, which is more benefical to them at the expense of others

Students were grouped (Harmer):

1 **(G1) – Friendship –** Groups were formed by students themselves according to friendships and personal preferences.

2 **(G2) – Streaming –** Groups were formed by teacher while using knowledge of abilities of students, with goal to form mixture of weaker and stronger students.

3 **(G3) – Chance –** Groups were formed by teacher without any special reason such as friendship or abilities of individual pupils. Pupils were divided into groups with help of random numbers given to them or by simply arranging the groups according to seating arrangement (students sitting close to each other belong to one group).