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Teaching English at Montessori schools – focus on vocabulary

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Zásady pro vypracování

Studentka se bude ve své práci zabývat výukou anglického jazyka v kontextu Montessori pedagogiky, specificky z pohledu osvojování slovní zásoby. V teoretické části se zaměří na základní principy a typické prvky Montessori pedagogiky společně s obecnými cíli osvojování anglického jazyka v kontextu českého základního školství. Zároveň se podrobně zaměří na výuku slovní zásoby. V praktické části pak bude vhodnými výzkumnými nástroji zjišťovat, jak se principy Montessori pedagogiky odrážejí v materiálech použitých ve výuce slovní zásoby v prvním trojročí na jedné konkrétní Montessori škole a jak tuto problematiku vnímají učitelé.

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ANNOTATION

This bachelor thesis deals with the topic of teaching the English language in the context of Montessori education with the focus on developing vocabulary. The theoretical part defines the Montessori education principles and English teaching also in the context of Czech schools. The practical part is focused on the occurrence of principles in English vocabulary teaching and the analyses of materials and interviews. The aim of the practical section is to research whether and how the Montessori principles are included in English vocabulary teaching and learning in the first three years in one particular Montessori school.

KEY WORDS

Montessori education, Montessori principles, English language education, Vocabulary teaching

NÁZEV

Výuka anglického jazyka v Montessori škole – zaměřena na slovní zásobu

ANOTACE

Tato bakalářská práce se zabývá tématem výuky anglického jazyka v kontextu Montessori pedagogiky se zaměřením na rozvoj slovní zásoby. Teoretická část definuje principy Montessori pedagogiky a výuku anglického jazyka i v kontextu českého školství. Praktická část je zaměřena na výskyt principů ve výuce anglické slovní zásoby a analýzy materiálů a rozhovorů. Cílem praktické části je zjistit, zda a jak jsou principy Montessori zahrnuty do výuky anglické slovní zásoby v prvním trojročí jedné konkrétní Montessori školy.

KLÍČOVÁ SLOVA

Montessori pedagogika, principy Montessori, výuka anglického jazyka, výuka slovní zásoby

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ABBREVIATIONS

CEFR – Common European Framework of Reference for Languages

FEP – Framework Education Program

INTRODUCTION

The Montessori educational method has become very popular in recent years and many Montessori schools have already been established in the Czech Republic. The method is significant for its principles which differ from other educational approaches. Its focus is mainly on learners and their ability of self-development, independent work and free choice. In Montessori schools, the approach to learners is individual and because the learning is based on children's work, it is very entertaining for them. The popularity of English learning has also risen as it has become a global language that is being taught at primary schools as a second language. The English teaching in schools in the Czech Republic is specified by educational programs that set the subject matter's objectives and contents. However, the methods and approaches within it are dependent on concrete teachers and schools that further develop and specify the approaches set in educational programs.

During my studies at the University of Pardubice, I had the opportunity to visit Montessori school during the excursion. While observing the lessons, various approaches interested me. However, the most appealing one was the behaviour of learners who were genuinely interested in working with materials, either individually or in groups, and were entertained by the learning. Also, the observed children were very independent in terms of solving tasks included in materials. It led me to start reading several works and writing my essays or research projects focused on finding more information within the study. Thus, the topic of the bachelor thesis aimed at Montessori education was chosen without any hesitation. Also, I would like to use all my knowledge of the Montessori method to teach English in the future, and my current studies are oriented in English language and pedagogy. For that reason, I specified the thesis topic in terms of including English teaching and learning.

The thesis is divided into two parts, theoretical and practical. The first chapter of the theoretical part introduces the Montessori educational method founder and the brief historical background of how the method was established. The second chapter is focused on general terms emphasized in the method, such as strategies and approaches. The education principles are explained in the third chapter and include the approaches, the prepared environment, specific materials, and roles of the teachers and learners. Additionally, it introduces the second language education, teaching vocabulary, and general approaches in it, teaching English according to Framework Education Program (FEP 2017), including English education objectives and Common European Framework of Reference (CEFR 2018) in terms of competences.

The practical part contains the research conducted based on examination of the occurrence of Montessori education principles in English lessons in a particular Montessori school. More specifically, if any principles appear in the classes and how they are represented. For the research, the analysis of materials is applied, and selected aids were used during English lessons in the first, second and third grades in the Montessori school. Another part of the research is conducted through interviews focused on two teachers' approaches and opinions of mentioned classes from the same school. Both parts of the research are further analysed according to principles explained in the theoretical part.

Theoretical Part

1. MONTESSORI EDUCATION

1.1. Maria Montessori and history of Montessori education

Maria Montessori was not only a pedagogue, but she also achieved many successes in her studies, in her life and in the Montessori education, of which she was a founder. More specifically, Maria Montessori was born in 1870 in Chiaravelle, Italy, and she was the first woman to graduate as a physician, later working at a psychiatric clinic as an assistant. She worked with disabled children, which led her to focus on pedagogy and education. Additionally, she did not see a mental disability as a medical problem, she perceived it as a problem of education. Maria Montessori also studied psychology and philosophy and later led an anthropology department in Rome, where she also set up a children's home for poor preschool-aged children. In 1908 she started her career as a writer and a founder of the Montessori method, earlier called "Opera Montessori". (Zelinková 1997, 13-14). Thus, she can be perceived as a woman who deviated from her time and society with her opinions and beliefs about women's ability. She also applied this unique ability to disabled and less wealthy children to integrate them into society. Ludwig et al. (2000, 8) claim that her educational method was so revolutionary that there was a high interest even from important people from the United States. Maria Montessori, therefore, was a revolutionist in the field of education and the emancipation of women. Her work was based on children and the right education system for their development.

Maria's educational method has roots in her observations on children, which were the beginning of her career as an educator. For instance, her observations were focused on how children behave in a specifically customized environment. Moreover, she tried to offer an environment that would be natural and suitable for children of several age groups. Then, she observed children's reactions and behaviour with the result of deep concentration on their work. The concentration, additionally, brings pupils the feeling of satisfaction and happiness. (Lillard 1972, 2-4). Additionally, Ludwig et al. (2000, 10) mention that Maria Montessori qualifies the deep concentration as a polarization of attention that significantly influences a child's personality and learning. Children react to the environment sensitively, it gives them the ability to form their concentration skills, and it affects their development radically, however, positively.

The environment has many purposes in the evolution of the Montessori method and its current form, and it is closely related to other aspects of this education. Maria Montessori was convinced that the prepared environment and child's strength and will are the key to their successful development. Furthermore, growing up and developing together with discovering and learning are natural needs that teachers must support, however, fulfilled only by pupils. (Rýdl 2006, 13). Similarly, Zelinková states one of Maria's ideas which is significant for the Montessori education. More specifically, even if the children are influenced by surroundings, such as the environment and people within it, it is only their decision which stimulates will affect their behaviour and pupils are the ones who have the most crucial effect on their development. (1997, 17). Indeed, learning and teaching in Montessori classes is seen more as a task for learners than for teachers. These ideas, which Maria observed on children, led to the rise of Montessori education, and are still kept in Montessori classes.

1.2. Montessori education

Montessori education is a method that has its specific teaching and learning approaches which are oriented mainly on children and their development. For instance, Lillard claims that the Montessori method was established on Maria's observations on children and a work of Jean Jacques Rousseau, Johann Heinrich Pestalozzi and Friedrich Froebel. Moreover, they pointed out the focus on children's self-development capability in specific surroundings based on love and liberty. (1972, 29). Therefore, the purpose of the Montessori method is aimed at children being able to develop independently in a specific environment. Furthermore, Rýdl lists, on account of Maria's observations, three primary components on which this method is based on. Firstly, to respect children's free will and their needs. Secondly, let children fulfill their needs and support their concentration. And thirdly, respect the children's ability of development which should be based on free choice. (1994, 86-87). The primary components gave rise to education, which is still evolving, but the main focus, which is the children's needs and self-development, remains the same.

In addition, the focus on children's development is spontaneous and based on free choice. According to Rýdl, this focus is based on children developing their creativity automatically, without being told what to do (2006, 24). Thus, children can choose what and how they want to learn and which materials they want to use for their studying. More specifically, Rýdl explains the term spontaneous creativity with an example of children testing their senses using

various materials. They learn through seeing, hearing and other senses and gradually precede on more demanding tasks. (2006, 24-25). Therefore, children do all activities automatically according to their free will and their natural need to discover and develop.

Furthermore, the development is supported by several main strategies that are used in Montessori classes. Those strategies closely cooperate and help children with independent learning. For instance, children in Montessori classes are given freedom but, on the other hand, are led to learn how to be responsible and disciplined (Rýdl 2006, 35-36). Therefore, Montessori education focuses on students being able to learn independently, however considering their responsibilities towards their learning, classmates, and environment. Moreover, Lillard highlights the importance of children's dependence on a positive environment and the relationships related to it (1972, 30). All these strategies support students' right and healthy development and serve as a suitable preparation for their lives.

Therefore, the focus of this educational method is based on children and their development, but most importantly, it concentrates on each child individually. For instance, Ludwig et al. explain the concept of individuality as something that is strongly emphasized in Montessori classes. They claim that Maria Montessori believed that because society is composed of individuals, it is essential to focus on each person's individual development to form a better society. (2000, 12). Thus, Montessori education is based on the individual approach and tries to respect diversity. Another example is that Maria Montessori was not trying to find the sameness among children. On the contrary, supporting heterogeneity was a priority for her. (Ludwig et al. 2000, 18). This individual approach makes the Montessori education different from other methods. It is based on the individuality that children need for their development.

1.3. Principles of Montessori education

1.3.1. Environment

The environment in Montessori classes has a significant influence on the children's development and has specific requirements that need to be followed. For instance, children should feel welcomed in the environment, and the practicality of it must be suitable for students of more age groups (Montessori 1976, 20). Therefore, the provided impression is equally important as the appropriateness of the prepared environment in Montessori classes. Lillard claims, similarly, that the environment is healthful, and it supports learners' self-development and their needs corresponding to their age. Additionally, the surroundings encourage children's

mental growth regarding their personalities. (1972, 50-51). The background is, thus, practically suitable for the children's development and appealing for learners.

Also, children's relationship towards the prepared environment is considerably influenced by the organization within it. Indeed, Montessori claims that the arrangement and order are necessary for the environment and the requirements apply to everyone (1976, 20). Therefore, it is important that the environment is well organized and offers comfort to children. Additionally, Rýdl states that order together with beauty is in Montessori classes symbolized in the furniture, that is light and thus, children and a teacher can move it and keep the classroom nice and clean. Without the order, children would not feel free and stable, and the support towards their ability to do spontaneous activities would be missing. (2006, 46-47). Therefore, the order and organization provide the comfort and freedom that help children with their development and spontaneity.

Spontaneous activities are one of the most significant aspects of Montessori education and closely cooperate with the freedom that surroundings in Montessori classes offer. Maria Montessori was convinced that children should feel free in the prepared environment in order to let their natural needs appear. They need to be allowed to express their personalities and necessities spontaneously, in an environment that offers freedom. (Montessori 2017, 50). Thus, children can express themselves freely, in a place where they feel comfortable and have the possibility of spontaneous activity. More specifically, Zelinková claims that spontaneous activity can be seen as an individual manifestation which is the aim and basis of education. Spontaneity provides freedom which, however, has its limits. (1997, 19). Children, accordingly, should have the opportunity of free and spontaneous choice, however the limits of freedom should not be crossed.

Additionally, the borders that need to be settled in Montessori classes have specific functions. In fact, freedom could not work without discipline, and they are dependent on each other. Maria Montessori believed, however, that discipline can be divided into two types: forced and active, or free, discipline. For example, she supported the internal discipline, which is developed in every person individually. More specifically, a truly free and obedient person accepts and controls themselves. (Zelinková 1997, 24). Every learner is, therefore, responsible for their own behaviour and discipline within the class. For instance, limits of freedom should be set according to a class's concerns, standards of decent behaviour and attitudes. Thus, children learn how to behave in a certain society and adopt customs that can be later useful for them in adult

life. (Montessori 2017, 53-54). Children in Montessori classes are led to take on the responsibility for their actions and surroundings.

1.3.2. Materials

Materials represent an important role in Montessori education and are mainly focused on children and their ability of self-development. For instance, materials used in Montessori classes have a purpose that focuses on children's mental growth and their independent work. More specifically, the materials are constructed to catch a child's attention, leading to their ability to concentrate and then learn. (Lillard 1972, 59-60). Thus, it is a learner's decision which material will be used, however its focus is also aimed at the development. Similarly, Zelinková claims that, on the one hand, materials are specifically designed to support the child's development which is subsequently observed in detail. On the other hand, the materials' appearance is important in order to learners being interested in working with it. It must be attractive because the aesthetic of it arouses the child's concern in activities. (1997, 65-66). All materials must be accurate to the learner's stage of development and seem appealing to children.

In addition, materials used in Montessori classes have several specific aspects necessary for their right function. For example, Rýdl lists three aspects in which Montessori's materials differ from other didactic aids used in other schools: "The concreteness, the isolation of perceptual features and the functional integrity." Firstly, it is "concreteness," which is represented in the visual appearance. The concrete aids support learning about their visual qualities, and their specificity helps children become aware of the abstract world. The abstract world's awareness is mainly reflected in language learning when children move from working with concrete materials to the conceptual meaning of vocabulary. (2006, 52-53). Learning and understanding abstract features is a part of children's development, and thus, specific materials are necessary. Similarly, Lillard states that the aid's concrete physical features are important because then the child can move from the physical appearance of the material to its abstract qualities that are represented through it. The knowledge of the abstract world is not possible without identifying the specific material first. (1972, 62-63). This aspect of Montessori materials is substantial and, together with other aspects, supports the learning process.

Secondly, another essential aspect that cooperates with other aspects of materials is based on the aid's different function. More specifically, it is "the functional integrity" symbolized in the organization and combination of all materials, which are given to children dependently on their

development stage. (Rýdl 2006, 53). The stage of the development has a crucial role in prepared materials, and the timing of offering the didactic aid to a learner is very important. For instance, the intelligence of the child must be accurately established for the material that is offered. Also, the learner must be enough internally developed for the activities included with the usage of the didactic aids. These two requirements must be followed in order to the learners being able to understand it and keep them interested. (Montessori 1976, 24). Thus, the teachers must be aware of when is the right time to offer the aid, as it greatly influences the learning process. Lillard (1972, 60) states: “To serve their purpose of internal formation, the materials must correspond to the child’s inner needs. That means that any individual material must be presented to the child at the right moment in his development.” Also, that the aids that are offered to children are compiled in order from simpler to more complicated. Therefore, it is suitable for each stage of the learner’s development. (Lillard 1972, 62). All materials in Montessori classes are specifically ordered and modified with an emphasis on the suitability of it and the right timing of offering it, which is highly influential on learners’ right development in Montessori classes.

Thirdly, the next aspect relates to previous ones and is dependent on the learners’ development. In fact, “the isolation of perceptual features” is vital for children to understand the aid properly and focus only on the one main aspect of it (Rýdl 2006, 52-53). In order to serve correctly, each didactic aid should be modified to meet this aspect. More specifically, each material must involve only one task that the aid is aimed at. There should be only one possible error contained, so the learner can focus on solving only one difficulty and learn according to the Montessori method. (Lillard 1972, 61). Montessori education, thus, emphasize the discovery and resolution of the error by the learner. Zelinková (1997, 66-67) also lists error control displayed in various characteristics of materials, and it helps learners be aware of the error immediately while handling the aid. This aspect of Montessori materials offers ideal conditions for learning and concentrating.

The concentration is supported by eliminating disturbing elements and supporting the order in Montessori classes. For instance, each material that learners use should have its boundaries. Children’s natural need is discovering and learning, which is possible only if they can fully focus. Concentration is possible only if the child is focused on one task. More specifically, didactic aids in Montessori classes should bring order into the process of learning. On the opposite, using too many materials creates chaos and makes concentration for the child impossible. (Montessori 2017, 108-109). Supporting the children’s concentration on individual materials leads to a successful process of learning. In fact, too many objects in the learner’s

surroundings, except creating chaos, also negatively affect the child's psyche. Additionally, visibility and clearness are important in terms of limiting the materials. Thus, every material should have its place. (Zelinková 1997, 65-66). Maintaining order and clean surroundings together with removing disruptive components is very important for successful learning.

Successful learning is the main aim of Montessori materials, and the aids have many more advantages, which are mainly favourable for learners. Rýdl mentions two of them. Firstly, mental development is one of the most significant benefits of Montessori education. Independent learning and discovering supports the cognitive development of each learner. More specifically, when children solve some task and achieve new knowledge, it supports their ability to learn, develop and, most importantly, reinforce the mental balance. Secondly, the Montessori method promotes cooperation within the class. Older children help younger learners with various tasks and communicate, work and learn together. Thus, children learn how to behave within a group. Thirdly, working with materials can help learners with more complex and demanding tasks in the future. (2006, 53). The materials are very beneficial for learners in many aspects and help them prepare for their lives. Additionally, Zelinková claims that another advantage of the materials is the error control which is one of the main aspects of Montessori didactic aids. Learners are able to realise and correct the error by themselves, therefore, learn self-control. (1997, 67). The didactic aids used in Montessori classes help learners develop, learn, and communicate and are beneficial for them in the long-term.

1.3.3. Role of the teacher

The Montessori teachers must look decent, take care of themselves and dress appropriately. In fact, it is necessary because the educator forms and complements the prepared environment and its attraction. The teachers must be orderly because they help children keep the environment organized and clean, thus, must be an appropriate role model. (Montessori 2019, 286). Educators should take care of themselves and the environment, which plays a crucial role in Montessori education. The order and design within the surroundings are mostly the teacher's responsibility, as are the materials' condition and organization and planning activities. However, pedagogues in Montessori classes are not expected to be perfect models. Montessori educators should show children how to accept their own mistakes with a healthy attitude rather than teaching perfection. (Lillard 1972, 82-83). Therefore, great attention must be paid to the physical appearance of teachers and the environment.

Physical appearance is as important as a character's impression of the pedagogue, which is likely to have a greater impact on the Montessori teaching method. For instance, the teacher's main approach is to arrange a positive environment and have a positive relationship with learners. To achieve a beneficial relationship for both, it is necessary that the educator's character is appealing. More specifically, teachers must observe children's development, consider their needs, personalities, and stage of development, however, most importantly, regard their progress. (Montessori 1976, 27). It is important that the teacher knows the learners, respects them and their needs, and is able to help them with their development. For example, pedagogues in Montessori classrooms need to offer help to learners, however, only when it is needed. Thus, they must be patient, tolerant, kind and respectful towards children. As a teacher, it is also essential to have self-discipline that protects the disruption of children's learning process as most of the work rests on learners. (Montessori 2017, 154). These character qualities are indispensable for the Montessori class teachers and make them the sensitive helpers needed by learners.

On the one hand, the teacher is seen more as an observer and helper than an educator. For instance, teachers need to be sensitive in order to observe children and recognize when the learners start being focused while working with various materials. While learners focus on some task, it is called an activity cycle, during which children must not be interrupted. (Montessori 2019, 284-286). It is necessary that teachers carefully observe learners, their activities, behaviour and work with materials, so it is obvious when help is needed. Additionally, Zelinková claims that the relationship between a child and an adult should be based on a partnership and the teacher's help offered. This help can be seen in observing, leading the learners in the right directions according to their development stage, or preparing and introducing the materials. (1997, 72-75). Observing cooperates closely with helping because it offers the knowledge of the right timing to propose needed help.

On the other hand, the role of the teacher can be interpreted as a guide or organizer. For example, Montessori claims that the teacher's role in Montessori classes is to guide because no group can function without guidance. Moreover, it is necessary for the teacher to acquaint learners with the rules within the class. (1976, 25). Guidance is very meaningful in Montessori classes so learners can learn and behave appropriately within the class. Furthermore, teachers, as organizers, should control spontaneous activities. They should lead children without interrupting the concentration or without inhibiting learners. Moreover, pedagogues should organize the learning process, so the learners are being concentrated. (Zelinková 1997, 73).

Controlling the learning process is crucial because it prevents it from being interrupted or unfolded in the wrong direction.

Teacher's control over children's learning rests on requirements concerning the work with materials. The conditions are important to follow, so the learner is able to focus on the appropriate aid and learn properly. Montessori lists several essential teacher's approaches. Firstly, the teacher selects the right material which is suitable for the learner's stage of development. Therefore, pedagogues need to know their learners in order to choose appropriate material that will attract the child. Secondly, it is necessary to introduce the aid to the student. The introduction consists of presenting how to work with the material, preferably without verbal communication. Thirdly, the teacher observes how the learner handles the aid and if the child is concentrated on it. If not, it is important to avoid any negative reactions or repetition of the material's introduction. (2017, 111-112). These steps lead to a positive attitude towards materials which is crucial in Montessori education. Furthermore, if the learner is not able to solve the task within the material, it is necessary to postpone the work with the aid and do not cause the child to lose motivation and courage (Zelinková 1997, 67). A positive attitude and motivation are necessary for the learners, however, its maintenance of it depends on teachers.

1.3.4. Role of the learner

Montessori education is based on learners, their development and needs. The process of learning is dependent mainly on children and the energy they put into it. For instance, Lillard (1972, 38) claims that: "The child seeks no assistance in his work. He must accomplish it by himself." Learning in Montessori classes is not achieved through teaching, but it is dependent on the effort of children. Conversely to other educational methods, Montessori schools are established on mutual communication between the learners and the teachers rather than transmissive teaching. (Rýdl 2006, 34). Therefore, children learn by themselves, with help from educators, and do not learn through passive listening to the teacher.

Learning consists of various aspects which are highly emphasized in Montessori education. Lillard mentions two of them. Firstly, it is attention polarization. Learners pay attention to multiple materials with a new specific interest. In the beginning, the child is appealed to visually attractive aids. However, the more he learns, the more difficult materials he chooses in order to acquire more knowledge. Secondly, on account of paying attention, the ability to concentration highly develops together with the child's personality. (1972, 39). Being concentrated and

paying attention is necessary for learning and children's development. Zelinková (1997, 27) lists four requirements that need to be followed to achieve the child's full attention and concentration: "Monitoring the sensitive phases, offering suitable materials and programs, the work of the tutors, which consists of preparing the environment and changing themselves, the freedom of the child and supporting its initiative, movement and choice of activities." Thus, concentration and attention can be achieved only by complying with several conditions. However, the process of concentration leads to successful learning.

Learning based on individuality and independence is one of the aspects of the Montessori method and has specific requirements that need to be followed. For example, during the process of deep concentration, children are internally developing and learning on their own. Thus, they cannot be interrupted, otherwise, the process would be interposed. Even rewards are seen as interference and are not accepted in Montessori education. The same applies to error correction, which should occur when the child is finished using the material and the associated concentration. (Montessori 2019, 285-287). Children learn independently, on their own, and any interruption can have a negative influence, even if the intentions are to help learners with possible mistakes. In fact, children learn and self-develop while concentrating on the work with the aid and can discover and handle the error by themselves, without any outer help. Handling the errors, additionally, brings them the feeling of freedom which supports their development. (Zelinková 1997, 74). The independence and solving difficult tasks with error brings children positive feelings and supports their development.

The positive feelings and atmosphere within the class are also influenced by the learners' behaviour, which is based mainly on their self-discipline. More specifically, in Montessori classes, conscious discipline is strongly emphasized and depends on children. Therefore, learners control their behaviour and obey several rules within the class and future social life. (Montessori 2017, 53-54). Learning how to behave and be disciplined is a part of Montessori education and important for other learning processes. In fact, moral and social education is a long-term process, however necessary for learners. Children's behaviour closely relates to the adaptation to the environment, including people and material within it. (Montessori 2019, 111). To acclimate and become familiarized with the environment is crucial in Montessori classes and has several purposes. For instance, the absorption of the learner's group's psychology depends on the successful process of adaptation to the environment. Without it, the child cannot adapt to the new group and will behave antisocially regardless of the moral principles and

customs of the class. (Montessori 2019, 117). However, children are responsible for their behaviour, which is appropriate for other learners and based on their own decision.

Children's own decisions are essential in Montessori education in many ways. In fact, it is believed that the most effective learning is based on the current wants of the child concerning the content of learning process (Rýdl 2006, 13). The freedom is, however, not presented only in the process of learning. For example, children in Montessori classes can freely move, cooperate or work individually and choose what they want to learn and when (Rýdl 2006, 35). This educational approach is based on children's free will, nevertheless, still aimed at the suitability for each learner. More specifically, Montessori education aims to provide proper conditions under which the learners can learn, gain maximum knowledge, and develop on their own according to their pace and stage of development (Zelinková 1997, 17). Freedom is one of the essential aspects of the Montessori method and is represented in many educational approaches.

2. ENGLISH LANGUAGE EDUCATION

2.1. Second language acquisition

Learning foreign languages has several approaches, and it gave rise to second language acquisition. In fact, an essential part of education has always included the knowledge of foreign languages. Second language education's aims are represented in the fields of interpersonal communication and all educational goals. Besides linguistic knowledge, it also includes cultural, geographical, social, economic knowledge and many others. (Hendrich et al. 1988, 13). Each goal has its important purpose in learning and cannot be replaced or dismissed. The child's second language education can also be divided into four different categories – “linguistic, cognitive, social and academic” (Genesee 1994, 2). Therefore, learning a language includes much more than studying just the language itself. Furthermore, second language acquisitions study how students learn the foreign language and focus in detail on each aim of this education. Moreover, it can help teachers as it analyses various teaching methods (Lightbown, Spada 2006, 15). Learning second languages has specific approaches which are classified into various types.

The division into categories can also be seen in definitions and characteristics of the second language and people involved in the second language acquisition. Ellis (1997, 3) defines the second language as: “A language that can refer to any language that is learned subsequent to the mother tongue.” Second language learners have, also, specific characteristics. For instance, a second language learner has already mastered one or more languages. These learners can be divided into several groups according to their age, cognitive maturity or metalinguistic awareness. (Lightbown, Spada 2006, 30). However, second language education does not involve only learners. Additionally, Hendrich et al. list the three most important agents within second language learning – teacher, learner, and subject matter. All of them significantly influence the process of learning and are necessary for it. Also, he states that teaching methods, the aim of teaching, material and organizational conditions are necessary for foreign language education. All together have specific relations with others and are essential for the process (1988, 16). Therefore, second language education is an extensive term with several aspects, particular definitions, and many agents.

One of the most important second language education agents is learners whose abilities differ according to their age. Because second language learners have already mastered at least one language, they already understand the languages' function. Nevertheless, it is difficult for them in terms of making errors because each language has different functions. Also, learning a second

language is harder for children because of the absence of metalinguistic awareness and cognitive maturity. (Lightbown, Spada 2006, 30). Challenges in second language learning differ according to the learners and their age, but each age group also has its conveniences in abilities. For example, one of the main advantages that young learners usually have is the courage to use the amount of language they already know (Lightbown, Spada 2006, 31). Learners are thus, varied as well as their abilities in learning a second language.

Moreover, there are several more aspects that differ among second language learners and which influence their learning. Ellis lists three psychological dimensions – language aptitude, motivation and learning strategies. Firstly, language aptitude is the competence to learn and can be divided into another four components. “The phonemic coding ability” is related to phonetics, specifically to sounds and the relations between them. “The grammatical sensitivity” is based on grammatical rules and the capability of understanding them. “The inductive language learning ability” is about comprehending the connections between the word and its meaning. “The rote learning ability” is crucial in remembering new vocabulary. Language aptitude plays an important role in achieving good results in learning a second language. (1997, 73-74). The ability to learn greatly affects the learning process and is very important for every aspect of learning. Lightbown and Spada (2006, 57) claim that a higher aptitude significantly influences learning in terms of faster and more successful acquiring information. The ability to learn is crucial for second language education, and all of the components have a considerable impact on the ability as a whole.

Secondly, another aspect that influences the success in learning is based more on effort. More specifically, motivation includes the energy and effort put into the learning and is divided into four subcategories. The instrumental motivation is based on the energy with the aim of achieving some progress. Integrative motivation includes the learner’s interest in studying a different language and culture. A successful outcome of the learning is represented as a resultative motivation, which comes from experiencing achievements. Intrinsic motivation is an inner ambition that each learner develops individually. (Ellis 1997, 75-76). All subcategories are necessary for successful learning and influence the process, and the effort learners put into it. Furthermore, motivation is important for persistence in learning. Teachers can support the motivation in various ways, such as offering a positive environment and suitable materials that correspond to the learners' stage of development. (Lightbown, Spada 2006, 63-64). Motivation is an essential aspect of learning and can be supported by teachers and learners variously.

Thirdly, each learner is different and has various ways of learning that are suitable for him. For instance, learning strategies can be either behavioural or mental and are divided into cognitive, metacognitive and affective strategies. Their purpose starts in analysing materials, planning and evaluating the progress, and ends in social interactions with other speakers. (Ellis 1997, 76-77). Learning approaches are various, however cooperate together and create the whole process of learning. Learners also differ in learning strategies, and each student prefers other styles of learning. The learner can be visual, which means to learn by seeing, aural who learn by hearing, or kinaesthetic who prefer help with learning through physical actions. (Lightbown, Spada 2006, 59). Learning can vary in strategies, and each learner has their own preferred style of learning.

Learning a second language at school has its specific aspects, mainly because it concerns young learners. For example, the capability to understand language is developed already in pre-school years and later is being extended. The metalinguistic awareness is being developed too, and children are, thus, able to link the realistic version with the abstract meaning of words. Their knowledge of words helps to extend their vocabulary, leading to using the vocabulary more often and developing various language registers. (Lightbown, Spada 2006, 8-9). The development of the two important aspects encourages learners and supports children's ability to speak in the second language. However, Ellis (1997, 21) claims that it is hard for children to speak in full sentences because of their small amount of known vocabulary. Children develop their ability to learn mostly during their school years, which is crucial in second language education.

2.2. Teaching Vocabulary

Vocabulary is a very important aspect of learning a second language and is about lexical knowledge, specifically learning words. Celce-Murcia, Brinton, Snow (2014, 288) claim that "to know a word means to know a considerable amount about its meaning. In addition, to know a word or phrase means to know its collocations. Finally, knowing a word means to know its register." Despite the three aspects, learning words requires wider understanding. The word's knowledge also includes the awareness of its spoken and written form, grammatical relations, associations, and frequency (Celce-Murcia, Brinton, Snow 2014, 288). Learning vocabulary is an extensive process that requires much more than learning the word itself, but the process is necessary. McCarthy says that vocabulary is the most extended factor of a second language.

Furthermore, it is impossible to use the language and communicate without the knowledge of words. (1990, VIII). Thus, learning all aspects of vocabulary is necessary for second language learning.

Vocabulary learning consists of memorizing and understanding words, and the whole process proceeds in various steps. For instance, McCarthy claims that “the mental lexicon” can be defined as the storage of vocabulary in the learner’s mind, which, is believed, organizes the words according to sequential processes. The process of learning consists of “input, storage, and retrieval.” “The input” should be in the spoken and written form for second language learners because both shapes need to be learnt and it is divided into “conscious and unconscious input.” Both are very important and beneficial for the learner. “The storage” could not function without the organization within it, which closely relates to understanding the meaning of the word and its relations to other words. The comprehension leads to semantic organizing of the vocabulary and remembering it. “The retrieval” means not only knowing the word but also being able to remember it and use it when needed. (1990, 34-43). Therefore, learning vocabulary does not consist simply of only remembering words. Still, it acquires a wide range of understanding of its meaning necessary for a sequential usage of it. Schmitt (2010, 80) lists the division into “receptive and productive knowledge,” which can be seen in learners’ ability to understand words but disability in producing them. Learning and comprehending words is an extensive process divided into many stages.

Moreover, vocabulary learning consists of many approaches which are required for second language learners. For instance, word-formation extends the learner’s vocabulary enormously, and its principles can be seen from two perspectives. Firstly, the rules of the word-formation can be explained through grammatical or pronunciation criteria. Secondly, learners can use it to investigate and analyse the opportunities within creating new words and broaden their vocabulary. (McCarthy 1990, 5). Word-formation can be seen as essential, also, in terms of grammatical rules. Moreover, choosing grammatically correct words according to the sentence is crucial. It is necessary that learners know the difference between nouns and verbs, so they use them correctly. (Harmer 2015, 22). Word-formation is a beneficial aspect of vocabulary learning, and it helps learners understand the functions of words.

Another important aspect of vocabulary is collocations which are frequently used in the English language. In fact, they are one of the organizing principles based on combinations of words and are naturally used by native speakers. Collocations are frequently used in the English language

and are essential in learning vocabulary. (McCarthy 1990, 12). It is necessary to know which words can be combined concerning their meanings. Harmer (2015, 28) states that the combinations of words can be identified as lexical phrases and the combinations create “phrasal verbs, collocation and compound words,” or they can form “functional phrases, idiomatic or fixed expressions.” Learners can benefit from this aspect considerably because it helps them to recognize which words are combinable.

In addition, sense relations are essential in terms of the meaning of words and are classified into several categories. Indeed, sense relations are focused on the relations between words regarding their meanings. It is divided into syntagmatic and paradigmatic relations, and it includes synonymy, antonymy and hyponymy. Semantic fields extend vocabulary in terms of the relations between words. Homonymy and polysemy are also important terms in English vocabulary because they include words that differ according to the context. (McCarthy 1990, 15-22). The relations help learners to understand the word and its meaning. Similarly, Harmer states that for identifying a word is important both, meaning of the word and meaning within the context. The word's meaning can also be characterized by its relations to other words. (2015, 26). Sense relations are beneficial in learning vocabulary because it provides a better understanding of the word’s meaning.

Vocabulary can also be classified according to its teaching process stages, which start with introducing vocabulary. It can be introduced, for instance, through sounds and pictures, which is very important, especially in teaching children. Using pictures can be identified as using a presentation which is effective because children can see a visual form of the words and their meaning and can be further categorized by learners. Additionally, pictures can be used for dialogues, which can be spoken, drawn, or in the form of imitations. (Harmer 2015, 258-263). Using words in spoken form is also very important in introducing and teaching vocabulary. In dialogue, pictures can be used as a support to create a story and as a help to correctly divide the speech into parts (Celce-Murcia, Brinton, Snow 2014, 295). The usage of pictures within teaching vocabulary is practical and has several purposes and ways to be used.

Another step in teaching vocabulary is practising it which plays, also an essential role in teaching English, and many materials can be used for it. For example, ranking related vocabulary is effective because learners put together words either of similar meaning or of the same topic and subsequently rank the importance of it according to their own opinion. (Celce-Murcia, Brinton, Snow 2014, 295). Thus, learners practise the vocabulary that is somehow

valuable for them and can categorise it. Also, word maps represent a very useful tool. They are based on writing down related words and categorising them. Word maps do not have to be necessarily in the written form, words can be represented by objects, and for children, it makes this activity more entertaining. (Harmer 2015, 265-267). Categorising vocabulary leads to learners being able to relate words to a particular topic.

Furthermore, the following type of vocabulary activity is effective, especially for young learners. More specifically, vocabulary games are entertaining for children and valuable for practising vocabulary in many ways. For instance, Celce-Murcia, Brinton and Snow (2014, 296-297) summarize the purpose of all vocabulary games: “It allows students to isolate and practice practical features of word knowledge such as spelling, word parts, meaning, or grammatical features.” Each purpose differs according to the game used. Harmer gives two examples of vocabulary games that can be used. The first game is based on drawing and subsequently guessing the word drawn. The second game is also established on guessing but according to true and false descriptions of the word. (2015, 269). Types of games differ due to their purposes, but the main aim of games is to practise vocabulary.

Additionally, using cards can be applied to learners of all age groups because the content of it can be modified according to age. For instance, Harmer (2015, 275) claims that the usage of cards and notebooks can include: “definitions of the words, examples of the words in sentences, part of speech, collocation information, other words in the same family and perhaps a translation.” However, the information included may differ according to the learner’s English level and can be further modified. Moreover, memory cards serve as a vocabulary practice concerning the association of meaning and written form of the word. Learners can make the cards themselves, therefore they do the drawings and practise the written form of the word. (Celce-Murcia, Brinton, Snow 2014, 298). Modifying cards and creating them offers many possibilities, and its usage is very beneficial for the learners.

Another and most used material for vocabulary teaching is textbooks. They can be identified as a helpful source for teachers in selecting topics and ways of teaching the vocabulary (Celce-Murcia, Brinton, Snow 2014, 292). Textbooks are extensive materials and can be used by teachers differently. For instance, coursebooks offer a syllabus that is attentively prepared and can help teachers construct their lessons. However, it is dependent on teachers whether and how much they want to stick to the syllabus. (Harmer 2015, 71). Thus, textbooks can be useful helpers in teaching English, and their usage depends on teachers.

2.3. Development of vocabulary according to Framework Educational Program

Educational programs are necessary for education within all schools and are divided into a framework educational program (FEP) and school educational programs (SEP). The National Institute of Education defines the purpose of Framework educational programs as “FEP form a generally binding for the formation of school educational programs for schools of all educational disciplines in pre-school, primary, primary art, language and secondary education. They were introduced into education in the Czech Republic by Law No. 561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (School Act).” (National Institute of Education 2021). The FEP concerns all schools and develops objectives of all subjects taught.

The framework educational program is also focused on the objectives and outputs of the second language education, specifies them into categories and includes a subject matter. The categories are divided according to the primary and lower secondary school and the skills of language learning. Furthermore, the division is into “speech skills, listening comprehension, speaking, reading comprehension and writing.” The primary schools' objectives are based mainly on the knowledge of vocabulary, which is subsequently put into short phrases. (MŠMT 2017, 25). All outputs need to be followed and are specified according to the skills. The MŠMT states that the learner:

Concerning speaking skills:

Understands the simple instructions and questions of the teacher, which are communicated slowly and with accurate pronunciation, and responds to them verbally and non-verbally.

Repeats and uses words and phrases encountered during the lesson.

Understands the content of simple short written text if he has visual support.

Understands the content of a simple short spoken text, which is spoken slowly, clearly, and with accurate pronunciation if he has visual support.

Assigns the spoken and written form of the same word or phrase.

Writes words and short sentences based on text and visual patterns.

Concerning listening with understanding:

Understands simple teacher's instructions and questions that are communicated slowly and with accurate pronunciation.

Understands words and simple sentences if they are spoken slowly and clearly and are related to acquired themes, especially if he has visual support.

Concerning speaking skills:

Participates in simple conversations.

Communicates basic information about himself, family, school, leisure, and other acquired topics in a simple way.

Answers simple questions about himself, family, school, leisure, and other acquired topics and asks similar questions.

Concerning reading with understanding:

Searches for the necessary information in a simple text that relates to acquired topics.

Understands simple short texts from everyday life, especially if he has visual support.

Concerning writing skills:

Writes short text using simple sentences and phrases about himself, family, activities, and events from the area of his interests and everyday life. (MŠMT 2017, 25-26).

Each part has also set "the minimal recommended level for adjustments to expected outputs under support measures." (MŠMT 2017, 25). The outputs represent the minimum that the learner needs to achieve.

The MŠMT in FEP also includes the subject matter, which is separated concerning the fields and is very specific:

The audio and graphical form of the language - the phonological patterns, basic pronunciation habits and the relations between audio and graphical form.

The vocabulary - basic vocabulary in communication situations of thematic topics discussed and work with the dictionary.

The thematic fields - home, family, school, free time, job, human body, food, clothes, shopping, residence, means of transport, calendar year, animals, nature and weather.

Grammar – the basic grammatical structures and types of phrases. (MŠMT 2017, 26).

Thus, the outputs and the subject matter are specified in the curricular document and apply to primary schools in the Czech Republic.

2.4. Development of vocabulary according to Common European Framework of Reference for languages

Common European Framework of Reference for languages (CEFR) is a document focused on language abilities and specifies them into categories. The Council of Europe states its purpose which is to: “encompass educational values, a clear model of language-related competences and language use, and practical tools, in the form of illustrative descriptors, to facilitate the development of curricula and orientation of teaching and learning.” (2018, 23). The focus of the CEFR is rather extensive and very beneficial in terms of language education. The CEFR specifies, also, levels: “representing progress in proficiency to a Basic user (A1 and A2), Independent user (B1 and B2) and Proficient user (C1 and C2).” (Council of Europe 2018, 34). Furthermore, Council of Europe divides “the overall language proficiency” into four main categories: “General competences, communicative language competences, activities and strategies.” (2018, 30). All competences have different characteristics and are oriented on various language fields and are also subdivided. For instance, communicative language competences are subsequently categorized as “Linguistic, sociolinguistic and pragmatic.” (Council of Europe 2018, 130). The CEFR focuses on aspects of languages, their categorization, and competences, which are further divided.

Furthermore, linguistic competence is an extensive term that contains several language aspects. For instance, the Council of Europe lists “general linguistic range” that concerns the extent of known words and their usage. For A1 learners, it means that the user: “has a very basic range of simple expressions about personal details and needs of a concrete type and can use some basic structures in one-clause sentences with some omission or reduction of elements.” (2018, 131). Another is “vocabulary range,” which involves the number of words the learner can use. A1 learners: “has a basic vocabulary repertoire of words and phrases related to particular

concrete situations.” (Council of Europe 2018, 132). Vocabulary could not, however, be used adequately without the usage of grammar. “Grammatical accuracy” focuses on the ability to use various grammatical structures, and “vocabulary control” includes the propriety of the used words. Moreover, linguistics includes also “phonological control, sound articulation and prosodic features,” which are focused on pronunciation, the extent of known sounds and their usage, and “orthographic control” that appears in spelling and writing. (Council of Europe 2018, 133-137). Aspects of linguistic competence focus mainly on vocabulary and its usage.

The appropriateness and choice of used words within the language are very important. More specifically, “sociolinguistic competence” is about using proper register and forms of the language according to the situations (Council of Europe 2018, 137). The ability to use the language in particular situations is crucial in terms of language education. The Council of Europe specifies that A1 learners: “can establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.” (2018, 138). Another is “pragmatic competence,” which is the ability to use the language logically and understandably, concerning: “discourse, functions and design competences.” (Council of Europe 2018, 138). Therefore, learnt and known words must be used accurately, appropriately and correctly.

Practical Part

3. Introduction to the research

In the theoretical part, the essential theories and definitions of Montessori education, its principles, and second language education were introduced to create a theoretical base for the research. The research was originally supposed to be in the form of observations, however, due to the current situation caused by the pandemic of Covid-19, it was necessary to change the research to the online form. Therefore, the research was in the form of the analysis of materials and two interviews. The reason for selecting these two types of data collection is that the materials offer the possibility of inclusion of Montessori principles. The interviews provide the information of the teachers' approaches within the English lessons that can also be in accordance with principles of Montessori education.

The choice of qualitative research was apparent as, for instance, Dawson (2009, 14-15) claims that: "It explores attitudes, behaviour, and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants." In order to analyse the occurrence of Montessori principles in English language classes, it was necessary to choose this type of research. Because as it is described in the theoretical part, the analysed principles are observable in the context of the prepared environment in which the English lessons occur, materials used, the role of the teachers and learners during the classes, and related approaches. The analysis of materials is based on findings of principles mentioned and the possible learners' work. The interviews were semi-structured in order to stick to the topic and researched principles, however, due to open questions, to keep the possibility of more complex answers and addition of important information.

4. The research objectives and questions

The focus of the research is on the occurrence of Montessori principles applied in English lessons. The aim of the research is to find out whether and how the Montessori principles are included in English vocabulary teaching and learning in the first three years in one particular Montessori school. The aim of the research is represented in two research questions:

Does the English vocabulary learning and teaching in the first three years in a specific Montessori school include any Montessori education principles?

Which and how are they represented in the teaching?

5. The research background

5.1. The research sample

The research was carried out in online form with teachers from a particular primary Montessori school in the region of Pardubice during January, February and March 2021. Due to the research ethics, the names of the particular school, teachers and learners are not mentioned. Unfortunately, the current situation caused by the pandemic did not allow the realization observations because of the mandated precautions, however because of teachers' helpfulness, I had the opportunity to conduct the research in the form of the analysis of materials and interviews. I chose this particular school because of three reasons. Firstly, I had an opportunity to visit the school previously, so I knew the school and its organization. Secondly, the school offers suitable conditions in terms of chosen teachers and classes as samples for the research and is focused on Montessori education. And thirdly, the teachers agreed to cooperate, be a part of the research, and their approach to teaching corresponds to the research's needed sample. One of the teachers completed the Montessori course, and the other one did not. The reason why I chose learners from the first, second and third grades is purely personal. More specifically, I think that the beginnings of learning English and getting to know a second language are very interesting because of the development of the relationship towards it. Selected classes are taught by the two teachers, one teaching the first and second grade and the other one the third grade. Lessons of the first and second grade took place at school under normal conditions, but the third grade was divided into two groups, and one group had distance learning in the online form.

5.2. The research methods

For finding out the Montessori principles included in teaching and learning vocabulary in English classes in Montessori school, it was necessary to use qualitative research. Vanderstoep and Johnston (2009, 167) claim that: "The purpose of qualitative research is descriptive." Thus, it is suitable for analysing didactic materials used in teaching vocabulary. Also, it is focused on gaining information about people's experiences, attitudes and opinions (Dawson 2009, 14-15). Therefore, it is appropriate to analyse teacher's attitudes and approaches towards teaching English vocabulary.

Didactic materials that are further analysed were collected from three English lessons that differ according to class. The grades included were first, second and third, taught by two different teachers. The materials were provided out of goodwill by two teachers of one particular

Montessori school. Their names are not given for reasons of research ethics. All selected aids were photographed by teachers and subsequently sent via e-mail. The materials were analysed according to four selected principles explained in the theoretical part, more specifically in chapter 1.3.2. focused on materials. The principles are the appropriateness of visual appearance, the development of the aid regarding other materials, the content of only one task and the inclusion of error control.

The two interviews used were semi-structured. The questions contained can be defined as an “interview schedule” that helps stick to the topic, however, it offers the possibility to add another essential information (Dawson 2009, 28-29). Questions used were focused mainly on the teachers’ approaches. It included “background information” with the focus on information concerning teaching experience, “description questions” considering definitions or characterizations, “comparison question,” and “opinion questions” focusing on the teachers’ attitudes (Vanderstoep, Johnston 2009, 225-226). Also, Dawson (2009, 28) claims that semi-structured interviews are aimed to gain: “specific information which can be compared and contrasted with information gained in other interviews.” Thus, the analysis contains answers from both interviews. The responses are analysed according to Montessori principles explained in the theoretical part. The interviews were conducted with two teachers of one particular Montessori school, who agreed out of goodwill. Their names are not given for reasons of research ethics. Also, both interviews were conducted in the online form via video chat, recorded with a dictaphone, and subsequently transcribed into written form.

6. Materials

According to the theoretical part, materials used in Montessori classes and their accordance with the Montessori educational method have specific aspects and principles that need to be followed. It concerns the content of each material and the work that it offers to learners. The criteria for the analysis are selected according to the principles mentioned in the theoretical section, in chapter 1.3.2 concerning materials. Because the thesis does not mention all of the principles and the number of materials must be considered, the selected criteria are as followed.

- The visual appearance – Are the material’s visual qualities concrete? Is the material appealing in terms of using pictures and colours?
- The organization – Are the materials developed and used from simpler to more complex ones? Is the process of firstly introducing and secondly practising vocabulary followed?

- Content of one task – Does the material contain only one task?
- Error control – Does the material include error control? Can the learner check and correct the error occurred independently, without any outer help?

Firstly, the analysis is focused on the visual appearance, if the material's visual qualities are concrete and rather to catch the learner's attention. However, the attractivity of the aids is not measurable through analysis. Thus, the visual appearance is analysed in terms of the inclusion of colours and pictures. Secondly, if the materials are developed from the simpler to more complex ones, in terms of the process of introducing the vocabulary and then practising it. Thirdly, if the material contains only one task. Fourthly, if the material contains the error control and the learner can check the error and correct it by himself. Analysed materials are ordered according to their usage during the lesson.

Materials used in the first and second grades are supplemented by using a textbook as decided by the teacher. The textbooks used are named "Little Bugs 1" and "Little Bugs 2" (Read, Soberón, 2005) and are mainly used by the teacher because of the syllabus. However, the majority of activities within the English lesson are based on selected materials and conversation.

The first material focuses on vocabulary on the topic of animals: cat, duck, horse, goat, sheep, pig and cow. It is in the form of cards, including pictures and written words. Each coloured image and word represent a concrete meaning that makes the flashcards' visual appearance specific and potentially appealing to the learner. The aid serves for introducing new vocabulary. Children can see the meaning of the words, their written and spoken form as the teacher says the words aloud, and they repeat it. Therefore, the material is used as the first and simplest and is followed by more complex materials. The task contained is the only one which is to get familiar with the vocabulary in terms of its meaning, written and spoken forms. The cards include the error control partly because children can check the errors that occurred only in the meaning of the words and their spelling. However, the teacher is necessary to correct the errors made in the pronunciation. The flashcards are in accordance with all Montessori principles apart from the complete error control.

The second material is concentrated on the same vocabulary. It can be defined as two types of flashcards, one with pictures of animals and the other with written words. The cards' visual appearance includes concreteness in terms of each image's specificity, and flashcards are colourful. More specifically, each picture represents only one word, and the colours support the visual attractivity of it. The material is used in activities focused on introducing and practising

the vocabulary and, thus, is followed by the use of other more complex materials. It also includes only one task, to match words with pictures. The flashcards include an error control because there is the correct written word on the other side of each image. Learners can, therefore, check their answers immediately and without any outer help. The flashcards include all selected principles of Montessori education.

The third material is focused on the same vocabulary and is called a “storyteller”. It is divided into six parts, where one includes all animals, and the other ones are focused on each animal individually. It also contains the use of phrases together with the vocabulary. The written text is not coloured, but it includes coloured pictures representing the meaning of words which makes the material potentially appealing. The material is more complex and used for practising the vocabulary and its usage within the basic phrases. Thus, it follows the previous material in the correct order according to one of the Montessori principles and supports vocabulary knowledge development. The aid includes three tasks that do not correspond to the Montessori principle. Firstly, learners listen to the written story through CD. Secondly, the teacher tells the story and asks questions about understanding the meaning. And thirdly, children listen to the CD again. In terms of selected vocabulary, the material includes error control because there is a picture representing its meaning next to each word. There is no error control contained in terms of used phrases, and the teacher’s help is necessary. The aid comprises only two Montessori education principles, and it does not correspond fully to the principles concerning only one task and error control involved.

The fourth aid concentrates on the usage of learnt vocabulary in sentences. It consists of twelve cards, each including one or two words. The words are written in various colours and represent specific meanings, but only one contains a picture within the individual card. The material is demanding, based on the knowledge gained from previous material, and used to practice vocabulary and phrases further. The task is the only one which is to put together words in the correct order and create sentences. The cards do not include any error control, and the correction is dependent on the educator. Three out of four principles are displayed in the aid. The only one missing is the addition of error control.

The fifth material is based only on the work of the learner, who drew it by himself. It includes the pictures drawn, which represent the taught vocabulary and used phrases from the previous material. The drawing is coloured, and it is dependent on the child which phrases and pictures will be used. The material helps the learner to practise learnt vocabulary and phrases and is the

most complex and demanding task used correctly as the last activity. It includes two tasks, to draw the meaning of words and use phrases from the previous activities. The drawing does not contain an error control, and the teacher must check the correctness of the material. The material includes only two Montessori principles: the suitable visual appearance, and it is correctly developed considering previous aids.

The sixth aid is concentrated on the vocabulary of animals, numbers, and phrases that serve for a later story telling. It consists of pictures of animals and numbers together with written words, some extra words and written phrases. Although the images are black and white, it helps to attract learners and, it represents the concrete meaning of words. It follows previous materials and is more complex, so it is developed according to the Montessori principle. However, the material does not include only one task and is relatively extensive. It involves only partial error control, only in the first section with pictures where are written words under each picture and children can thus see the right word. In the other section with phrases teacher's help is essential for the feedback. The sheet is in accordance with only two principles of the Montessori method, more specifically with the appropriate visual appearance and the correct inclusion among other materials within the lesson, and one principle only partially.

The following material is focused on a different vocabulary and is named "Show and tell". It contains phrases, several objects and vocabulary: car, colours, shapes and various materials such as wood, metal, rubber and others. The meaning of each word is represented by a particular real object which is added into phrases. It makes the material's visual appearance appealing and used colours can entertain learners. Any other aid does not follow the material, therefore, it cannot be analysed in terms of the development from simpler to more complex materials. However, it includes only one task: to read the phrases with presented words correctly and understand them properly. The error control is symbolized only partially. The first three phrases do not contain the error control because the words are not written anywhere, but the fourth phrase has all words written next to the object, representing the meaning. The sheet contains all Montessori principles despite one that cannot be analysed because it is not preceded or followed by any other aid. The error control is in accordance with the principle partially.

Materials 1st and 2nd grade	Visual appearance	Organization	One task	Error control
Flashcards - Animals	Yes	Yes	Yes	Partially
Flashcards - Animals - matching	Yes	Yes	Yes	Yes
Sheet - Animals - Storyteller	Yes	Yes	No	Partially
Cards - Sentences - matching	Yes	Yes	Yes	No
Drawing - Sentences	Yes	Yes	No	No
Sheet - Animals, numbers, phrases	Yes	Yes	No	Partially
Sheet - Show and Tell	Yes	X	Yes	Partially

Figure 1. Materials' analysis

In summary, the analysis of materials used in the first and second grades revealed that all seven materials correspond to at least two Montessori education principles out of four. Three aids, the flashcards, and a material called “Show and tell” include all analysed Montessori principles. One material concerning the usage of cards and phrases is not in accordance with the error control principle. And three last aids do not correspond to two Montessori principles, more specifically to the error control and the content of only one task within each material.

Materials used in the third grade are supplemented mainly by conversation, videos, drawing, running dictations, and many activities, including movement and games. The activities are primarily focused on speaking skills as decided by the teacher. Only a few materials are used during the English lesson because third graders can already speak in more complex sentences and develop their speaking skills to a greater extent.

The first material is named “food cards” and is aimed to introduce vocabulary with the topic of food. Selected words are in the written form on smaller cards and in the form of pictures on bigger cards. Images are coloured, and each picture represents the meaning of each particular word. This aid is used initially to introduce the vocabulary and is followed by more complex materials. It also consists of only one task, which is to match pictures with given words. It includes error control which is performed the correct words written on the other side of every image. The flashcards contain every principle of Montessori education.

The second flashcards are named “food cut words” and differ only in the written words, which are cut in the middle. Coloured pictures are the same as in the previous material, therefore symbolize the meaning of concrete words. The cards are used within a second activity after introducing the vocabulary, which is in accordance with the development of materials from simpler to more demanding ones. It contains four tasks: to put parts of words together, match them with pictures, check the correctness, and write words into the notebook. Again, the correct words are written on the other side of the images and serve as the error control for learners. It does correspond to Montessori principles only partially, explicitly in the appropriateness of the

visual appearance, the usage of the material after introducing vocabulary in previous simpler aid, and the opportunity to check possible errors without any outer help. However, the cards include four tasks and do not contain the Montessori principle focused on selecting only one task within each material.

The third flashcards are used mainly for games, such as memory cards, and they look very similar to the first cards. Children are offered to take the cards even home for further practice. As with previous materials, the visual appearance corresponds with Montessori education principles in terms of its colours and specificity of the meanings of pictures. Because this aid is used for practising vocabulary, its inclusion between other materials is in accordance with Montessori principles. The tasks within the flashcards may differ, nevertheless, there is only one task used each time. However, the cards do not offer the possibility of error control, and the teacher's help is unavoidable. Thus, the aid includes all analysed principles of Montessori education apart from the error control.

The fourth material includes pictures and vocabulary from previous cards but is in the form of a sheet with empty spaces saved for the written form of words. Children can work with the aid individually or within the group. Again, the sheet's visual appearance is appealing in terms of using pictures and colours, and every image contains a specific meaning. The material is complex because it includes the writing of already known words. Thus, learners must know the meaning of each word and its written form in order to complete the task. It is used as the last aid and corresponds to the correct sequence according to the Montessori principle. The activity consists of one task, which is to write words correctly, next to each picture. Nevertheless, the sheet does not include the error control in any form, and the teacher needs to help the learner check the answers. The last material corresponds to three principles of Montessori education, and only the error control is absent.

Materials 3rd grade	Visual appearance	Organization	One task	Error control
Flashcards - Food	Yes	Yes	Yes	Yes
Flashcards - Food - Cut words	Yes	Yes	No	Yes
Flashcards - Food	Yes	Yes	Yes	No
Sheet - Food	Yes	Yes	Yes	No

Figure 2. Materials' analysis

To conclude, the analysis of aids used in the third grade confirmed that only the first flashcards correspond to all Montessori principles. The other three materials are in accordance with three principles of Montessori education. More specifically, the flashcards cut words do not include

the principle considering the content of only one task, and the last two aids do not correspond to the Montessori principle regarding error control.

7. Interviews

The two interviews used were semi-structured. The questions focused on principles explained in the theoretical part. The criteria for the analysis are described according to the question. The following analysis contains answers from both interviews. Firstly, the responses of the first and second-grade teacher and then the third-grade teacher are described. Secondly, both pedagogues' answers are analysed according to Montessori education principles, further explained in the theoretical part. Because the thesis does not mention all of the principles and the number of questions must be considered, the selected criteria are as followed. All analysed aspects and approaches are evaluated according to the Montessori education approaches and principles.

- Environment – Is the environment prepared and organized?
- Atmosphere – Is the atmosphere within the environment positive, relaxed, and free?
- Age groups – Does the class include learners of more age groups?
- Discipline – Are learners taught self-discipline and the responsibility for their behaviour towards others? Are any rules selected within the class?
- Free choice – Can learners choose the materials and activities?
- Independent work – Do children learn independently?
- Introduction of materials – Are the materials introduced individually?
- Interruption – Is the principle of not interrupting children during the learning process followed?
- Errors – Do material contain error control? Does the teacher help children with error correction after the work with the material is finished?
- Cooperation – Are learners allowed to cooperate?
- Spontaneity – Is the possibility of spontaneous activity offered to learners?
- Individuality – Is the approach towards children individual? Concerning the correspondence of materials to individual learner's stage of development?
- Teaching vocabulary – Is the vocabulary taught according to Montessori principles? Concerning the individual introduction of materials and learner's independent work?
- Focus on learners – Is the main focus during the English lessons on learners?

The first question was concerning the teacher's experience with Montessori education. The first teacher's response started with the Montessori method's first mention during her studies at University. However, it was followed by personal experience from the point of view of a parent whose child was a student in Montessori preschool and later school in the United States. Reasons inducted were the offered possibilities of exploration and independence of the child. Later, after returning to the Czech Republic, she claims to get offered the job of the teacher in Montessori school unplanned. She has been teaching in a Montessori school for ten or eleven years. The second teacher claims that her learning of Montessori educational principles is an ongoing process, however, she has been teaching in a Montessori school for ten years without previous experiences.

The second question followed the previous one in terms of teaching experience and was focused on teaching English. The first teacher mentioned several experiences, including teaching in a regular classic school, private school, and teaching the Czech language to English-speaking children and adults. All these experiences supported the understanding of how languages function. The second educator has been teaching English since her studies at University. She taught in language schools, companies and has also established a little English class.

The third question was already focused on Montessori principles. More specifically, it included the description of the environment in which the English lessons occur, focusing on the organization and order within it. The first pedagogue started the description by defining the environment as a different one from a regular classroom. She begins the lesson in the ellipse in the middle of the classroom with desks around the circle. The materials are put on the shelves, marked by several signs, and are accessible to learners. The teacher also mentioned little rugs that are free to use, and it is dependent on the learner's decision whether they want to sit on them. The second teacher describes the classroom, similarly, including the desks around the circle with the carpet. She adds whiteboard usage, cushions that are freely available to children, and the net for pictures. Thus, both classrooms' environments are prepared and organized, and learners are offered freedom within it. It corresponds to the Montessori principles mentioned in the theoretical part, in chapter 1.3.1. focused on the environment.

The fourth question functioned as the extension of the previous question and was concerning the atmosphere and freedom within the prepared environment. The teacher claims that her approach to the friendly and relaxed atmosphere during the lesson is part of her philosophy and is very important. It would not be possible to communicate for learners without the relaxed

atmosphere, which is essential for English lessons. She describes the term of freedom within the class as a constant balancing between freedom and too much of it. Therefore, it has its limits to prevent any disruptive behaviour of learners. The freedom is offered to children in terms of a chosen place to sit and the participation in activities, and it is very individual. The second pedagogue describes the atmosphere, also, as relaxed and free. Children are given freedom in terms of movement within the classroom, and the teacher implements a lot of movement in activities during the lesson too. Teachers' approach to the positive environment and freedom complements the principles of Montessori education concerning the environment and approaches in it, discussed in chapter 1.3.1.

The fifth question was focused on the age groups of learners within the class. The first pedagogue said that mixing children of more age groups is impossible for two reasons. The first one is the schedule that needs to be followed and does not allow combining several age groups in the class. The second reason is the current situation due to the pandemic. The second teacher added that occasionally, only if the problem concerning organization appears, the children are mixed from various classes. However, usually, the class is composed of learners of one age group. Thus, the division of learners into classes does not correspond to the Montessori principle focused on the inclusion of more age groups and is mentioned in chapters 1.3.1. and 1.3.2. because it concerns the organization in the environment and works with materials.

Question number six was more oriented on the discipline among the learners and the teacher's approach. The teacher was surprised by the question because it is very complex and includes more approaches. However, she defined it as an ongoing process of constant balancing between what children do and what is necessary to do. She also mentioned that she taught children to solve the disruptive behaviour among themselves, and they selected rules together at the beginning of the school year. Some of the rules are decided by learners, signed by them, and subsequently made into a poster. Children are required to clean after themselves, too, thus they help keep the order within the classroom. The discipline towards cleaning is often supervised by the learners themselves, and the teacher's help is not even necessary. The second educator mentioned only the obedience of the selected rules and the possibility of asking and raising hands for learners. The first teacher's approach towards discipline follows Montessori education principles, focusing the learners' responsibility towards self-discipline and keeping order in the classroom, as is further described in chapter 1.3.1. and 1.3.3. in the theoretical part. However, the second teacher's approach corresponds to Montessori principles only partly.

The seventh question was focused on whether children can choose the material or they are given one. The answer of the first teacher revealed that most of the time, learners are given a particular material, however, if most of them do not want to work with it, they are offered an alternative. Also, when children finish work, they can choose whether they want to take a different aid. The pedagogue admitted that English teaching conditions are not suitable for letting learners choose and observe them because speaking is essential for learning a language and cannot be left out. The second teacher said that usually, they do not use any materials, and the lesson is focused more on the conversation. When using a material, learners are mostly given a particular one and work with it altogether or in groups. Therefore, most of the time, children are not offered a free choice in terms of materials, and it does not resemble principles used in Montessori education.

Question number eight was concerning the learner's independence towards learning. The first teacher answered that only partly and according to the situation. If they are told which phrase to use, they can use it however they want. Although, their level of English does not give them many opportunities to paraphrase given sentences. The second teacher's opinion was identical in that it is dependent on the situation. Additionally, she mentioned that children can choose the sequence of activities or work individually and independently. Because children are mostly told what to do and do not have the opportunity of independent work based on free choice regularly, it does not correspond to Montessori principles.

The ninth question included the introduction of materials and whether if it is done with the individual approach. The first teacher responded that materials are introduced in the circle to learners altogether, starting with a warm-up phrase that includes the introduced vocabulary. The second teacher described a very similar introduction of materials. It also proceeds in the ellipse to all children, and they subsequently choose if they want to work with it. Thus, materials are not introduced individually, and it does not agree with the Montessori method's principles.

Question number ten was concerning the interruption of children during the process of learning. The first teacher's answer was simple and clear. She interrupts learners only if disruptive or unwanted behaviour occurs. The second educator's reasons for interrupting children concern correcting appeared errors or offering learners help with activities. The first teacher's approach complies with the Montessori principle concerning the interrupting of learners only if necessary, further explained in chapter 1.3.3. However, it does not include error correction

because the materials should contain error control. Therefore, the approach of the second teacher does not correspond to the principles of Montessori education.

Question number eleven closely cooperates with the previous one because it was focused on the approach towards the errors and feedback in terms of materials. The first pedagogue defined it as a long-run process because her main approach is to let children speak English. She listed two main conditions under which she corrects learners' errors. Firstly, only if other children notice the error made and secondly if the error is made in writing. Also, the error correction is influenced by the level of English of each learner and the proper timing. The second teacher even mentioned the Montessori principle concerning error control, but she said that she offers to help if some learner needs verbal interaction. Also, she teaches children to develop positive relationships towards errors and mistakes. According to Montessori principles, learners should not be interrupted while being concentrated on the task. However, the teachers did not mention when the error correction occurs; thus, it is impossible to analyse if the principle is followed. Nevertheless, materials based on Montessori principles should include error control, and children should be able to correct the error by themselves, without any help. Both principles are defined in chapter 1.3.2. and 1.3.3.

The twelfth question concerned the cooperation between learners. The first teacher responded immediately and without any hesitation. For her, learners must cooperate because the most important language skill is speaking. The cooperation within her class includes pair-work and group-work and she believes that cooperation supports patience and tolerance. The second pedagogue also prefers teamwork rather than individual work, which is used only for writing. Cooperation according to the Montessori principle is further explained in chapter 1.3.2. and 1.3.4. and it is included in the lessons.

Question number thirteen was focused on the teacher's involvement in the activities concerning materials and the possibility of spontaneous activity. The first educator answered that spontaneous activity is possible and that her involvement in the activities is not frequent because learners usually work together in groups. They are allowed to work individually, if they show interest, and thus, the opportunity for spontaneous activity is offered. However, the second teacher admitted that children are usually given material developed by her, including selected instructions. Only some creative tasks allow learners to be more spontaneous. The possibility of spontaneous activity during English lessons of the first teacher corresponds with the principle of Montessori education that is included in chapter 1.3.1.

The fourteenth question considered learners' individuality, their stage of development, and the appropriateness of materials. The first teacher mentioned that the individual approach could be seen in individual report cards that do not include marks or competition and that the individual approach is within the group. More specifically, the plan of the lesson is prepared concerning the whole group, not particular learners. The second educator added that she takes under consideration the individuality of learners, but only when some child struggles with the task. Therefore, individuality is not emphasized enough in terms of Montessori principles discussed in 1.2. and 1.3.3. chapter.

Question number fifteen was the most complex one because it included the description of the vocabulary teaching process. The first teacher responded that she introduces the vocabulary in the beginning, if possible, in the form of objects, names them and children repeat the words. Following activities are warm-up questions and various games, including the vocabulary. After the introduction, learners practise what they have learnt through writing, flashcards, songs, and various games such as miming. For the review, the teacher uses an activity named "Show and tell," based on the learner introducing a random object and describing its shape, colour and other characteristics. Other children guess, therefore, practise the phrases and review the vocabulary. The teacher of third graders emphasized the choice that she offers to children in terms of selecting the taught vocabulary at the beginning of the school year. More specifically, she chooses the vocabulary that is following the syllabus but also interests children. For the introduction, she uses cards, naming and repeating the words, and playing several games. The steps concerning the usage of flashcards are further described in the analysis of materials. Later, for practice learners correct words within sentences and get homework in terms of drawing pictures and using previously learnt sentences. However, none of the teaching vocabulary processes does correspond to Montessori education principles apart from one, which is the teacher's introduction of vocabulary in the form of introducing the objects. The teacher's approach in offering materials according to Montessori principles is described in 1.3.3. chapter.

The last question was focused on the teacher's opinion and point of view. More specifically, if she would define the English lessons as based on learners, their individuality and development. The teacher of first and second graders described it as based on both the educator and learners. Because children are not able to develop activities or learn themselves. However, she added that she tries to make lessons as natural as possible without reminding them that they are at school and learning a particular subject. Her approach to teaching English is to make it enjoyable for learners and include a lot of speaking in English. The second pedagogue explained

her approach as trying to find a balance between what is included in the curricular documents and what is according to learners' needs and wants. Although she tries to focus the lessons on learners, some necessities such as tests do not allow it completely. According to Montessori education, more explained in chapter 1.3.3. and 1.3.4., teachers prepare the materials, but the main aim is to concentrate the lessons on learners and their independent learning. Therefore, the teacher's approach does not correspond to Montessori principles.

Questions	Correspondence to the principles
1. Experience	X
2. Experience	X
3. Environment	Yes
4. Atmosphere	Yes
5. Age groups	No
6. Discipline	Partially
7. Free choice	No
8. Independent work	No
9. Introduction of materials	No
10. Interruption	Partially
11. Errors	No
12. Cooperation	Yes
13. Spontaneity	Partially
14. Individuality	No
15. Teaching vocabulary	No
16. Focus on learners	No

Figure 3. Interviews' analysis

In summary, only three questions confirmed the correspondence of the teachers' approaches to the analysed Montessori principles. Another three approaches were in agreement with principles only partially, and eight questions revealed that the analysed approaches do not correspond to selected Montessori principles enough or not at all.

CONCLUSION

The bachelor thesis was focused on teaching the English language in the context of Montessori education, specifically on the development of vocabulary. The aim was to research whether and how the Montessori principles are included and represented in English vocabulary teaching and learning in the first three years in one particular Montessori school.

In the theoretical part, Maria Montessori was introduced together with a historical background of the Montessori educational method's development that was also characterized as were its principles concerning the main approaches, environment, materials, roles of the learners and teachers. The principles characterized were used as criteria for the analyses. Furthermore, the teaching of English as a foreign language and teaching vocabulary were explained, also, according to Framework Education Program (FEP 2017) and Common European Framework of Reference for languages (CEFR 2018) to specify the necessary outcomes in the context of Czech education and the levels of language proficiency.

In the practical part, the research conducted was further described. Despite the complications associated with the pandemic, the research was conducted in the online form through analyses of materials and two interviews. The analyses included aids used in the first, second and third grades of a particular Montessori school, and interviews were held with two teachers of these grades. The questions contained in the interviews mainly included the attitudes, opinions and experiences of the pedagogues.

In conclusion, although teaching and learning at a Montessori school should be conducted entirely according to Montessori principles in all subjects, the research revealed that English language teaching does not include all analysed principles in every material and teachers' responses based on their attitudes shown that not all approaches fully correspond to principles of Montessori. However, these principles are at least partially reflected in the teaching and learning of the English language. They are represented in the content of materials, learners' and teachers' work with the aids, and mainly in the teachers' approaches to teaching. More specifically, the analysis of materials showed that all materials correspond to at least two Montessori principles. Four aids are in accordance with all four principles, and the frequently missing principles are error control and content of only one task. The analysis of the interviews revealed that the teachers' approaches assent with the principles considering the prepared environment, the atmosphere and freedom within it, cooperation, spontaneity, and partially learners' self-discipline. The absent principles are the inclusion of learners of more age groups,

freedom, and independence concerning the work with materials, the individual introduction of materials, interrupting learners, error control, individuality, and lessons being based on learners. Therefore, Montessori education principles are included in teaching English vocabulary in the first three years of school attendance in a particular Montessori school incompletely.

Nevertheless, it is important to acknowledge that it was impossible to conduct research that would analyse all Montessori educational principles involved in the selected English lessons because of the limited length of the practical part. Also, the data collected cannot be generalized because although the research was qualitative, it was not fully objective, and the data were collected only from three classes of the same Montessori school.

The theme of the thesis truly appealed to me, as I study the English language with a focus on pedagogy, and I am interested in Montessori education. My interest in it was already evident after my first excursion to Montessori school and continued not only with my bachelor thesis. The research included in my thesis would be more accurate and compelling if it was possible to broaden it, more time would be devoted to the research, and it could be in the form of the originally planned observations.

Resumé

Pedagogická metoda Montessori se v posledních letech stala velice populární a v České republice již vznikla řada Montessori škol. Tato pedagogika je známá pro své principy, které se výrazně liší od ostatních metod. Zaměřuje především na žáky, jejich schopnost seberozvoje, svobodné volby a samostatné práce. Výuka je zaměřena na každého žáka individuálně a zohledňuje tak jeho potřeby. Popularita vzrostla také u výuky anglického jazyka, který se stal mezinárodním jazykem a který se na školách vyučuje jako druhý, cizí jazyk. Výuka anglického jazyka na školách v České republice je specifikována v rámcovém vzdělávacím programu (RVP 2017), který stanovuje cíle a obsah učiva. Metody a přístupy ve výuce však závisí na konkrétních učitelích, školách a školních vzdělávacích programech.

Tématem této bakalářské práce je výuka anglického jazyka v kontextu Montessori pedagogiky zaměřené na osvojování slovní zásoby. Cílem práce je zjistit, zda a jak se prvky této pedagogiky promítají ve výuce anglického jazyka, a to specificky ve výuce slovní zásoby v první, druhé a třetí třídě jedné konkrétní základní Montessori školy. Poznatky zmíněné v teoretické části slouží jako podklad k tvorbě kritérií zvolených k výzkumu vedeného formou analýz materiálů a dvou rozhovorů s učitelkami.

Teoretická část představuje zakladatelku Marii Montessori, historické pozadí vzniku a vývoje této pedagogiky. Dále pak základní principy, připravené prostředí pro výuku, materiály v ní užívané a v neposlední řadě role učitelů a žáků ve výuce. Druhá polovina teoretické části je věnována výuce anglického jazyka jako druhého jazyka, výuce slovní zásoby, osvojování slovní zásoby dle rámcového vzdělávacího programu a dle evropského dokumentu představujícího referenční rámec pro jazyky (CEFR 2018).

První sekce teoretické části začíná stručným představením Marie Montessori. S těmito informacemi se v práci nadále nepracuje, je však nezbytné zakladatelku pedagogiky blíže uvést. Nejprve je stručně popsána historie, která se zabývá vznikem a vývojem metody Montessori. V návaznosti na vývoj se další kapitola věnuje základním prvkům a principům pedagogiky. Jsou zde vyjmenovány prvky, které pedagogiku definují, jako například svoboda, zaměření na žáka, samostatná práce, svoboda volby a individualita. Navazující kapitola je orientována na konkrétní principy pedagogiky, které jsou následně užity k tvorbě kritérií v analýzách. Prvním definovaným principem je připravené prostředí, které musí být vhodné, organizované, příjemné, svobodné a zároveň disciplinované. Dále to jsou připravené materiály, které obsahují principy zaměřené na vhodnost materiálu, vizuální vlastnosti, konkrétnost, kombinování a

navazování materiálů, kontrolu chyby, obsah a užití materiálu. Role učitele v Montessori škole obsahuje další principy, které zohledňují vzhledový a osobní dojem učitele, nezbytné povahové vlastnosti, jeho roli jakožto pozorovatele či vedoucího. Také definuje způsob, jakým učitel žákovi představuje materiály. Role žáků je také důležitým aspektem zahrnujícím mnoho principů týkajících se polarizace pozornosti, koncentrace, individuality, samostatnosti, svobody a disciplíny. Vybrané principy slouží k tvorbě kritérií v následných analýzách materiálů a rozhovorů.

Druhá sekce teoretické části se zabývá výukou anglického jazyka a první kapitola je zaměřena obecněji na výuku cizího neboli druhého jazyka. První podkapitola obsahuje definice spojené s výukou cizích jazyků a její dělení dle jazykových kategorií, žáků, jejich schopností a kompetencí a v neposlední řadě také faktorů ovlivňujících výuku. Následná kapitola se věnuje specificky osvojování a výuce slovní zásoby. Nejdříve je definována slovní zásoba, její memorování, znalost a aspekty a následně postupy při výuce slovní zásoby s užitím materiálů a aktivit. Osvojování slovní zásoby je rozebráno i z pohledu rámcového vzdělávacího programu, který udává cíle a výstupy výuky cizího jazyka v kontextu českého školství. Dále pak je zmíněna výuka z pohledu dokumentu CEFR, který specifikuje úroveň znalosti jazyka a lingvistické, sociolingvistické a pragmatické kompetence.

Po představení pedagogiky Montessori a výuky anglického jazyka následuje praktická část, která je zaměřena na výzkum. Začíná stanovením cíle a výzkumných otázek. Zaměření bakalářské práce je na výskyt principů Montessori ve výuce slovní zásoby anglického jazyka. Cílem výzkumu je zjistit, zda výuka anglické slovní zásoby v prvním trojročí na jedné konkrétní Montessori škole zahrnuje prvky této pedagogiky a které a jak jsou ve výuce zastoupeny. Další podkapitola je zaměřena na odůvodnění zvolení této konkrétní Montessori školy, tříd a učitelek a poskytuje obecné informace o místě výzkumu. Dále jsou popsány výzkumné metody a nástroje, zahrnující i metody sběru dat a analýzy. Výzkum zahrnuje analýzu materiálů a dvou rozhovorů s učitelkami. Jedná se o kvalitativní výzkum, který nabízí možnost analýzy obsahu materiálů a postojů s názory učitelek.

První část výzkumu je analýza materiálů. Materiály vybrané pro analýzu jsou zvoleny z jedné vyučovací hodiny každé třídy a jsou zaměřené vždy na jeden tematický okruh slovní zásoby. Analýza obsahuje sedm materiálů používaných v první a druhé třídě a čtyři materiály ze třídy třetí. Principy zvolené jako kritéria pro analýzu jsou čtyři. Zaprvé, vizuální vlastnosti z pohledu konkrétnosti a vhodnosti. Zadruhé, funkčnost neboli organizace materiálů, zda na sebe navazují

dle principu Montessori. Zatřetí, zda materiál obsahuje pouze jeden úkol či aktivitu. Začtvrté, zda je zahrnuta i kontrola chyby a žák je tak schopen zachytit a opravit chybu sám, bez vnější pomoci.

Druhá část výzkumu je založena na analýze dvou rozhovorů. Rozhovor je veden se dvěma učitelkami již zmíněných tříd. Otázky jsou zaměřené na zkušenosti s výukou anglického jazyka, s výukou na Montessori škole, na principy Montessori pedagogiky a jsou zaměřené na postoje a názory učitelek. Následná analýza obsahuje zvolená kritéria, týkající se prostředí, žáků, disciplíny, svobody, samostatnosti, individuality, kooperace, spontánní činnosti, kontroly chyby a výuky slovní zásoby. Všechny tyto principy jsou zmíněny a popsány v teoretické části.

Závěrem, analýzou materiálů a rozhovorů bylo zjištěno, že ačkoli by výuka na Montessori škole měla probíhat ve všech předmětech zcela podle principů Montessori pedagogiky, výuka anglického jazyka nezahrnuje všechny analyzované principy ve všech materiálech. Odpovědi učitelů ukázaly, že ne všechny přístupy plně odpovídají zásadám. Tyto principy se však alespoň částečně odrážejí ve výuce anglického jazyka a jsou zastoupeny v obsahu materiálů, práci studentů a učitelů a v přístupech učitelů k výuce. Analýza materiálů konkrétněji ukázala, že všechny materiály odpovídají alespoň dvěma Montessori principům. Čtyři pomůcky jsou v souladu se všemi čtyřmi principy a často chybějícími principy jsou kontrola chyby a obsah pouze jednoho úkolu. Analýza rozhovorů odhalila, že přístupy učitelů souhlasí pouze s principy s ohledem na připravené prostředí, atmosféru a svobodu v něm, spolupráci, spontánnost a částečně sebekázeň žáků. Chybějícími principy jsou zahrnutí studentů více věkových skupin, svoboda a nezávislost práce s materiály, individuální představování materiálů, přerušování studentů, kontrola chyb, individualita a výuka založená především na žácích. Výzkumem bylo zjištěno, že principy Montessori pedagogiky jsou zahrnuty ve výuce anglické slovní zásoby v prvním trojročí na jedné konkrétní Montessori škole pouze částečně.

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Appendix A Material 1 – Flashcards – Animals





























Appendix B Material 2 – Flashcards – Animals - Matching











Appendix C Material 3 – Sheet – Animals - Storyteller


The Storyteller

1. It's night time. The sheep  is by the river . The sheep  is very thirsty.
2. The sheep  and the duck  walk and walk.
3. The sheep  and the duck  and the cow  walk and walk.
4. The sheep  and the duck  and the cow  and the hen  walk and walk.
5. The sheep  and the duck  and the cow  and the hen 
and the horse  and the cat  walk and walk.
6. The animals get a boat to rescue the moon .
7. The sheep  and the duck  and the cow  and the hen 
and the horse  and the cat  walk and walk.
8. The animals fall in the river. 

The Sheep


1. Oh, no! The Moon is in the river! I'm going to get a boat  .
Poor moon, poor moon!
2. Hello, Duck/Cow/Hen/Horse/Cat.
The Moon is in the river. I'm going to get a boat .
Yes, of course,Duck/Cow....
3. Come on!
4. ~~Here's the moon~~   
8. Oh, look at the moon. It isn't in the river, , it's in the sky .

The Horse


Hello, Sheep. 

Where are you going?

Oh dear. Poor moon! Can I come with you?

3. Let's help the moon! 

The Duck


Hello, Sheep. 

Where are you going?

Oh dear. Poor moon! Can I come with you?

6. Quick!

The Hen


Hello, Sheep. 

Where are you going?

Oh dear. Poor moon! Can I come with you?

7. Stand up! ↑

The Cow

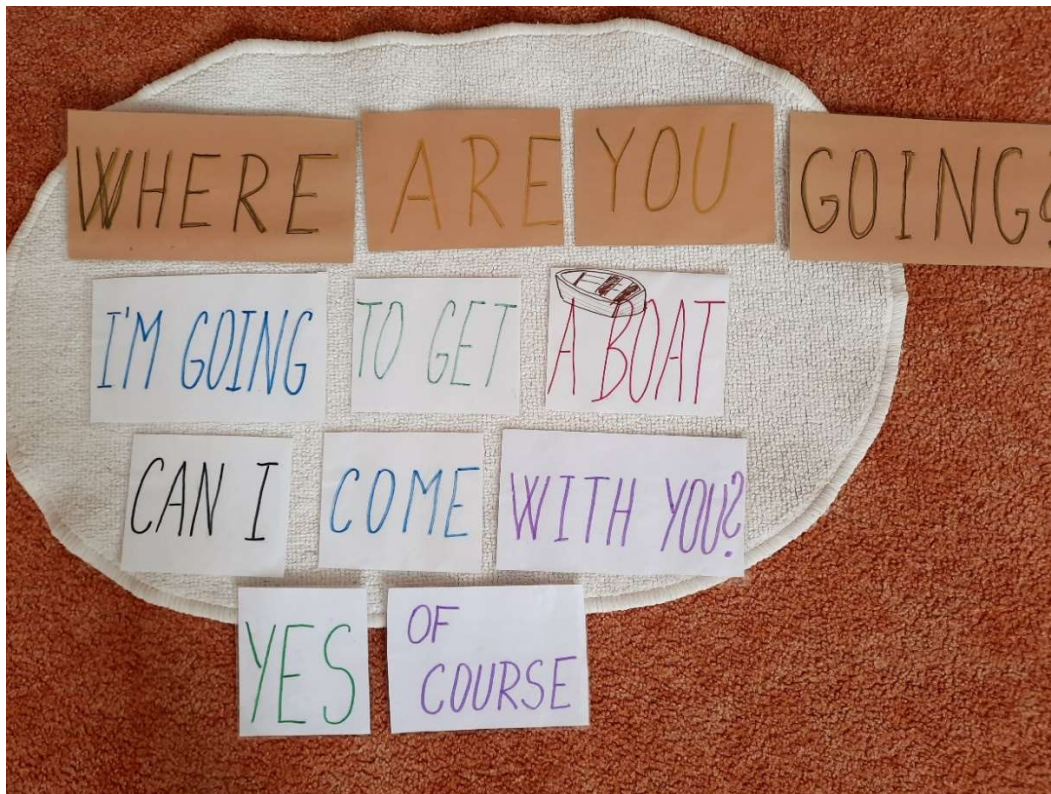
Hello, Sheep. 

Where are you going?

Oh dear. Poor moon! Can I come with you?

7. Are you ready?







Appendix D Material 4 – Cards – Sentences – Matching



Appendix E Material 5 – Drawing – Sentences



Appendix F Material 6 – Sheet – Animals, Numbers, Phrases

					
cow	sheep	cat	duck	hen	horse
11	12	13	14	15	
eleven	twelve	thirteen	fourteen	fifteen	
16	17	18	19	20	
sixteen	seventeen	eighteen	nineteen	twenty	

Extra words: boat, river, moon, star, the Sun, the Earth

Numbers 11-20.


Phrases: Where are you going? I'm going to ... get a boat.

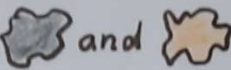
(STORY) Can I come with you? Yes, of course, ... horse.


The moon is in the river. Poor moon!

Let's help the moon. Are you ready?



SHOW AND TELL


1) This is a ... 



2) Its color is ... 


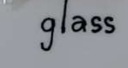
3) Its shape is a 



4) It's made out of

paper  wood 

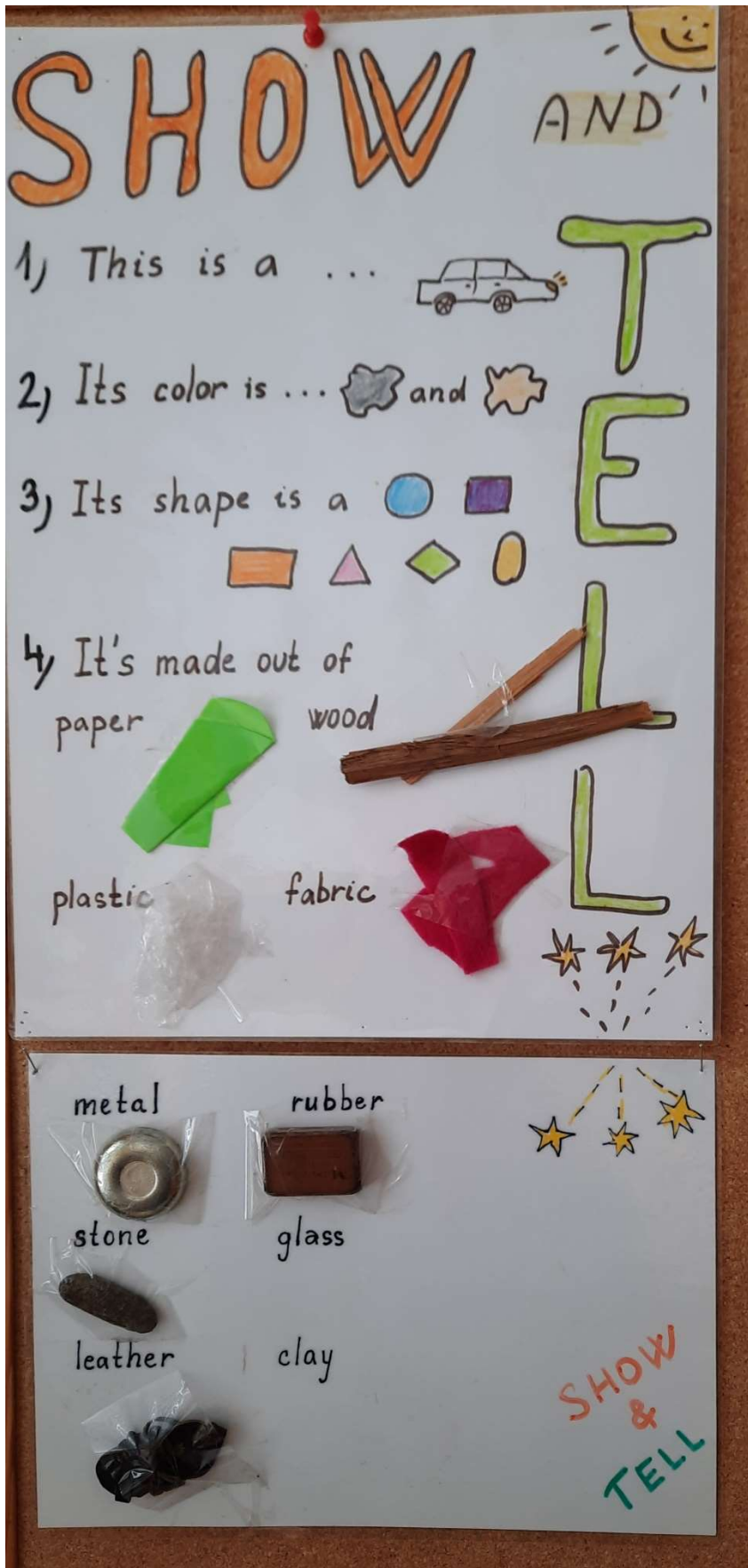
plastic  fabric 

metal  rubber 







stone  glass 







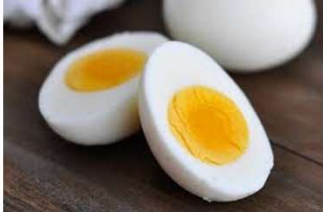


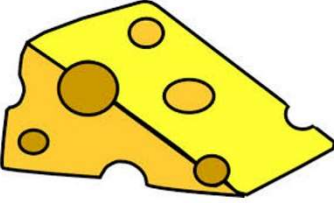





leather  clay 

SHOW & TELL



Appendix H Material 8 – Flashcards - Food

		
		
		FOOD
		pizza
<u>ice cream</u>	<u>apples</u>	chips
<u>burgers</u>	<u>oranges</u>	<u>chicken</u>
<u>cereal</u>	<u>bananas</u>	<u>salad</u>
Instructions: • <u>Match pictures with words</u>	<u>chocolate</u>	<u>potatoes</u>
	<u>yoghurt</u>	<u>vegetables</u>

		
		
		
		
		
<u>cereal</u>	<u>eggs</u>	<u>fruit</u>
ham	cheese	<u>meat</u>
<u>dinner</u>	<u>breakfast</u>	lunch
snack		

Appendix I Material 9 – Flashcards – Food - Cut words

		
<p>piz za</p>	<p>chip s</p>	<p>chick en</p>
		
<p>sal ad</p>	<p>fi sh</p>	<p>sausa ges</p>
		
<p>pota toes</p>	<p>veget ables</p>	<p>app les</p>
		<p>Instructions:</p> <ul style="list-style-type: none"> • Put words together • Match pictures with words • Check • Write down the words into your notebook
<p>oran ges</p>	<p>bana nas</p>	

		
choco late	yog hurt	ice cream
		
burg er	cere al	eg gs
		
fru it	break fast	lun ch
		
chee se	sna ck	ha m



din ner

me at

Appendix J Material 10 – Flashcards – Food 2



pizza






chips



chicken



salad

	sausages	fish
	potatoes	vegetables
	oranges	apples
	chocolate	bananas
	yoghurt	ice cream
	burger	cereal



eggs

breakfast



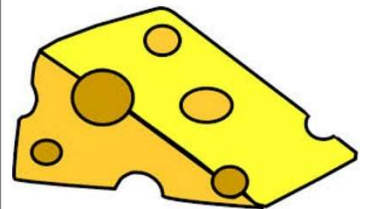
lunch

dinner



snack

fruit







cheese







		
<p>meat</p>		

Appendix K Material 11 – Sheet - Food




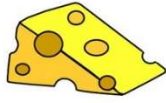


Name: _____ Class: _____ Date: _____

Food

Other food we eat and like:

Appendix L *Interview Script 1*

1. What is your experience with Montessori education? How long have you been teaching in Montessori school?
 - Okay, First, I heard about Montessori at school, when I was studying at the Faculty of Arts in Brno, just a little bit. And then when I was living in the United States and my own children were going to school, I knew about private Montessori schools and I also knew that they were kind of far from us and they were expensive, so I had the feeling something good, something that lets children, explore. And, also we had experience, personal experience, with Montessori preschool. And they were using, just basin to wash their hands and not a water tap and it was, they were allowed to do more things so that was my impression that the children are being led to be more independent. And then when we were started coming back to this country, we were looking for a temporary school because the older one needed to go to school and I lived in Polabiny two, and in Polabiny one there was a Montessori school. I don't even know how we heard about it. So, we went there and we signed him up and after five months I was approached by the headteacher paní Žáková, because she needed urgently a replacement substitute for an English teacher. So that's, I started teaching there and it's been about ten or eleven years. I wasn't teaching every single year, I had some breaks. I think two years I wasn't teaching, but other years I was. I've been teaching first and second grade. So that's my experience.
2. What is your experience with teaching English?
 - Oh, well before I left for the States I was teaching English in second part of a grammar school (druhý stupeň) in a regular classic school. And then I was teaching private and I was also teaching Czech as a second language in America to children and to adults. And it was also, as a part of the experience because it's all connected. And I think it helped me a lot to understand the way languages work.
3. How would you describe the environment in which the English lessons occur? (in terms of - desks, chairs, carpet, organization, order) Does the furniture and materials within the environment have a specific order and organization?
 - It is specific in a way it's different from the classical classroom. So, we do a start our day in, it is called, an ellipse, or you can call it a circle or oval, where we sit on a carpet or rug, in the middle of the room. And also we do lot of work there too. So we do have desks around, on the outskirts of the room, but we only use them for

writing or for some games or for drawing. And also, all around the walls there are shelves for materials that should be accessible to the children. They are marked by single simple a word or sign, so the children know. And there comes time or this would be more further organization of the lesson. But there comes time when they are allowed to go and choose something from the shelves of their own choice and work with it in pairs, individually or in little groups. So, they also have access to little rugs that they should use. But I must say, in our classroom it's not so strict and it's not so proper like in their regular classrooms. So, we don't have rugs for everybody, we don't have name tags, it's more free or more voluntary.

4. How would you describe the atmosphere within the environment? (in terms of positivity, freedom) Are children allowed to move freely within the environment?

- Up to a point, yes. It's a constant balancing of freedom and too much freedom for me. Anyways, from my point of view, because we do, the general atmosphere, which was the basis of your question, it's definitely tried to have a very friendly and relaxed atmosphere. And that's part of my teaching philosophy, that it's a language it's not like other subject so it's for communication. And and it should be, it should come natural. We don't translate so we'll probably get to that later. But I don't think it would be possible without a relaxed atmosphere as much as possible before it gets disrupted. Of course, they are first and second graders, not all of them are assumed to learning something that maybe is not interesting to them because we do lot of stuff that I would speak and they listen, not loud but. They have to repeat it maybe one by one or maybe in pairs. But it is demanding sometimes so I cannot give them all the freedom that they would want because they would get disrupted to other children. But they do, they can choose any seat they want, they always do that when they come to the classroom. Some of them if they want, some don't care, some are ready to fight for the perfect seat. On the on the ellipse or around the circle they can sit wherever they want. If they don't feel like participating we do have an agreement they can say I don't wanna do this activity, they can ask me for a worksheet or they can work on something of their own. They are used to this from their other classroom so it comes natural to them. And if there's somebody, sorry it's such a long answer. But if there's somebody who just doesn't have much patience, you get kids like that are really active or just English is not his thing or this type of. I already know so we make an agreement together

that if it gets to much for him he goes, does some stretching, some movement or he goes and colours something that calms him down. So, it's very individual, I would say.

5. Are there children of more age groups in the class or just learners of the same age?
 - Ninety-five percent is just one age and that's just because it was fitting in the schedule. It was the whole organization of the day. Because the teacher needed me to take certain group, so it could work with the other groups and different things. But it's gonna change now. So now it's gonna be all one classroom and they could be all mixed. What we did here, even now, we sort of picked some very advanced students and we were trying to move a year ahead so like we had two girls who were going to go with Irenka to a higher class like let's say twice a month. But we haven't done it yet because of the school closings.
6. What is your approach to the discipline within the class? (self-discipline, in terms of teaching learners responsibility for their behaviour towards themselves, others and the environment)
 - Yes, that's a very complex question. For me this is an ongoing process how to balance what they do and what they have to do. Generally, if something gets disruptive we just either let the person know and they are used to this. Because the children, we teach them to be able to manage problem behaviour between each other among themselves. So, if somebody does something and it bothers another one particular person we ask them to tell him please stop doing this because I can't concentrate or I don't like this. And so we go from there. So, it's based on the effect that it has on us. We also have classroom rules, that we that I do with the first and second grade in the beginning of the school year. We let them say what they think is necessary, to second graders, they already know because they do it, they remember it from the year before or from their classroom and they just say you know no pushing, only one speaking, what else, be nice to each other. Just generally trying to do some general ones, don't, you have to sit on the ellipse, because they have tendency to lie down all the time. And once you let one then the other ones want to do it. So, there are times when they can do it but not most of the times. So, that's one of the rules. So, we do have the classroom rules. I let them, we do that together, I let them sign it. We have a poster, I don't know if it was there when you were there, maybe not yet. And sometimes I can refer to the poster. It's all in English, but they have pictures or I sometimes translate if it's really important. Also, discipline

is one of the things where I do use Czech once in a while if it's really necessary. So, we can continue the pair-work. And then that so that would include the self-discipline too, like you asked. They are asked to, they're not told what to do, they are asked to manage their own behaviour, so it doesn't bother anybody else basically. And of course, every child is different and so on you will see that this guy has a problem with this so just know when they need extra help with something. And then to be respectful. They are required to put their things away after themselves, they, but usually the children tell the other ones before I can even do anything. So, this has already saved me a lot of work. They always have, not even, not only girls, even boys, that know how it should be and they want it done that way and if they see that somebody is doing something wrong they are the first ones to say. So, it's like peer disciplining. And I think it works much better than if I tell them.

7. Do learners choose which materials they want to work with or are they given a particular material?

- Most of the time, they are, I must say they are given something. Well, lot of times we just talk or do games. So, there is no material and they do have their own workbooks or pupils books or what it is called. Not, not the workbooks where you write in them but the basic like students book or pupils book. So, they do have that, so they are given that. I choose that so they don't have any choice. Except for when we are they do have a like a certain space. Because if there's a six work and second graders start writing words, if there's six of them and somebody doesn't want to do it, I say okay you can pick anything you want that I say it, I don't force them especially with the writing. I think it is really sensitive, for me I don't like pushing that. There's a lot of time they come home to their parents with whole sentences written and they can even read it and it doesn't make sense. Yeah, so I don't push that and they have a choice in, like I said, if they're finished early they have a choice they can take worksheet. Lot of times they want to do worksheets, and at this age they are really happy. They even ask for worksheets to take home, so that happens a lot. But yes, they can take books, they usually they have some favourite books that we read so they want to look at that again. They can take alphabet material that we have, things like that. But like we don't have time like where everybody would be working on something and I would be just monitoring like they do in normal classroom. I don't have that yet because it's about speaking and we do, we do pair-

work, where we are supposed to speak among each other but it turns into Czech really quick. And I just, it just would be very demanding. I mentioned this would be down for like fifteen twenty minutes. And they would each had a different thing, maybe they would be putting the letters in order. Because if you don't write it's just the matching something. But I think it's more about speaking and being together in the language.

8. Do the learners learn independently or are they told what to do?

- That depends. If you have a game they are told what phrase to use, how they use it or what exactly they do with it, that's their choice. There are children who are creative and inventive or have a very good grasp of English and they are able to act to it. And or to use the phrase very differently but that does unusually happen with regular children, they know only what they hear. They are not able to like play with the language so much yet so, I mean, lot of times, you know, I make them repeat, not like drilling. But we do have a game and of course, then they forget, they just want to play the game. But then I keep reminding them that and they usually are with it. But it gets to one phrase, two phrases and they are not at a level yet where they could like rephrase it, sometimes they do. And I don't correct them too much. Because it's better if they speak. That's my main thing. Like if they say anything rather than they are just afraid of making a mistake.

9. How do you introduce materials to the learners? Do you do it individually?

- Oh no, usually no. It's usually in the circle. And like we always pass some kind of plush animal and practise. Start with one warm-up phrase, can be simple, it can be more complex and sometimes it introduces the topic already. And while try to relate it to their experience. So if I know we are going to be working on a house, rooms and staff so the question is already gonna be, I don't know, who sleeps in your bedroom. And so they think about their life and then. So it's it's for everybody. Each of them can say something from their life but the topic is given by me.

10. Do you interrupt learners when working with materials? When?

- If I see they are not doing it the right way or either if they are supposed to do pair-work and there is all Czech and they are not using the phrases, then I interrupt them. Or they are being too loud because it usually involves some kind of speaking, so then I interrupt them.

11. What is your approach to learners' errors? How do learners get feedback concerning materials and errors?

- Yeah, it's a long-run progress for me too. Like I said, in speaking my main thing is – I only correct them to the point, well there are two main instances when I correct them. Either when other children notice it and they would be wondering why they are saying something different. So, then I just basically reassure the other children that they know it right. But I very rarely point out mistakes. Again, because I think it stops the fluency and fluency for me is just like natural communication is the main thing. And during this short, because I think it's such a short period and I want them to be fully immerse and if I keep stopping them, I just have the feeling it's gonna take away, even the attention and just the enthusiasm. So that's one point when the other children would be wondering why somebody else is saying different thing. And or else I would correct them of course, in their writing. Again, I know some of them are advanced and they won't, they are able, they are ready to move on so yes I. If they spell cat C E T, then I maybe already went over the E sound so then I showed that, I would show that probably to everybody. But it's also quite, I correct them by the level. If I see either there is no point in if the boy can't even grasp Czech yet, I'm not gonna drill him specifics of the English spelling, so I would not correct that. Yeah.

12. Are learners allowed to cooperate with each other or do they have to work individually?

- Yeah. Nobody can speak, they would be speaking to themselves. So, it's, it should be just like in a regular English lesson. There's pair-work there's group-work. At this level you really have set boundaries because it quickly turns into a game. That would not include any, not much English. Depends on the child, on the student. So, yeah, they do, they like that. They like being in groups. Also, when you play a game usually there are, you have two or three teams so, then they work together and it's good, it teaches them cooperation. And it's good to mix groups, it teaches them patience and tolerance. So, yes, they definitely are able to cooperate in different numbers of groups.

13. How are you involved in activities and working with materials? Is the opportunity of a spontaneous activity offered to children?

- Yes, yes, I have small groups, so this is very much possible. And again, you get to know the children and sometimes they ask if they could do it or you just see that that's something they would like to do. So yeah. Lot of times they like to be in the group so, it doesn't happen all the time that they would like to lead the group and do something on their own. Because like I mentioned, they are mixed first to third

in a regular in their own classroom but here come only the first graders only a few second graders and that's like the only time, or one of the few times when they are together in this age group. So, it's a special setting for them too and I think they sort of enjoy being together like this. But yes, it happens that they ask me if they ask me if they could go work on their student's book. Or if they could go make a picture about something we just talked. So yeah, if that's possible they go. We don't have that many materials that I would say okay here's a material for safari animals and go work on it because it just, it's, we are working on it, but we don't have enough at the working topic yet.

14. What is your approach to learners' individuality? When preparing or offering materials, do you also consider the stage of development of each individual learner?

- Well yeah, I think I already mentioned parts of that. You know we don't have, we don't go, we don't compete, we don't have grades, we don't tell them okay your number is two, you are on level C or whatever. So, they have individual report cards that where I try to mark their progress, their changes. So, they are all required to do certain things like not to disrupt others which I think everybody has to work on, it's easier for some it's harder for some. But apart from that yeah, we know that and that not everybody is communicative type and so that appears in the language to comes little more in a difficult way to them. So, it is individual within a group I would say. It's not like I come prepare seven different lessons for a group of seven children or for the day.

15. How do you teach vocabulary? Which materials and how do you use for teaching vocabulary? If/when you use flashcards in the English lesson, how do you introduce them and work with them?

- We do use the box that has some kind of friend in it some kind of an animal. Sometimes the animal already has the objects and the box with him and the flashcards. So right in the beginning of the day, the whoever is opening the box that day would take everything out and we would put them on the little rug that we have in the in between and I would name it. They would repeat it, sometimes they know some of them. So, we would together somehow name it. It's not very choreographed, I don't go like that everybody has to repeat it and I check them. I sort of would just say if they want to repeat it, they do. So, I know in Montessori you should go from an object, actual thing that they can touch, and then you can do flashcards and then even surely you can do the written form. So, I don't try to do that, you can't have

objects for everything. But I try as much. I said I have to boys, now they are very, not they are big, but I did bring a lot of stuff with me from over the States, so I try to use that. Plays, household objects and then the flashcards. So, first would be naming, then they would be asked the question in the beginning, let's say that they would pick the favourite or most of the time it's what's their favourite or pick something that you have at home and so, that's how we would introduce the subject of toys, of animals, of parts of the house or those are just too basic things. They usually place the things around or there is a game where they can order it, all kinds of games. You can have a bag full of things sometimes they would close their eyes, they love that, put their hand in, take one thing, try to guess what it is. Or let's say if it's school classroom objects, like pencil, rubber and all that. They already know that, they take it in their hand, don't show it to anybody and they say I have got a pencil, and then they say I believe you or I don't believe you, they love this game. So, they can feel it, then they say see it and most with the actual object when they use everything. So, that's the material, how we introduce it, then you have all things like memory game or Kim's game, it's in every English method textbook. So, we do that too.

- Writing only comes in second grade and it comes as the last stage of these things. So, first they see it, it's somehow related to their life, I try to, or to their emotions, what they like and those are the things. And then the flashcards are more practical to use so that's like the second stage. That you can put them all around the classroom and they can run to them, point to them or they make groups, you know how that works. You know, they stand by certain ones or if we use the CD from the, that accompanies the book, then you can have different songs there that they are supposed to mime. Oh, we mime a lot too, miming is a very good thing. So, they, especially with animals or with action verbs. So, we put lot of objects on the rug, not lot, but let's say six. We name them all and then they're asked to go and mime something, and the others are guessing. So, again you practise, it's a short phrase Is it, yes, it is, no, it isn't. And they usually really like that, so using TPR of course is very important, and they just love it, at this stage. Also, I don't know if that would go with in this question but that's not much of introducing, that's more like reviewing. We do show and tell. Or if we were doing it when you were there. So, they bring an object, they're supposed to find out the name at home. So, usually, they usually forget. So, you have to remind them again, so they would bring

something, a bracelet, that's a perfect example. Girls would bring a homemade bracelet. So, everybody hears the word, but I don't necessarily ask them to reproduce it. But they describe it, they say all the colours, they say the shapes and they say the material. And we do this all the time. Unsurprisingly, they forget some colour, some shape, so it's very useful. I can find it very useful. And they like it because it's their own thing. And you never know what it's gonna be, sometimes it's a, you know, soft animal or it's just a rock that they found. So they like that. So, I don't necessarily introduce that but we, it's more like a review. I guess it didn't answer the question, this part. But I just didn't want to, I wanted not to forget the show and tell because I think that's very useful.

16. Would you describe the English lessons as based on learners, their individual work and development? Why/why not?

- I just, just to make sure I understand, as based on learners as a post to based on the teacher. I would think it includes both because the learners, yes, it's adjusted to their individual interests and abilities. But on, I don't, it's not that they come up with activities that they would like to learn or how to talk about in English. And I just say okay let's learn how to order an ice-cream, because at this point, I don't think they have much use of English in a real life. They do travel with parents, but I don't think they really get to, they don't remember. If they were somewhere, it's not like they go and order in a restaurant yet. So, it's like it's more for them just like a different language, it's like a game, it's. So, I'm not sure if it's based so much on their choice but it's definitely based on their abilities and interests. I try to make it as most no teaching or unteaching as possible. So, they don't realise it's teaching. I never want it to make it into a subject at school. And they are not used to having a subject anyways. So, I don't wanna be the first. No, I don't think that would be productive. I always try to make it very natural to them. So yeah, definitely, it's not like a subject it's just like a communication because if you live in a different country, it's not, and you have to communicate with everybody, you're not at school, you are in real life and nobody cares about any school or what grades you had or what grammar you're covered. You just need to put the point across and you know, if you need to fix your car, they don't care if your grammar is correct, as long as it's understandable and that was always my understanding of the English learning. And I was told to speak in English and make it fun. Not fun fun, but so they enjoy it. And I always, when I'm in doubt, I always go back to these two promises and I try to stick to that. So,

we don't, as I was gonna say, we don't translate. And we don't think translating is good, I mean I did have to start with the online teaching. Because that's a killer, I really. I got used to it, they got used to it, they are amazing actually. But that was the first time I realised they don't know, they are lost. You have a first grader sitting like this and I used to speak only English in the classroom, or up to ninety percent. And they just didn't know because they couldn't look around, they didn't see my body, they didn't see their friends, they couldn't copy that. So I started to speak lot of Czech, the instructions and it's sort of stuck with me a little bit. So now I speak Czech.

Appendix M *Interview Script 2*

1. What is your experience with Montessori education? How long have you been teaching in Montessori school?
 - Okay, so I have been in Montessori maybe for ten years and before I had no experience and I think that I am learning, or that I have been learning all the time from my start in Montessori. I think it's never-ending story. So, yeah and I, I think that in these days I have not so big experience with Montessori. So, I have to study a lot.
2. What is your experience with teaching English?
 - I have started, or I started teaching English at the University. And then I taught English at language schools, then I finished my studies and I taught in companies and for language schools and later, we started our own little English class with my friend, and it is still running. And maybe ten years I am teaching in Montessori, so like this.
3. How would you describe the environment in which the English lessons occur? (in terms of - desks, chairs, carpet, organization, order) Do the furniture and materials within the environment have a specific order and organization?
 - So, our English class is organized. I don't know if you saw it when you were there for the observations, but we have the tables and the chairs around the room. So, inside there is a place on the carpet there's also a teacher's desk at the window, there is a black-board or white-board, and some materials are along the walls. And they are on the shelves and I tried to put them like according to the topic, so we have there family and there are some materials for family, then grammatic, the things for grammar and various topics. And in the middle of the

room, we have the place on the carpet and for example, me personally, I spend there a lot of time. We usually don't use chairs and tables so much, just only for some writing or individual work. But usually, we are on the carpet because we play games and try to do it like interactive, not just with the books and so on. And kids are used to be on the carpet and sit on the carpet so, we use cushions, they sit on the cushions and. Yeah and on the wall, we have a large net for pictures but according to Montessori rules it shouldn't be there.

4. How would you describe the atmosphere within the environment? (in terms of positivity, freedom) Are children allowed to move freely within the environment?
 - Yeah, yeah surely, they can go, they can go to toilet, they can drink, sometimes when they are hungry they ask if they can eat. And they can move freely and some kids really love it because they are hyperactive, so they need it. And I also try to implement a lot of movement in the lessons of English because I have the same problem, I'm not able to sit a long time. So, yeah and I think that they are more free and relaxed. But it depends on the kids yeah. Somebody is nervous all the time, or somebody is really like naughty, so yeah normal kids.
5. Are there children of more age groups in the class or just learners of the same age?
 - Yeah, in Montessori it should be mixed but I, because I take the classes to another room, so I take it according to age or according to the grade. So, I have first graders then there's fourth graders, fifth graders, so it's according to age. But sometimes we make, when there is a problem in organization or there is an action, I sometimes take the more classes together. So, for example the fourth graders the fifth graders and it's very fun, it's funny. Because they, the elders help the youngsters and the youngsters enjoy the lesson with the older ones and they can teach all sort of the new things like the songs or some riddles so it's fine.
6. What is your approach to the discipline within the class? (self-discipline, in terms of teaching learners responsibility for their behaviour towards themselves, others and the environment)
 - So, we try to keep the rules what they have in the classrooms so, there are these rules that they should obey the rules. And when they want something they should ask, they should give the sign. When they want to say anything, we have the special sign that they put up or they rise their hands, but not like at a normal school. More like, or they come and they touch you that they want to have

contact with you. And they should clean after themselves and yeah, I think it's like at the normal school, the rules are there and they must keep them so.

7. Do learners choose which materials they want to work with or are they given a particular material?
 - Because we take them, or because I take them to the lessons, like one group, I have limited time so, I don't usually work with the materials, sometimes yes. But we work them together. And, but in the past, I tried with the little kids. That they really should, or could choose the material they wanted and it was fine. Because they were in groups we had the centres. Yeah but, but when you do it, do this one then you have less time for speaking and for conversation. Like I mean the games together, so maybe it's fine that you divide the lesson that some part you work on materials and then you have another part that you speak, or you do the speaking activities and conversation, something like that. But yes, sometimes we use the materials in groups.
8. Do the learners learn independently or are they told what to do?
 - It depends on the situation. Usually, we do the same thing so, they are told what to do, but they have also possibilities to act individually and to decide what to do. Or I give them sometimes choice, I write a plan what we need to do and they can choose what we will start with.
9. How do you introduce materials to the learners? Do you do it individually?
 - Usually, I do it as a presentation for more kids. So, on the little carpets and I show it to others and then who wants he or she can take it and can work with that. So, it's like this.
10. Do you interrupt learners when working with materials? When?
 - Usually, I only check them if they do it correctly or if it's fine. And when there is a little problem, I usually interrupt them, or I ask them if I can tell them something and then I will explain them or I will show them in another way.
11. What is your approach to learners' errors? How do learners get feedback concerning materials and errors?
 - So, originally in Montessori they, each material should have the self-control in the material. So, you turn the cards and there is a correct answer or solution. So, they should check it, you should check it alone. But some kids they want to have interaction, so they come, and they ask all the time if it's fine. So, usually I take it as a challenge for them, so we discuss the mistakes or the errors. And I tried

to show them that thanks to the errors they can go further. It's like that the error, it's a friend, it's not something bad. And everybody can make mistakes, so maybe from this point of view. But then they really do something bad, I tell them, they correct it and we go on.

12. Are learners allowed to cooperate with each other or do they have to work individually?

- Yes, surely. I prefer cooperation, only when we write like something I would ask or the training so usually, they work individually. But most of the times I try to cooperate because I think it's much better.

13. How are you involved in activities and working with materials? Is the opportunity of a spontaneous activity offered to children?

- It's difficult because we. Usually, the material is used for some purpose so, they should keep the rule and work in the way it's given. And sometimes they have some creative tasks then it is up to them how they will do it. So, yea maybe yes.

14. What is your approach to learners' individuality? When preparing or offering materials, do you also consider the stage of development of each individual learner?

- Yes, yes, I think yes. It depends, when I need something to do with them so I prepare for everybody, but when I know somebody has problems so I try to focus it on this child, but all kids use it so they practise again, and they can help each other. So sometimes, usually the stronger, if you can tell it, so the stronger helps the weaker ones so, there is a nice cooperation.

15. How do you teach vocabulary? Which materials and how do you use for teaching vocabulary? If/when you use flashcards in the English lesson, how do you introduce them and work with them?

- Okay, so usually I tried to go according to the syllabus what is in the book that we don't use with kids, because usually, they decided they want to have books and at the beginning of the school year, we draw a plan, something like their ellipses and we write there the topics that they want to go through. And when we have, for example now we have with kids the topic sport so, I have some materials for this and now when we have online lesson, I use some online pages that there are the pictures so, I show them, and they choose what words they want to know or get to know. Or they tell me, like we're creative together. I don't want to give them the strict vocabulary what they should study, but they say okay, I do this sport so, we learn the sport they do or when we have for

example house or some other topics we usually do, what they need in their life. And what they want to be able to name. So, I don't know if you understand me, so. And then I prepare the materials on these basis or what they want to get to know and we use the cards and we repeat and then we play the games. So, for the first time when I read the vocabulary, they repeat it and sometimes we play the funny games that they change their voice and they read it, the new vocabulary, as a frog or as a camel or angry teacher. Then we make sentences with the word, so they will fix the word in the sentence. And usually, then they have their homework so, they should draw the picture and write that in the sentence with the word. Or we play, also, the games that they describe the picture, or the vocabulary and the others guess what it is and so on. And then we do the projects. That they draw the pictures, and they describe it or they, the older ones prepare the project that they speak about it and, yeah.

- Yeah, so I at first, I use the cards, only with the pictures. And then I put, so I explain it. So, I tell them what it is and then I put there the card with the name, so they can fix it. So, then it is like, I don't know if you read it in materials. It is like three step Montessori lesson, then I ask them Is it a carrot or is it pizza?, and they say Yes, it is , No, it isn't. And then I ask What's this?, and they answer me. Then I, in another lesson, we turn the pictures, and they tell what it is, the name, and sometimes I do it that we will put that the pictures and they take the card, they read the card with name and they match it together with the picture. And then I prepare the material from the cut words, so we have the pictures and I mix the cut words and they put it together. Then little cards, it was like for practising at home with parents, so they can play the memory cards, or some kids they like turning the cards or matching. And there was a list with vocabulary, and it is for training writing. So, sometimes we have running dictations, or they can train it alone at home.

16. Would you describe the English lessons as based on learners, their individual work and development? Why/why not?

- Okay, yeah. I tried to do it but there is a problem because I, sometimes we have to do or we have to write the tests about, or what level they have. And they are compared with other classes. So, and I have my inner fear that they will not know everything what they should know. So, I tried to keep according to RVP or ŠVP in the, according to the curriculum in the books. But mostly we do their

max and we go according to the max, so I try to keep the balance between what they want and what I need. I know that it's curious but, yeah I think it's necessary because they really, yeah maybe yes, to keep the balance. But when they are interested in the topics like what are not in the curriculum, we do it. So, for example now we had one group, it's really interested in flowers and they are not anywhere, so we do that.