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Zásady pro vypracování

Studentka se bude ve své práci zabývat výukou anglického jazyka v kontextu waldorfské školy. V teoretické části se zaměří na základní principy a typické prvky waldorfské pedagogiky společně s obecnými cíli osvojování anglického jazyka v kontextu českého základního školství. Cílem praktické části pak bude pomocí vhodných výzkumných nástrojů zjistit, zda a jak jsou principy waldorfské pedagogiky reflektovány ve výuce anglického jazyka na jedné konkrétní waldorfské škole a jak svou výuku anglického jazyka z pohledu principů waldorfské pedagogiky vnímá konkrétní vyučující.

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ANNOTATION

This bachelor thesis deals with teaching English at a Waldorf primary school. The theoretical part focuses on the methodology of Waldorf education, its historical development, and the latter chapters are dedicated to teaching English in the Czech Republic in general, ending with a chapter dedicated to the concept of attitudes. The practical part aims to examine if and how the selected typical Waldorf methods are reflected in teaching the English language and to examine the attitude of a particular teacher to using those methods in her lessons from the point of view of Waldorf education. The research study is based on lesson observations in the first and second grades and an interview with a teacher of those grades.

KEY WORDS

Waldorf education, Waldorf methodology, teaching English language, teacher's attitude, Rudolf Steiner, alternative pedagogy

ANOTACE

Tato bakalářská práce se zabývá výukou anglického jazyka na waldorfské základní škole. Teoretická část je zaměřena na metodologii waldorfské výuky, a také na její historický vývoj; následující kapitoly se věnují výuce angličtiny v České republice obecně a teoretická část končí kapitolou věnovanou problematice postojů. Praktická část má za cíl zjistit, zda a jak se vybrané typické prvky waldorfské metody odrážejí ve výuce anglického jazyka a jaký je postoj určité učitelky k učení pomocí těchto metod v jejich hodinách z pohledu waldorfské pedagogiky. Výzkumné šetření bylo provedeno pomocí observací hodin anglického jazyka v prvních a druhých třídách a pomocí rozhovoru s učitelkou těchto tříd.

KLÍČOVÁ SLOVA

waldorfská pedagogika, waldorfská metodologie, učení anglického jazyka, postoje učitele, Rudolf Steiner, alternativní pedagogika

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INTRODUCTION

The teaching of the English language in the Czech Republic is at the moment long-established. The Framework Educational Programme for Basic Education sets national educational standards not only for teaching foreign languages but also for a whole curriculum of primary schools as well. Waldorf schools in the Czech Republic have to rely on this framework programme as well, although different approaches and methodologies represent their educational system. Their approach is more learner-oriented, and the main focus is on speaking during English lessons. Their methods are unconventional from other primary schools. They are using many choral songs, poems, lesson differentiation into three lesson parts, less focus on grammatical issues, or using portfolios that the learners make themselves instead of using bought printed textbooks.

In the modern world, learners are required to reach a certain level of English at the end of primary school, thus Waldorf schools have their curriculum based on the above-mentioned Framework Educational Programme for Basic Schools as well. The teachers of Waldorf schools may have a different attitude towards teaching the English language using Waldorf methods, which were selected for the practical part of this thesis; hence the teacher's attitude is also crucial for this thesis.

This bachelor thesis is focused on teaching English language classes in Waldorf school. Specific typical Waldorf methods were chosen for the practical part to observe how they reflect during English lessons along with a teacher's attitude towards using these methods in her classes. The main reason for choosing this topic for my bachelor thesis is my personal interest in the system and methods of Waldorf education and the importance of the English language in a modern world. In that matter, Waldorf pedagogy was appropriate as it focuses on language acquisition from different points of view than other schools which are using different methods for developing language skills. As Waldorf education is more focused on speaking skills and activities, the learners are able to communicate within a classroom as well as outside of it in a real-life situation. This communication skill may give the learners a certain self-confidence in themselves as human contact is mainly formed by conversation and speech delivery. Therefore, I decided to concentrate on five areas specific for Waldorf education and language acquisition, including a focus on speaking and developing mixed skills.

This thesis is divided into a theoretical and a practical part. The theoretical part includes the concept of Waldorf education, its specific methods, which will be later observed during English classes, the history and development of Waldorf pedagogy, and it also presents an overview of English language acquisition in the Czech Republic with regards to methods used in Waldorf. The last chapter in the theoretical part focuses on the concept of attitudes that will be needed for the practical part as well. The practical part itself deals with research conducted at a specific Waldorf school in the Pardubice region. The research was carried out by observing English lessons and later by an interview with a teacher of those lessons. The practical part focuses on analysis concerning if and how the chosen specific methods of Waldorf education are reflected in teaching English classes. Additionally, it aims to find out the attitude of a particular teacher towards her English teaching from the point of view of Waldorf pedagogy.

Important to mention, the expressions and phrases approach/method/technique and Waldorf/Waldorf education/Waldorf pedagogy are used in this thesis with no specific meaning, thus making them freely interchangeable.

1 THEORETICAL PART

1.1 Waldorf pedagogy

Waldorf education, often wrongfully called ‘alternative’, is one of the pedagogical directions that are using different methods of teaching than the rest of the schools. Valenta comments that what people tend to see as an alternative in the context of education is solely based on things that are not typical for the pedagogical system of a given country. These schools are under the direct administration of the Ministry of Education, and this means that alternative can be only the mindset and approach of teachers towards their learners, not the school itself. (1993, 7-8) Founder of Waldorf education defines this pedagogy: “(*Waldorf school*) teaches its students through basing its educational goals and curriculum on insight into the nature of the total human being (Steiner 1996, 3).” In brief, Waldorf schools are not alternative because they use a different approach from other schools; their goal is to raise a person with decent knowledge and morality.

From Steiner’s definition, it is clear that Waldorf schools tend to see a human being as one unit that will be formed over the years of education. Steiner also states that it is essential to lead children in each grade to meet the requirements which are up to today’s date (1996, 3). Based on Steiner’s thought, it is apparent that even though Waldorf education is not a new movement, it was important for the founder to be contemporary at all times. Valenta defines Waldorf pedagogy as an art, not a science of education. Considering the teachers are interested in a child’s spiritual experience and his emotional experience during an educational process, the teachers are not seeing the learners as empty jars that are waiting to be poured full with knowledge. (1993, 20) Another definition of Waldorf pedagogy was given by Ronovský: “An approach towards a child as a spiritual being who is sufficiently equipped to take care of his own life path, to get to know the world around himself and to fend for himself throughout life (2011, 75).” At last, Waldorf education is not only about gaining knowledge but about raising a person who will contribute to society.

Waldorf education is not the only one that is considered to be ‘alternative’. There is, for instance, Montessori or Dalton pedagogy. Valenta explains that Montessori education focuses on an individual work of a child. At the same time, the teacher is present to ensure there are conditions under which the child can decide on its own on various things: choosing the content of education at a given time or simply choosing a game to play. The child has

freedom of mind and decision, whereas the teacher should stay passive. Education under these circumstances is seen as a comeback to human nature because a human is born pure and good, but society is deforming him and his soul. (1993, 13) Montessori education is about freedom, as well as Dalton plan. Valenta mentions that the Dalton plan is based on the freedom of will of a particular learner as well – the learner is free to choose the tempo of his monthly education. Each month, the learner will get individual assignments, although it only concerns the main subjects, such as languages and mathematics, as the other subjects (mainly artistic ones) are taught frontally. (1993, 14-15) Both pedagogical directions allow the learner to be independent, but still, this fact does not make them alternative in any way.

All in all, Waldorf pedagogy and similar educational directions should not be seen as alternative ones only because their teaching methods are different and students, as well as teachers, have a different mindset. The amount of education is the same in both schools, the ‘alternative’ one and the ‘mainstream’ one. Waldorf education uses a few methods and concepts typical for it, and these will be discussed closely later.

1.1.1 Rudolf Steiner, founder of Waldorf pedagogy

Rudolf Steiner was born in Krajlevec in 1861 during the reign of the Austro-Hungarian Empire. According to Carlgren, Steiner studied at university not only mathematics and science, but he studied psychology, philosophy and took part in medical lessons as well. These prompted him to discover Goethean science, which later in Steiner’s life led to the establishment of a new wave of philosophy called anthroposophy. (1991, 7) Ronovský (2011, 13) declares Goethenism to be an attitude towards the world and its knowledge, which should lead to certain responsibility for the nature and development of human culture. Valenta explains anthroposophy as independent spiritual science, which is related to a perception of a world that is beyond our common senses and a purpose of an individual living in this world (1993, 20). Based on these sciences, Steiner became interested in the spiritual world.

Spirituality is individual to everyone, and Carlgren reports that Steiner believed that anthroposophy is a new method to analyse the human soul in depth. Furthermore, Steiner’s belief in anthroposophy led him to create a new rhythmical movement called the eurythmy, in which different qualities of tones and sounds are expressed by gestures and movement of a whole body. Eurythmy was later incorporated as a compulsory subject in Waldorf schools

soon after its establishment. (1991, 8-9) Eurythmy and spirituality are to this day important aspects of Waldorf schools.

The beginning of the first Waldorf school was when Rudolf Steiner held a speech at a tobacco factory 'Waldorf Astoria' in Stuttgart, in 1919. Factory workers were amazed by his speech about the freedom of mind of an individual who needs constant care and development, but what struck them the most was the idea of a school having twelve grades – including primary, secondary, and high school. (Carlgren 1991, 16) According to Dahlin, it was important for Steiner to make a school with no segregation – the school was not intended to be only for a particular class of people, for only one gender or one selected ethnic group (2017, 2). After all, with Steiner's anthroposophical view of the world, the school was meant to be different from the others with no inequity amongst learners.

1.1.2 History of Waldorf pedagogy in the Czech Republic

As said before, the origins of the first liberal Waldorf school were in 1919. Carlgren suggests that in order to lay the foundations of Waldorf pedagogy, Steiner had to assemble chosen teachers to lecture them in a seminary course about his idea of this new pedagogical movement. The seminary course contained lectures' examples, methodical didactic exercises, and also discussions about different temperaments of pupils. (1991, 18) In his lectures, Steiner (1996, 3) also mentions that the requirements which are put upon a child's head in each grade shall, by all means, be contemporary.

Based on Steiner's thought, Waldorf schools in the Czech Republic should still be up to date with a modern requirement by the Ministry of Education. Dvořáková for Waldorf České Budějovice says that it was impossible for the Waldorf schools to be established in the Czech Republic until November 1989 in which the fall of communism occurred. The rise of Waldorf pedagogy was between the years of 1990 – 1992 when six primary schools were built (in Pardubice, Praha, Semily, Ostrava, Písek, and Příbram). (Waldorf České Budějovice 2021) Poláčeková Nejedlová et al. note that first lectures about Waldorf pedagogy in the Czech Republic were held by Vladimír Nejedlo, who was deeply involved in an anthroposophic movement in this country. The first school which was using the methods of Waldorf education was built in 1991 in Příbram, and in the year 1996, the school was awarded the status of being a Waldorf school. Since then, the Příbram Waldorf school was growing in size and classes. In the year 2000, high school, lyceum, and three classes offering a certificate of

apprenticeship were established. (2016, 15) Although at first, it was hard for Waldorf education to introduce itself in the Czech educational system, it gained proper attention later.

However, the person, who was responsible for the possibility of laying the foundations for the Waldorf school, was Tomáš Zuzák. Zuzák, Lukášová, and Rišek note that Zuzák was discussing this matter with the Minister of Education, Milan Adam, in the year of 1990. They both together even undergo a few trips to Switzerland to visit Waldorf schools. As Zuzák was having a good relationship with the Minister of Education, the state allowed the establishment of Waldorf schools, although they were not willing to organize and lead the schools at that time. (2015, 42-43) Zuzák, Lukášová, and Rišek also mention that for the beginning of Waldorf education in the Czech Republic was important the creation of ‘Spolek přátel waldorfské pedagogiky’ in Prague, 1990 which later helped to expand knowledge of Waldorf education to the wide public (2015, 43). In summary, in order to increase the publicity of Waldorf education, it was essential to create an association linked to it.

1.1.3 Waldorf pedagogy in the Czech Republic nowadays

As for today, the patronage over Waldorf schools in the Czech Republic belongs to the Asociace waldorfských škol České republiky (hereinafter referred to as the AWŠ). AWŠ is responsible for the publishing of a magazine called ‘Člověk a výchova’, which is entirely devoted to Waldorf education. On their website, a calendar of events, basic information on Waldorf education, links to Waldorf schools, or an offer of seminars can be found. AWŠ reveals in their online statistics that up to the year 2021, there are eighteen primary schools in the Czech Republic that are based solely on Waldorf pedagogy. Besides, more than thirty other institutions practising Steiner’s ideology exist in the Czech Republic. For instance, kindergartens, special schools or high schools, and lyceums. (AWŠ 2021) Hence, AWŠ is an association supporting the Waldorf pedagogy in the Czech Republic; nevertheless, they are not financing it.

To have a brief insight into the details of how Waldorf schools are functioning in terms of funding in the Czech Republic, Dvořáková explains that all of the primary schools are being funded by the state and only one of them (in České Budějovice) is managed by Public Benefit Organization (in Czech o.p.s.). She also mentions AWŠ being responsible for the education of Waldorf teachers as well as for publishing related literature. (Dvořáková for Waldorf České Budějovice 2021) Valenta declares the same as Dvořáková, Waldorf schools

in the Czech Republic are funded partially from the government budget and partially from contributions and donations from parents or organisations. It is not common to have a Waldorf school funded from its own economic activity, but it is not impossible. (1993, 38) Put differently, Waldorf schools are funded the same way other schools are – by the state with the help of donations.

1.1.4 Characteristics of Waldorf pedagogy

Waldorf schools are known for their use of so-called ‘main lessons’, and a division of a lesson into three parts. The Czech equivalent for main lessons is ‘epochy’. Peters and Randoll define block periods as the first lessons of the day that are dedicated to the same subject for four weeks. Every main subject should be included in the block period at least twice in a school year. The main lesson is the first lesson of each day, and it lasts about an hour and a half. (2015, 21) In addition, Valenta believes that teaching using main lessons helps the learners to have a better and deeper understanding of given classes. Subjects in main lessons are taught in block periods which lasts for three weeks. This fact makes the subject appear in the yearly lesson plan only a few times a year but for an extended period of time that gives the learner an opportunity to ‘experience’ the given class and memorize newly learned things better. The block periods are closely related to the lesson structure. (1993, 40) Childs explains that the lesson structure is divided into an introduction with rhythmical elements, an instructional part, and finally a story-telling (1992, 56). Waldorf schools have a unique system of lessons from the other school systems; however, it is not the only thing they differ in.

A subject that can be found only at Waldorf schools is eurythmy. According to Steiner (1995, 150), eurythmy can be performed with music or spoken texts; either way, it is about expressing rhythm and melody with body movements. To define eurythmy even more, Carlgren explains it as art between a visible singing and a visible speech. This art is based on recitation or music, and people performing eurythmy are the tools of speech and music on the theatre stage. (1991, 79) Along with this subject, Waldorf schools also pay attention to celebrations of certain holidays and the development of love for art and handwork in learners. Valenta (1993, 63) explains that art, handwork, and holidays are in general essential at Waldorf school for it is a natural defence of an individual against modern, too machinelike, humanity. In summary of arts and handwork subjects, Valenta mentions drawing, painting, working with clay, wood or steel, basic household care, and an ability to sew to be important

for the education at Waldorf schools (1993, 63-65). This focus on arts, handwork, and rhythm is also typical exclusively to Waldorf education.

Typically, learners are assessed by grades from 1 to 5 in schools, but Waldorf schools usually use a different system of assessment. Studied by Kellarová, pupils are assessed verbally or in a written form of a narrative at Waldorf schools. The purpose of this verbal feedback is not comparative, but it is for the learner to be aware of what progress he made. (2013, 21) Rawson and Richter point out that the narrative is used in school report cards to mirror their progress throughout the school year (2000, 78). In summary, Waldorf education differs in teaching different subjects with a focus on arts and rhythm, along with a unique system of assessment and lesson structure. Furthermore, their approach to English classes is also atypical.

1.2 Teaching English classes at Waldorf schools

There is more to Waldorf education than only eurythmy, epochs, or a narrative assessment. In this chapter, selected teaching methods and approaches, which are exclusively typical for the Waldorf pedagogy in teaching English, will be clarified. The practical part of this thesis will be conducted by observing whether these methods are used during English lessons at Waldorf schools.

1.2.1 Lesson structure and division of lessons

English lessons are not a part of the above-mentioned block periods, which means they are taught after the main lessons before a lunch break. Nevertheless, this fact does not make English classes less important. In fact, at Waldorf schools, they begin with learning foreign languages at a very young age. Valenta (1993, 40) mentions that teaching foreign languages at Waldorf schools is important already from the first grade. Valenta's opinion is supported by Carlgren, as he confirms that teaching English classes at Waldorf schools begins in the first grades. The learners of the first three school years are deeply connected with their immediate environment, and they learn the most from imitating those whom they see as superior to them. The reproduction of their behaviour in this context means the children are learning using speaking abilities and also learning through listening. (1991, 83-84) Valenta adds that, at first, the lessons are based on playing games, singing songs or recitation, and drama plays. Making

the focus be put on speaking abilities first. Grammar is taught after the fourth grade. (1993, 40) Although Valenta and Carlgren share the same opinion on teaching English at a very young age, neither of them mentions how often English classes are taught at Waldorf schools.

Despite the fact English classes are important for Waldorf learners, they do not have them every day. Kubíková et al. said in the manual for W sdužení Písek o.s. that, on the one hand, it is true that English classes are taught since the first grade but in the first and the second grade, there is only one English lesson every week. This changes in the third grade, where there are three lessons a week. (2014, 10) All in all, foreign languages are in focus at Waldorf schools, and although the learners start to learn them at a very young age, the lessons are infrequent.

The division of lessons into three parts (rhythmical, instructional, and a story-telling part) is also implemented in English classes, being one of the basic elements of Waldorf. Kubíková et al. say that this division into three parts works due to a regular repetition of vigorous and non-dynamic activities. This repetition helps to keep the learners concentrated throughout the whole day. (2014, 10) This comment on a regular repetition is supported by Carlgren as he compares the division of lessons to the daily rhythm of every human. Starting a lesson with a rhythmical part to wake up the learners and get them moving to be ready for the instructional part. This part can involve repetition from previous classes along with a smooth transition into a new lecture, from easier to harder tasks, following into an activity in which the learners are working on their portfolios. The lecture is over after a story-telling part that is different for each classroom based on the age of the learners. (1991, 49-50) Kubíková et al. remark that in the first grade, fairy tales are told. In the second grade, fables about animals and legends about saints, while in the third grade, biblical stories are told. Through Germanic myths and old Czech legends in the fourth grade, Ancient Greece and Roman stories in the fifth and sixth grade, or overseas discoveries in the seventh grade to, finally, reading biographies of significant historical figures in the eighth and ninth grade. (2014, 8) All things considered, English classes, which are divided into three parts, are essential even when teaching very young learners from the first grade. The frequency of weekly lessons and the lesson structure with emphasis on a storytelling part can and will be observed in the practical part of this thesis.

1.2.2 Language acquisition

1.2.2.1 Focus on speaking

Learning grammatical structures is a part of language classes, but it is not the key element of learning foreign languages for the Waldorf learners. The centre of all is the ability to speak and to communicate/perceive a meaning properly. Carlgren points out that the English language teachers lean towards teaching using conversations, recitation, presenting a paper on a selected topic, or reading original texts with a gradually increasing difficulty based on the age of the learners. He also states that only English should be used during the lessons – the teachers should avoid using the Czech language at all. This approach is accompanied by staying away from direct translations – the learners are lead towards a free translation using their own words and vice versa. Moreover, they are sometimes asked to reproduce a story in their native language after hearing it in English first. (1991, 85) Steiner emphasizes that by using translations from a foreign language to a mother tongue, the teachers are losing precious time that could have been used differently (2003, 134). All things considered, Waldorf education is concentrating more on speaking, using English only without translation into Czech language or vice versa, than on other aspects of language acquisition, for example, reading, and the learners spend more time engaging in conversations. Also, using their mother language should be avoided.

1.2.2.2 Developing mixed skills

When it comes to reading skills, it is important for the Waldorf education to incorporate them into language lessons as well, yet differently. Steiner believes reading should be accentuated along with an ability to express own thoughts in details, and later when the learner is capable of reading out loud with a flawless pronunciation, the learner will be asked to give a free narration of a given text - beginners in their mother tongue and advanced learners in a foreign language (2003, 134). Steiner also states that learning foreign languages is connected with reflex movements, thus the learners should be given orders in English – one order equals one action. These orders will join the kinaesthetic side of the mind with the analytical one. (2003, 151) From these examples, it is apparent that Waldorf education focuses more on developing mixed skills at once than on distributing skills into categories, such as devoting a lesson only to a certain grammatical issue.

1.2.2.3 Grammatical issues

Grammar and more complex lessons, including, for instance, syntax, that are not based only on listening and speaking activities start since the fourth grade. For Steiner, grammar is important after the age of twelve. He recommends teaching grammar so naturally that the learner will not know he is learning something new. For example, showing the learner a complete sentence “It rains.” with no details about how subject or verb works. In the next step, let the learner come up with a sentence similar to this one, and only after the learner is capable of constructing sentences on his own and progress to creating more complex sentence structures. (2003, 135-137) As Carlgren mentions, the most important for Waldorf learners becomes the verb. It is the first thing related to grammar the learners will come to contact with. Tenses and other word classes are taught later in the fifth grade. However, the learning method stays the same – it is to practise on new examples at all times that can be forgotten afterwards, but what must stay in learners’ minds are the grammatical rules written down in their portfolios. (1991, 84-85) This opinion shares Steiner, as he believes that learners should rely on written rules, meaning they should record only principles of grammatical structures into their portfolios in order to develop a new skill thanks to which they will be able to come up with their own examples (2003, 138-139). Considering all methods described in this chapter, Waldorf education is not leaving grammar lessons behind, but they focus on developing skills in learners, which will help them to be independent and to think outside the box.

The focus on learners’ self-governance and writing down only principles of specific grammatical issues without examples are adequate for the practical part of this thesis. These aspects of Waldorf education are going to be observed along with time spent communicating in English, avoiding direct translations along with using the first language, and incorporating activities that are helpful to expand mixed skills, for example, following orders.

1.2.3 Portfolios and no textbooks

Portfolios are important for the Waldorf learners given the fact they are not using any other textbooks, and all of their schoolwork is projected in the portfolios that the learners make

themselves. Throughout their books, Carlgren (1991) and Steiner (2003) both mention creating portfolios by the learners themselves instead of using pre-made bought textbooks.

Portfolios are basically hand-made textbooks by the learners. Dvořáková mentions that the content of portfolios differs based on the age of learners – in classes 1-3, they are learning with drawing pictures of new knowledge, while writing down examples and new insights usually start in the fourth grade (2005). The usage of portfolios is closely linked to the ‘no textbook policy’ of Waldorf schools, which is explained by Dvořáková as well – she says that throughout the first till the fifth grade, there are no textbooks at all. Steiner’s original guidance avoids using textbooks until the eighth grade based on a belief that available textbooks are low quality, and if the teachers wish to use them despite this fact, they should adapt selected excerpts to fit into the Waldorf pedagogy and its mindset (2005). In conclusion, observing during the practical part of this thesis whether and how teachers are using textbooks is possible, along with monitoring if and how the learners are working on their portfolios.

1.2.4 Electronic media aids

When it comes to aids - textbooks, it is rare to find them in language classes at Waldorf schools as the learners are using their portfolios. As for electronic media, Dvořáková (2005) says that Waldorf education is not keen on using such aids, for instance, TV, computers, or tape recorders, because it is believed that these media block the development of learners’ imagination. According to Kubíková et al., it is true that Waldorf education excludes electronic media aids from teaching English as it is more focused on using either materials prepared by the teachers themselves or portfolios (2014, 11). This approach of Waldorf education concerning using only materials given by the teachers, learning from materials that the learners make on the own, and not using electronic media aids can and will be observed in the practical part of this thesis.

1.2.5 Homework

Education goes beyond activities in the school building, as learners are supposed to complete their homework as well. Steiner mentions that homework in foreign language classes is important after the fourth grade, and homework should consist of reading as much as possible. If the learners are to practise writing, they should practise on exercises that make them ready

for adult life – writing letters, creating business communication between two parties, or a free narration of their own experiences. (2003, 148-149) Dahlin points out that the majority of teachers create homework based on observing learners' behaviour throughout the lesson and also a whole school year. This approach is used to have learners improving even at home. (2017, 105-106) However, only the task assignment itself can be observed in this thesis. It is not possible to monitor if and how the learners develop based on doing their homework.

In summary, the previous subchapters described basic methods of teaching English classes at Waldorf schools. For example, division of lessons into three parts, independence of learners and creating their portfolios or emphasis on speaking, in order to determine whether these methods can be observed during the practical part of this thesis. This closure was included at the end of every subchapter.

1.3 English language in primary schools in the Czech Republic

In this chapter, the teaching and learning of the English language and its goals at Czech schools will be discussed. From goals of teaching English and how English lessons developed historically in the Czech Republic to the methods and strategies used at 'mainstream schools' in order to lay foundations to the practical part of this thesis – to see how the above-mentioned Waldorf methods differ from the commonly used ones and to be able to distinguish them during observations correctly.

1.3.1 Framework Educational Programme and School Educational Programme

The English language is the first mandatory foreign language the Czech learners come to contact with at primary schools. Teaching the English language at Czech primary schools is based on the Framework Educational Programme of Basic Education (FEP BE). Also, every school has a School Educational Programme (SEP), which is based solely on the FEP BE. The FEPs are nationally processed pedagogical documents, which are issued by the Czech Ministry of Education, Youth and Sports (hereinafter referred to as MŠMT). According to MŠMT, the FEP itself is inferior to a National Educational Programme, which defines education in the Czech Republic as a whole. FEPs define educational norms across all schools – pre-schools, primary and secondary schools. The principles of FEP BE are, for example, to specify compulsory school attendance or specifies the expected outcomes of every subject.

(2007, 7-9) In summary, education, along with everything subjected to it, at every school in the Czech Republic is dependent on FEPs.

The School Educational programme (SEP), which is specific to each primary school, is based on FEP. In FEP BE, MŠMT says that SEPs are developed by every individual school based on principles found in the appropriate FEP (2007, 6). All in all, because FEP respects all the main pedagogical principles and does not define any methods or strategies as alternative and allows to implement each school their own educational programs respecting FEP, there is not really a difference between a SEP of a Waldorf and a SEP of a ‘mainstream school’ and thus the name ‘mainstream schools’ is used in single quotation marks in this thesis.

1.3.1.1 Goals of English language teaching in the Czech Republic

Goals and outputs of the English language taught at primary schools in the Czech Republic depend on the above-mentioned FEP BE. MŠMT says that by learning the English language itself and by communication in foreign languages, the learners are capable of greater flexibility in their private life, future studies, or employment (2007, 17). To define the required level of English achieved at primary schools, FEP BE refers to the Common European Framework of Reference (CEFR). According to MŠMT, the level of English achieved at primary schools is A2 (2007, 17). The level A2 is described as following:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (for instance, very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
(Council of Europe 2001, 24)

Concerning outputs of English language, both CEFR and FEP BE specify five dimensions of learning English: reading, listening, spoken interaction and production, and writing, and each of them has its specific expected outputs that are related to communicative language competences (Council of Europe 2001; MŠMT 2007). In summary, the learners of English in

the Czech Republic are supposed to be able to communicate their basic needs, basic facts and understand relevant information at the end of primary school attendance.

1.3.1.2 Communicative language competences

As some of the dimensions of learning English are easily noticeable (for example, above-mentioned writing or spoken production), the communicative language competences are more invisible. According to the Council of Europe, there are three main competences: linguistic, sociolinguistic, and pragmatic (2001, 108). Each of them has a numerous division; however, for the sake of this chapter, only fundamentals are needed to understand what competences provide in learning/teaching. Council of Europe for CEFR defines linguistic competences as an understanding of a formal language system that can be distinguished into, for example, grammatical or phonological competence. The sociolinguistic competences are helpful in dealing with a social dimension of one's life, and they contain, for instance, greetings, politeness customs, or register differences. Last but not least, pragmatic competence is the ability to use language effectively and appropriately in a social context. For example, discourse is part of pragmatic competences. (2001, 108-129) At last, communicative language competences are a pretty complex issue, and thus, CEFR and FEP BE present their simplification in the form of figures that offer outputs for every language level and dimension of learning English.

1.3.2 Historical development of English at Czech mainstream schools

Historically, English was not always the first foreign language to be taught at Czech schools. Hanušová and Najvar comment that it was in the early 1990s when the Russian language was slowly disappearing from schools due to political and historical changes and English started to get to the forefront (2007, 42). The authors also describe that along with the shift of focus to the English language, changes to the curriculum had to be made, and in the 1990s, it was mandatory to have English lessons since the fifth grade. Later, in 1995 the Ministry of Education changed it to the fourth grade, and only recently, in 2006, English became mandatory for the learners in the third grade. (Hanušová and Najvar 2007, 43) MŠMT for FEP BE notes that foreign languages become mandatory in the third grade, and there are three hours a week for English to be taught. If the school offers it and the learners' parents are

interested, they can allow the pupil to have non-mandatory lessons of the English language even before the third grade. (2007, 112) In summary, English is to some extent new in Czech schools, and although it becomes compulsory in the third grade, there is an option to attend English classes even before.

1.3.3 Basic methods of English language acquisition

This chapter discusses certain features of English language acquisition known from ordinary primary schools that do not use any methods different from the other schools. This chapter builds on already discussed Waldorf methods in favour of a better distinction of those Waldorf phenomena during the practical part of the thesis – observations.

1.3.3.1 Lesson structure

In Waldorf education, it is important to have three stages of lessons. However, at a ‘mainstream’ school, the suggested warm-ups and ending parts are different. Harmer believes that the first stage should set up an aim or explain the content of the lesson. The middle part contains various learning activities, and the last part is finishing the lesson with a summary or a content of the next one. (1998, 17-18) On the one hand, in his newer book, Harmer adds that a lesson should start with a warm-up activity, although his opinion about a summary at the end of the lesson stayed the same (2015, 214). On the other hand, Scrivener suggests setting up an aim beforehand to know what was achieved at the end of the lesson and in order to know which activities to select without a single mention of a warm-up session (2005, 110). Ur also declares having an introduction and organization of the lesson as important instead of using a warm-up activity. She mentions a summary to close the lesson up as well. (1996, 218) In closing, common English lessons do not dwell on using a warm-up activity, preferably a kinaesthetic one, or ending a lesson with a story-telling as opposed to Waldorf education. Other forms of beginning and ending a lesson are preferred.

1.3.3.2 Focus on speaking

There is not one universal method on how to teach English. Harmer warns about using a grammar-translation method because it compares the language learned with the first language

of learners, and this way, it only teaches the learners about the language. However, it is not helpful in learning the language itself. (1998, 30) Other methods may focus on speaking and communication. Harmer (1998, 129-130) says that only the English language should be used in classes, making sure the learners avoid using their first language, even though they might feel it is easier for them to communicate meaning in their native language. Scrivener suggests that in order to have a lesson without the use of the mother tongue, it is essential to create a space where the learners are free to use their first language, but they will choose to use English of their own will (2005, 101-102). Contrarily, Scrivener does not condemn using learners' first language as he sees it as an opportunity helpful to learn English along with translations from mother tongue to English and vice versa (2005, 309). In the end, English should be used in English classes as much as possible, but it is not a necessity.

About speaking itself, Harmer says that speaking activities in class are useful as starter activities to activate the learners to be engaged in a lesson. Speaking activities are not prominent in the lessons, as they are only used to activate the learners' performance. (1998, 96) Scrivener throughout his book offers many ideas to incorporate speaking into a lesson; however, the overall main idea is to give all language skills the same opportunity to develop (2005). Different to Waldorf education, English lessons at 'mainstream' schools are not formed on speaking and comprehension, as the focus of lessons is more complex.

1.3.3.3 Developing language skills

English lessons and learning the English language itself is considerably complex. In short, Scrivener (2005), Harmer (1998, 2015), and Ur (1996) talk in their books about all language skills (reading, writing, speaking, listening, and grammar) as equally important for the learners, not promoting only one or few of them as more crucial in learning the language, although, for the most part, they suggest improving every single one of them separately. Harmer (2015, 228) believes that a whole lesson can be dedicated to one grammar issue only, not focusing on any other aspect of the language. On the other hand, Ur implies that combining different language skills into one lesson or activity may be useful. Teachers only have to be cautious about what skills go together, for instance combining learning grammar with communicative purposes. (1996, 98) Despite the fact that one of those authors suggests developing mixed skills and the others propose teaching them independently, the majority

opinion is that all of the language skills are equally important different from Waldorf education, where the emphasis is put on developing speaking and more skills at once.

1.3.3.4 Focus on grammatical issues

Although developing all of the language skills equally is suggested, some skills are more in the spotlight. Scrivener (2005, 31) suggests that nowadays, the focus of learning English is on all language systems and skills, not prioritizing only speaking or only listening; however, grammar is still in the foreground for most English teachers. His opinion is supported by Harmer as he talks about a grammar-translation method still being commonly used, even though it is based on learning English by understanding the construction of language (1998, 30). Both above-mentioned authors observe that grammar occupies a large part of a syllable in many cases (Harmer 1998 and 2015; Scrivener 2005). As indicated, despite the fact that mastering the English language includes all of the language skills, grammar is still in the foreground, contrastive to Waldorf schools.

1.3.5 Portfolios and textbook usage

Textbooks offer an outline of the syllabus to the teacher and to the learners as well. Scrivener notes that it may be easier for a teacher to rely on a textbook because it offers lesson ideas and provides assistance to the teacher, and he does not add any downsides of using textbooks (2005, 34). However, not everything from the textbook may fit the teachers' liking, and to make the textbook fit their English lessons, they can adapt it by going through the textbook beforehand. Ur believes that assessing a textbook in a team of teachers helps determine which parts of the textbook to alter or omit (1996, 185-187). Ur (1996) and Scrivener (2005) agreed that using textbooks has a great value in teaching English. Nonetheless, adapting the textbook or excluding some parts of it does not make it less valuable to the teachers in terms of having an outline of the syllabus.

Waldorf education is not using textbooks; instead, the learners are preparing their own portfolios. Ur (1996) and Scrivener (2005) do not mention keeping portfolios written by learners at all, learners are given materials by the teacher, or they are using textbooks and course books. In contrast, Harmer discusses keeping portfolios of learners' writing which are later used for their assessment. This method is time-consuming for the teacher, and both

learners and teachers can become reluctant towards it overtime, but it can benefit the learner in building up a certain autonomy. However, using portfolios is not recommended unless the teacher sees it as thoroughly beneficial. (2015, 411) Overall, using portfolios in English classes in an ordinary school is not very supported, different to Waldorf schools.

1.3.6 Electronic media aids

Waldorf education is opposed to using electronic media aids; however, in this modern age, their incorporation in schools is huge. Scrivener (2005, 338) recommends using pre-recorded songs on CDs or videos in class to relax the atmosphere and suggests using songs as listening activities as well. The same opinion is found in Harmer (2015, 341-342) and Ur (1996, 91). Not only audio recordings can be used as electronic media aids. According to Harmer, the learners are delighted with watching video sequences or DVDs in class. Even if it requires them to fulfil a task, not only to sit back to watch and relax. (2015, 343-344) Scrivener agrees that by using TV, DVD, and video in classes, the teacher is capable of making lessons attractive. However, the teacher should avoid letting the learners sit in front of the TV watching an entire show. Making short extracts of recordings is recommended. (2005, 350-351) In conclusion, TVs, DVDs, and CDs are seen as beneficial for language learning. These aids are extensively used as they offer various activities, and they make the lesson different from the others.

1.3.7 Homework

Getting assignments for homework is a basic type of educational activity used throughout school systems. Waldorf education sees it as an opportunity for the learners to develop their skills over time in a home environment. Harmer also sees homework as convenient for the learner to develop a certain set of skills – a skill of self-study. Overtime, homework will help the learners gain autonomy and make their own decisions about their own learning. (1998, 9) However, the learners need to be motivated to do homework, as stated by Scrivener (2005, 63). Scrivener also suggests letting the learners decide themselves, from time to time, whether they want to do some class activity for homework, which might be helpful in terms of motivation (2005, 132). In summary, homework is important in every school. It does not

matter which teaching methods they are using, and teachers should focus on getting the learners motivated to be able to develop independently.

1.4 Attitudes

There are many definitions of the term ‘attitude’. Čáp and Mareš define attitude as a gained feeling towards a certain subject, thing, person, or others. There is no universal attitude shared by everyone. An attitude is composed of three parts: recognition of a certain subject and opinions on it, its emotional assessment, and actions towards the subject. (2007, 149-150) However, for the purposes of this thesis, an attitude in education and pedagogy is important. An interview is the second segment of this thesis’ practical part, and it revolves around attitudes towards teaching English at a Waldorf school. In this manner of pedagogy, Průcha, Walterová, and Mareš define attitude as an evaluative relationship towards a circumstantial environment, other subjects, and oneself. It includes premises of a stable behaviour and reactions. Attitude is formed non-subconsciously in a family and other social environments. (2013, 210) All in all, attitudes are formed on an assessment or evaluation, which is different for every person. This evaluation or assessment is based on a reaction towards a certain object, person, or situation. In this case, attitude in terms of education and using certain methods will be needed.

2 PRACTICAL PART: RESEARCH STUDY

2.1 Introduction and research questions

This part of the thesis is dedicated to a research study that was conducted at a primary school in the Pardubice region. I decided to use qualitative research based on the objective of my thesis. The objective is to find out, by using appropriate research tools, whether and how are selected Waldorf principles reflected in teaching the English language at one particular Waldorf school and how a particular teacher perceives her English teaching from the point of view of the principles of Waldorf pedagogy. As Maňák and Švec (2004, 22) define: “Qualitative research is a term for various approaches (methods, techniques) to study phenomena into the forefront is not quantifying of data, but their depth analysis.” This research is based on conducting observations of English classes at the above-mentioned selected school and an interview with a teacher of those classes. Given there is a global pandemic taking place since March 2020, which brings certain restrictions not only in an educational environment, Waldorf schools are limited in the use of their typical methods, for instance, singing. Despite this fact, I tried to answer the following research questions:

- 1. If the typical selected Waldorf methods are present in English classes, how are they going to be reflected in teaching the English language?**
- 2. What is the teacher’s attitude towards her English language teaching from the point of view of Waldorf education?**

And additional questions for the latter:

- a. Would she make some changes concerning the presence of Waldorf methods in her lessons?*
- b. Based on the observations, what are the reasons that some of the specific phenomena of Waldorf pedagogy are not present in her lessons and some are overused?*

These research questions were established in order to identify if and how are the typical selected methods of Waldorf education used in teaching English classes and whether the teacher herself is satisfied with her usage of those methods or whether she would like to make any changes. The last additional question concerns the teacher’s attitude towards specific Waldorf phenomena, which were either omitted from the lessons at all or their use was too excessive.

2.1.1 My position as a researcher

The reason I chose this research is my personal interest in Waldorf education itself, and my field of study is the English language. In this respect, I have selected observations of English lessons at a Waldorf school. I chose to observe first and second classes because of the pandemic situation that allows only those two grades to be present at school during the research period. In online classes, many Waldorf methods would be impossible to observe; however, pandemic restrictions have also limited typical Waldorf methods that can be used in a class. That is why the interview with a teacher of those classes is included. To see if she is aware of consciously using those methods and what measurements she took to maintain Waldorf methods still functioning during the epidemic situation or if she would like to make some changes in her teaching.

2.1.2 Method of sampling and sample description

Based on the objective of this thesis and the fact that the targeted sample is quite limited, I decided to apply three crucial criteria for the sample:

- Observations in first and second grades, as those are the only ones that have full-time school in February 2021
- A qualified teacher who is familiar with using Waldorf methods in classes
- The teacher mentioned above willing to give an interview

Depended on these criteria, a primary school in the Pardubice region met my requirements. The data involved in this research were gained at this school that is based on the principles of the Waldorf pedagogy. To be able to conduct this research, I have signed an agreement with the school management concerning sensitive data of the learners (for instance, names). I also made an agreement with a teacher, which will be observed. The agreement regarded mentioning her initials in this thesis, and I also had to ask for permission to observe the lessons and record the interview. The passive participation was conducted in the first and second grades in February 2021. After the observations, the interview took place the same month as well. The teacher (M. G) teaches English at a primary school and has a qualification in teaching languages and social pedagogy. She has been teaching the English language for three years and is actively teaching using Waldorf methods for the same time period.

2.1.3 Methods of collecting data

Based on the research questions, the research was built on the following tools:

- Class observations
- Interview with a teacher

Observations are widely used when conducting pedagogical research. Maněnová and Skutil says that observations are made throughout the human senses (visual and auditory mainly) and should be as objective as possible. The objectivity can be accomplished by a clear intention and purpose and mainly by careful planning beforehand. (2012, 36) Hendl defines public observation as the most used one; the researcher participates in naturally developing situations while collecting data. The participants know about the observer, although there does not have to be any interaction between them. The interaction may be low to zero. (2016, 197-200) As the participants of my observations know about my presence in advance and my interaction with them is almost non-existent, I would characterise observations used in this thesis as public ones.

In addition, Maněnová and Skutil mention observation sheets, which are used for reporting the occurrence of selected phenomena or its intenseness (2012, 37). Those will be used in the observations, with the main focus on the occurrence of selected Waldorf phenomena, how and how often they are used while learning English.

The second research tool is an interview with an observed teacher of a specific Waldorf school in the Pardubice region. Manělová and Skutil define a semi-structured interview which is based on prepared questions administered orally. This type of interview is the least time demanding and, due to its easy evaluation, is appropriate for an amateur researcher. (2012, 38) Švaříček and Šed'ová (2014, 159) share the same opinion as Maněnová and Skutil. In this manner, the interview for the research was constructed with a predetermined set of questions. These were formulated in order to find out the teacher's attitude to the usage of Waldorf methods during her English classes, to the presence or absence of some of those methods throughout the lessons, and how she perceives her lectures based on the principles of Waldorf. The interview was recorded and transcribed in Appendix C. The interview took place in an isolated place after the lessons, so the teacher and interviewer would feel comfortable.

2.2 Observations

This chapter discusses four observations that took place at a Waldorf school in the Pardubice region on the 8th of February 2021 and 25th of February 2021. Only four observations were conducted due to the pandemic situation taking place in the Czech Republic throughout the years 2020 and 2021. For this reason, only first and second grades were included in observations as they are the only ones subjected to daily direct teaching during working on the practical part of this thesis. The observations aim to answer the first research question mentioned in chapter 2.1. In Appendices A and B, there are the observation sheets used in the lessons and also figures with information about each lesson. In observations, and later in an analysis, the focus is on phenomena mentioned in the theoretical chapter 1.2.

2.2.1 First observation

This subchapter deals with the first observation of an English lesson in the second class. Next, an analysis of the lesson is conducted based on a filled observation sheet to determine whether selected Waldorf methods (see chapter 1.2) are used in English lessons. I created the observation sheet for the purposes of this thesis with a column for an observed phenomenon, a column to gather data if or how often the phenomenon occurred (Occurrence/Frequency), and lastly, a column for additional comments (Comment section), for instance, to illustrate an example of the phenomenon or to write down field notes.

As for the background of this observation, the second class that was observed on Monday 8th February involved 10 learners (see Appendix A: Observation figures). In terms of research ethics, no learners' names will be mentioned, and as for the teacher, only initials of her name will be used – M. G.

2.2.1.1 *Outcomes of collected data*

Firstly, language lessons are conducted in epochs. For this reason, Waldorf learners have an English class for three or four weeks, and later they are learning the German language for the same time duration as explained by the teacher M. G. before the lesson started. English is taught in the second grade 20 minutes per lesson three times a week.

As for lesson parts, M. G. started with a rhythmical part consisting of a rhyme during which learners were moving around the class or clapping their hands. Shortly after, the teacher used an opening verse to start the lesson and to have a smooth transition into a theoretical part. The theoretical part included a revision of numbers from 1 – 20 and pronouns ‘you’ and ‘me’ in the form of rhymes to which the learners were moving. Next, the learners were playing a game that they already knew in order to revise some words they were familiar with, for instance, ‘baker’ or ‘buttons’. Following with a revision of poems, the learners were also familiar with, again with body movement. There was no story-telling part, as the lesson was over with a recitation of a poem in which everyone participated.

Concerning language acquisition, the lesson was lead in the English language only, although M. G. used a few Czech sentences. For example, she gave an order to one learner who did not have a face mask properly on: “Roušku si nasad’.” Another example of breaking using English only was when learners forgot how one particular game is played, and M. G. was explaining the rules again, but the learners could not understand her. They looked around the class, some of them staring with raised eyebrows at the teacher. That is why she translated it to Czech. In some of the activities, the teacher was using many orders in the English language to which the learners were supposed to react and make the required movement. For instance, “Make a circle!” or “Run around.” The learners followed the orders without any hesitation.

During the observation, what was not seen was zero focus on grammatical issues in conjunction with no portfolio or textbook use. Additionally, M. G. gave the learners neither homework nor materials to work with during the lesson. Furthermore, in the classroom, there were no electronic media aids (TV, PC, or projector).

2.2.1.2 Interpretations of findings

To begin with, in my first observation, I found out that the English language is taught in this particular school from a very young age of the learners as suggested in chapter 1.2.1. English is taught since the first grade. There are three short lessons per week, and that is relatively frequent than the suggested lesson infrequency in chapter 1.2.1.

Despite the fact that the lesson lasted only 20 minutes, even in such a short time period, the teacher used a Waldorf pattern of lesson division (see chapter 1.2.1.). By using a

rhyme to which the learners were performing movement and an opening verse to begin the lesson and activate the learners, M. G. demonstrated a rhythmical part of the lesson. Following with a theoretical part consisting of revision from previous lessons. However, the lesson was stripped of a story-telling part that was mentioned in chapter 1.2.1. as a closing part of the lesson.

As for language acquisition, M. G.'s lesson was based on speaking activities. She spent a whole lesson communicating in English, leading the learners to do the same, even though she occasionally used a few Czech sentences as demonstrated with examples in the previous chapter. This pattern of language acquisition corresponds to the focus on speaking and not using the mother tongue in Waldorf education (see chapter 1.2.2.1). Additionally, the teacher gave many orders that the learners were supposed to follow and move according to them. Following orders combines analytical and kinaesthetic skills. This Waldorf phenomenon was mentioned in chapter 1.2.2.2.

Lastly, portfolios, materials created by a teacher, and homework are typical for Waldorf education (see chapters 1.2.3, 1.2.4, and 1.2.5), and those phenomena were not present in the lesson at all. Contrarily, what is as well typical for Waldorf pedagogy is not focusing in lessons solely on grammar issues, not using textbooks, and not using any electronic media (see chapters 1.2.2.3, 1.2.3, and 1.2.4). None of these phenomena was recorded to be happening during the lesson. On the one hand, the lesson was stripped of the above-mentioned Waldorf phenomena. On the other hand, the ones which should not have been present, as a matter of fact, were not.

2.2.2 Second observation

This subchapter deals with the second observation of an English lesson at a Waldorf school. Different from the first observation, this one took place in the first class. However, both were conducted on the same day, Monday 8th February, and this class involved 14 learners. The lesson was led by the same teacher with the initials M. G (see Appendix A: Observation figures). Next, an analysis of the lesson is conducted based on a filled observation sheet to determine whether selected Waldorf methods (see chapter 1.2) are used in English lessons. The observation sheet was created for the purposes of this thesis. Again, no names will be mentioned due to the research ethics, and only the teacher's initials (M. G.) will be used.

2.2.2.1 Outcomes of collected data

To begin with, learners of the first grade, which was observed, have English classes for a time period of 20 minutes per lesson. Alternating between English and German language in epochs stays the same as in the second grade from the first observation, along with having three language classes a week.

Concerning lesson division, the teacher started the lesson with a rhyme to which the learners were supposed to clap their hands and run around stools formed into a circle. Next, M. G. used an opening verse (the same as in the first observation), and along with the learners, she sang a song. With this transition from a rhythmical part to a theoretical one, learners formed a circle with the teacher. The start of the theoretical part was a revision of body parts using the song *'Head Shoulders Knees and Toes'* at various pace. The same pattern of pacing an activity was seen in the next one – learners were still in a circle, and they were counting numbers from 1 – 20 and vice versa. After a command from M. G, learners changed the speed of counting. Shortly after, two finger plays called *'Ten Merry Men'* and *'Two Little Dickie Birds'* were played. In the second one, the learners were pretending to be the birds and hid around a class waiting to come back as told in the lyrics (“Come back, Peter!”). To close the lesson, the teacher recited the following verse the learners were familiar with, and they used body language along:

*“Down is the earth,
up is the sky,
here are my friends,
and here am I.”*

As for language acquisition, time spent communicating in the English language only was the whole 20 minutes of the lesson with a one-time use of the Czech language to explain game rules that the learners have forgotten, and it seemed faster for the teacher to clarify them in the first language. Contrarily, no translation of English to Czech or vice versa was used in the lesson. In this lesson, M. G. combined analytical and kinaesthetic skills as she was using commands, for example: “Sit down in a circle.” or “up/down” in a poem. The learners reacted quickly and without any hesitation to the commands.

The focus on grammar could not be observed, as there was none in the lesson. Along with learners not having any sort of textbook or their own portfolio available. Also, the

teacher gave no materials to the learners to work with, and the learners went home without a homework assignment. Identically to the first observation, there were no electronic media in the class accessible.

2.2.2.2 Interpretations of findings

To start with, English is taught in the first grade for the same time period and frequency as in the second grade from the first observation. In other words, learners of this primary school have recurrent English language lessons since first grade, although only young age learning of foreign languages was implied in the theoretical chapter 1.2.1 in contrast with lesson frequency which was said to be semi-occasional.

Concerning lesson division, the teacher started with a rhythmical part in the form of a rhyme combined with body movement. Next, she used an opening verse and a song to transit into a theoretical part involving a revision of body parts, numbers from 1 to 20, and games the learners knew from previous lessons. These two parts of lesson division were discussed in chapter 1.2.1. However, the lesson was closed with a short poem only, not with a story-telling part as suggested in the above-mentioned theoretical part of this thesis.

Overall, the lesson was based on communication and related activities. The whole lesson was lead in the English language with one exception of using the Czech language in order to clarify game rules faster. Furthermore, the learners were given orders in English, either in a poem or separately, and physical activity in the form of a movement was expected of them. In other words, the importance of using only the English language throughout the lesson with an effort to use mother tongue as little as possible and developing a broader set of skills using a combination of kinaesthetic and analytical activity combined into one (see chapter 1.2.2.), was observed.

Finally, on the one hand, portfolios, homework, and teacher's own materials are typical Waldorf methods (see chapters 1.2.3, 1.2.5, and 1.2.4). However, they were not observed during this lesson. On the other hand, the focus on grammar should be minimal as well as using textbooks or electronic media aids (see chapters 1.2.2.3, 1.2.3, and 1.2.4), and these phenomena were not present in the observation. On the whole, the first set of observed phenomena was not recorded in the observation, although they are typical Waldorf methods,

and the second set of observed phenomena was also not documented, which corresponds with the theoretical part of this thesis.

2.2.3 Third observation

This subchapter discusses the third observation of an English lesson at a Waldorf school. This observation and the following one, which was the last one, were conducted on Thursday 25th February. The third observation was in the first grade and involved 14 learners. The lesson was led by the same teacher who was teaching the first two observations with initials M. G (see Appendix A: Observation figures). In the subchapters, an interpretation of the lesson is discussed based on a filled observation sheet (see Appendix B: Observations sheets) followed by an analysis of the findings seen in the lesson. The observation sheet was made for the intentions of this thesis and considering research ethics, only the teacher's initials will be used, and no learners' names will be given.

2.2.3.1 *Outcomes of collected data*

Firstly, no changes were given in the lesson's length. It is the same as in the previous observations – 20 minutes with the same frequency of the language lessons as well.

On the subject of lesson parts, M. G. skipped welcoming learners to the lesson, and she immediately started with a rhythmical activity to activate the learners. The rhyme consisted of verbs (for example, swimming, walking, and stop), and the learners were moving around the class according to the meaning of the verbs. Next, the learners were in a circle and rhyming a poem with finger play and foot movement to revise words 'big/small' and 'forward/back/left/right'. The transition into the theoretical part was with an opening verse that was, in fact, sang. This part of the lesson started with a revision of body parts in the song '*Head Shoulders Knees and Toes*'. To make it more motion-oriented, the learners were performing it in three different paces. They were also revising numbers, and with each count, the learners were stomping onto the floor. Shortly after, a game based on recreating a bus ride was played. In this game, the learners were pretending to be, for example, a wheel or a bus driver and moving along the song that went with the game. The teacher named the last game as 'Listen and count'; the learners were sitting in a circle, eyes closed, one learner was clapping using hands, and the others guessing the numbers of claps to revise numbers from 1

to 10. The lesson was over with a poem similar to the opening verse in which everyone was participating.

In the matter of language acquisition, the teacher spent the whole lesson communicating in English, trying that the learners do the same and avoid using their mother tongue. M. G. used the Czech language two times; for the first time, it was to reprimand the learners when they were not singing during the bus game, and the second time, she was explaining the rules of the last game. She was not translating the rules, as she went right away into her mother tongue and explained the rules this way. To comment on combining analytical and kinaesthetic skills, the teacher used commands throughout the lesson, and the learners were supposed to react and move accordingly to her instructions. For example, “Sit down over there.” The learners were not arguing or stalling, and they were following the orders.

Lastly, during the observation, what was not seen, was a focus on grammar issues along with textbook use or using learners’ portfolios at any given moment of the lesson. The learners were not given any form of homework or aids created by the teacher to work with. Similarly to the first two observations, there were no electronic media (PC, TV, or projector) in the class available.

2.2.3.2 Interpretations of findings

To begin with, the third observation took place in the first grade, and it was suggested in chapter 1.2.1 that in Waldorf pedagogy, it is common to teach language at such a young age of the learners. Contrarily, the English lessons are frequent, three times per week, and in the above-mentioned chapter, the lessons’ infrequency was implied.

Although the lesson in the first grade is rather short (20 minutes), the teacher uses a division into a rhythmical and a theoretical part of the lesson. The rhythmical part is performed by movement activities and poems to which the learners are supposed to clap their hands or stomp. The theoretical part begins with an opening verse to calm down the learners after a rhythmical part, following into a revision of previous lessons in the forms of rhymes and games. All of these Waldorf phenomena were mentioned in chapter 1.2.1. However, in this observation, a story-telling part, which is supposed to close the lesson, was missing.

Regarding language acquisition, the lesson was based on speaking activities. M. G. spent the whole lesson communicating in English, leading the learners to do the same,

although she used a few Czech sentences as mentioned in the previous chapter. Additionally, throughout the lesson, the teacher was using many orders, and by following them, the learners combine analytical and kinaesthetic skills into one activity. The focus on speaking in language acquisition seen in this observation and a combination of analytical and kinaesthetic skills were mentioned in chapters 1.2.2.1 and 1.2.2.2.

The last findings concern phenomena that were not seen during the observation. Portfolios, aids created by a teacher, and homework are typical for Waldorf education (see chapters 1.2.3, 1.2.4, and 1.2.5), and these phenomena were not present in the lesson. In opposition, also focus on grammar issues, using textbooks or electronic media should not be present in the lessons (see chapters 1.2.2.3, 1.2.3, and 1.2.4), and these were not observed during the whole lesson. In conclusion, phenomena which were supposed not to be happening were not present in the lesson, although the ones that were supposed to be seen were not.

2.2.4 Fourth observation

This subchapter interprets the outcomes and findings of collected data during the fourth observation of an English lesson at a Waldorf school. Similarly to the third observation, this one was conducted on Thursday, 25th February as well. It took place in the second grade, and in the class, there were 12 children. The teacher remained the same – M. G. (see Appendix A: Observation figures). Next, in the subchapters, what was seen based on a filled observation sheet (see Appendix B: Observations sheets) is discussed along with an analysis of the outcomes of collected data. Due to research ethics, only the teacher's initials are being used, and no names of learners are given. The observation sheet was made for the purposes of this thesis only.

2.2.4.1 *Outcomes of collected data*

To start with, the length of the lesson stayed the same as in the previous observations – 20 minutes per lesson. The frequency of the English lessons, along with its alternation with German lessons during epoch periods, showed no changes as well.

Concerning lesson division, the arrangement of activities in the rhythmical part was the same as in the third observation (see chapter 2.2.3.1 Outcomes of collected data) with one

exception – at the end of the rhythmical part, M. G. added a poem which started with “This is my right hand, this is my left hand (...)” to revise body parts and direction vocabulary. The learners raised their hands or legs to match the poem, or they were clapping and stomping; therefore, this activity was assigned to a rhythmical part. There was no opening verse in this lesson to have a smooth transition into a theoretical part. Instead, right after the poem mentioned above, the teacher used a dance game in which the learners were supposed to make two rows (one row for boys and the other one for girls) and then create mixed pairs. In pairs, they were singing the song ‘*Ten Little Indians*’, dancing around and using fingers imitating the number mentioned in the song to revise numbers from 1 – 10. After a while, M. G. stopped the learners from dancing, ordered them to make a circle, and played a fingerplay game with them to repeat numbers once again. Then, she told them it is time to bring their portfolios, sit down and draw a little Indian in the portfolio. On the blackboard, the teacher was drawing a template of the Indian meanwhile repeating colours with the learners. After the drawings are complete, M. G. sings with the learners the above-mentioned song once again, letting them stomp hard, and ends the lesson with a poem similar to an opening verse that was observed in observations one to three.

To comment on language acquisition, the whole lesson was conducted in English. The teacher was motivating the learners to avoid using the Czech language and to communicate only in English. A few times, M. G. herself used the Czech language to either translate or clarify something the learners did not understand. The translation was used only once during portfolio work when learners were assigning a wrong colour to a green crayon: “Je to zelená.” To make something more understandable, the teacher used Czech seven times. For example, “Tak se posuňte, ať máte vedle sebe víc místa.” when the learners were disturbing and quarrelling during the portfolio work. Language acquisition in terms of combining analytical and kinaesthetic skills together was seen when the teacher was giving the learners commands. To illustrate with an example, “Get your pillows and your portfolios ready and sit down.” The learners were following the orders without any hesitation.

In closing of this chapter, the learners were not given any homework or aids to work with that have been created by the teacher. In the classroom, there were no electronic media visible (PC, TV, or projector). Additionally, there was no focus on grammar during the lesson, and the learners were not provided with a textbook, only with their own portfolios.

2.2.4.2 Interpretations of findings

Before all else, this fourth observation took place in the second grade, and this fact concerning Waldorf pedagogy and its language teaching at a very young age was mentioned in a theoretical chapter 1.2.1. In this chapter, also certain infrequency of language lessons in the 2nd grade was implied, and in opposition to this fact, English lessons at this particular school are regularly three times a week.

As for the lesson part division, the teacher firstly uses activities that are appropriate for the rhythmical part, and secondly, she transitions into calmer activities. This time, there was no opening verse to shift from one lesson part into another. The teacher started the theoretical part with an activity that was a bit rhythmical, but its primary purpose was to revise knowledge from previous lessons, making it convenient for the theoretical part. Nevertheless, this lesson was stripped of a story-telling part which was mentioned in chapter 1.2.1. In that chapter, the division of lessons at Waldorf schools was discussed, and some of these phenomena were seen in this fourth observation.

Concerning language acquisition, as implied in chapter 1.2.2.1, the teacher dedicated the whole lesson to communication in English, although she used the Czech language a few times to clarify something or for translation. She was encouraging the learners to use only English as well by using many activities that required some sort of speaking. Furthermore, M. G. used orders which the learners followed without any hesitation or stalling, and in this manner, they are combining kinaesthetic and analytical skills together (see chapter 1.2.2.2).

Finally, during the theoretical part, learners were asked to draw a little Indian boy in their portfolio as an outcome of their newly gained vocabulary. Working on a portfolio along with aids created by a teacher and homework is typical for Waldorf education (see chapters 1.2.3, 1.2.4, and 1.2.5), and only portfolio work was seen during the observation. Au contraire, there was no focus on grammar, the learners had no textbooks, and there were no electronic media in the class, and these phenomena were implied in chapters 1.2.2.3, 1.2.3, and 1.2.4 as not present in Waldorf lessons.

2.2.5 Conclusion from all observations

This chapter summarizes the data gained in the first half of the practical part of this thesis. The data from observations are connected to the theoretical background, and at the end of this chapter, the first research question is answered based on these interpreted data.

To start with, the main objective of the observations was to answer the following research question:

If the typical selected Waldorf methods are present in English classes, how are they going to be reflected in teaching the English language?

By analysing the data gained from four observations, I came to the conclusion that some of the selected Waldorf phenomena are present in English classes, although not every one of them. The first observed Waldorf method was teaching the English language at an early age of the learners (see subchapter 1.2.1). As seen in the observation that took place in the first and the second grade, English classes are recurrent at this particular primary school, and the learners have foreign languages since the first grade. However, in the above-mentioned subchapter, a certain infrequency of English lessons was discussed, but these observations demonstrated that English classes are frequent ever since the first grade, and they are taught three times per week.

The second Waldorf phenomenon observed was a division of a lesson into three parts: rhythmical, instructional/theoretical, and story-telling (see subchapter 1.2.1). The observations showed that the rhythmical part is consisting of activities that are focused on body movement in order to activate the learners. The transition between the rhythmical and the instructional part was 75% of the time rather smooth as the teacher works with an opening verse to start the theoretical part. This part, at the time of my observations, consisted of a revision from previous lessons only. Nevertheless, there was no story-telling part in any of the observed lessons.

Next, language acquisition was observed. All of the four lessons were conducted in English with minor use of the Czech language, or a translation from English to Czech, in order to clarify a thing that the learners did not understand or to reprimand them for their misbehaviour. The teacher was encouraging the learners to use only English during her lessons as well. The lessons were based on speaking activities with a lot of movement involved. Focus on speaking along with activities dedicated to developing more aspects at

once (for example, kinaesthetic and analytic) is typical for Waldorf education (see subchapters 1.2.2.1 and 1.2.2.2), and the latter was demonstrated in every lesson as the teacher was giving out orders to the learners. The learners did what was required of them (movements) without any hesitation and correction from the teacher.

The fourth typical Waldorf phenomenon is the use of the learner's own portfolio (see subchapter 1.2.3). The use of portfolio was demonstrated only once out of four observations as the learners were drawing a picture as a revision of the topic covered in the lesson. 75% of the time, the learners were not using their portfolios, making this phenomenon quite rare in the observations.

As the fifth phenomenon, three methods observed were those that were supposed not to be present in the lessons at all. This concerns focus on grammar (see subchapter 1.2.2.3), which is typically minimal for a Waldorf school. Considering the lessons were based on communication and speaking activities, there was no opportunity for grammar issues to be discussed. Additionally, the learners do not possess any sort of English textbook, thus it is not possible for them to work with it (see subchapter 1.2.3). And lastly, in the classrooms, there were no electronic media available (TV, PC, or projector), and such media are excluded from Waldorf education (see subchapter 1.2.4).

Lastly, certain typical Waldorf phenomena were not present in any of the lessons. This absence concerns aids created by the teacher (see subchapter 1.2.4) and homework (see subchapter 1.2.5), thus they could not be observed.

In summary, the observations showed that most of the selected Waldorf methods are present in teaching the English language, and only three of them are not. The above-mentioned aids created by the teacher, homework, and a story-telling part of the lesson. Based on the research question, I came to a conclusion that the Waldorf phenomena which were present in the observations are reflected in English classes in the same way as discussed in the theoretical part of this thesis with no modifications from the teacher.

2.3 Interview with the observed teacher

This part of the thesis displays data gained from the semi-structured interview conducted with the teacher M. G. that also led all of the four observations at a specific Waldorf school in the Pardubice region.

Based on the second main research question concerning the interview, the questions were predetermined as stated at the start of the practical part (see subchapter 2.1.3) to find out the teacher's attitude. It was essential to lead the interview after the observations as one of the research sub-questions deals with specific Waldorf phenomena not present in this teacher's lessons (see subchapter 2.2.5).

2.3.1 Strategies used

The interview was conducted after the last observation in an empty class to create a relaxed atmosphere. A calm environment was necessary in order for the respondent to be approachable and to cooperate. In addition, it was essential to have valid answers, thus in this manner, I formulated the questions neutrally with no focus on expected answers. The questions started more on a broad side with gradual progress to more specific questions concerning precedent observations and the teacher's attitude towards certain phenomena. The interview was conducted in the Czech language for better data accuracy and to minimize any misunderstanding.

During the interview, I did my best to stay in the role of the interviewer; however, I made an effort to maintain friendly contact with the respondent by affirmative nodding, eye contact, and body language to provide a relaxed atmosphere. The interview lasted around half an hour, and later, a transcription was done (see Appendix C). First, a presentation of the teacher's approach is described, following by an analysis of the data gained, and last, a conclusion from the interview is carried out.

2.3.2 Presentation of the data collected

After mutual consent to publish the interview in this thesis, the teacher M. G. known from the observations, was asked a set of general questions concerning her job as a teacher. As M. G. explains, she has been teaching the English language for three years. Additionally, she spent those three years at this specific Waldorf school in the Pardubice region (primary school). According to her words, her qualification is in social pedagogy. However, she needed a course extending the qualification for teachers to be able to teach languages.

2.3.2.1 Teacher's approach to using Waldorf methods

Next, the second part of the interview started with the interviewer repeating the Waldorf methods that were observed. I was interested in M. G.'s approach towards the usage of those methods in her lesson. She describes that she is actively using all of those methods in her lessons, with the exception of a story-telling at the end of the lessons. However, she explains that she will incorporate story-telling soon in the first grade during springtime, and in the second grade, she uses this method from time to time. Additionally, M. G. finds the approach of Waldorf education suitable, and she herself is satisfied with the usage of those selected Waldorf methods in her English lessons.

The third part concerned changes made to the teaching of English during a current pandemic situation and to see how M. G. was influenced by it. She mentions that under normal circumstances, her lessons are more focused on singing. The singing itself is now forbidden by the anti-SARS-CoV-2 measurements. As M. G. explains, there was no need to avoid specific Waldorf methods as long as she managed to change singing into choral recitation for most of the time and that she now dedicates more lesson time to games instead of songs. As the children from first and second grades had only a one-time online school for a month, she does not think this situation influenced them at all. However, she expresses a thought that online school is relatively harder for both teachers and learners, and it gets more complicated with the age of the learners.

Following with a question regarding adjustments in her teaching style, the teacher was asked whether she would like to change anything in her English lessons in terms of the presence of Waldorf methods. M. G. says that with the exception of the story-telling, which she will include at the end of the lesson in the first grade as well as in the second grade, there will be no changes in her teaching methods.

2.3.2.2 Teacher's approach to questions concerning observations

The questions for the last part of the interview were based on the previous observations as some of the selected typical Waldorf methods were not present in the lessons. A question concerning the story-telling part was omitted, considering M. G. talked about this issue earlier with a conclusion that she is using story-telling infrequently. However, M. G. explains that story-telling is different in every class based on the age of the learners. For example, the topic

for story-telling in the second grade are legends and fables. The teacher later illustrates with an example of her own story she will be using in the second grade. The main plot is based on a frog family living near a pond, and she plans on using this story as a starting point for a vocabulary on the topic of family. M. G. also mentions that this story will not only be spoken, but it will be dramatized by her and the learners. Rhythmical and instructional parts were present in the lessons, therefore there was no need to comment on that.

What was dominant in M. G.'s lessons was the effort to use English and minimize the Czech language, although it was still used a few times. She describes that sometimes it is easier to use the Czech language, although she tries to avoid using it in other situations that are not related to discipline in the classroom. According to M. G., an indisputable advantage of Waldorf pedagogy is learning to communicate using other means as for example, pantomime or body language than solely relying on language itself.

During the last observation, the learners were working with their portfolio; however, in other observations, the portfolio was not present. M. G. explains she is using portfolio work only on Thursdays in the second grade. She uses it after a particular lesson topic is learned thoroughly, and next, the learners draw a picture in their portfolio to have a better understanding of the subject matter. M. G. also describes the freedom of Waldorf education; she agrees that portfolios are a typical method in Waldorf and that all of the teachers are dependent on FEP BE, however, she is unrestricted in governing the lessons' form.

In the end, M. G. was asked about certain Waldorf phenomena which were omitted from the lessons completely. She explains that instead of using aids created by teachers, the education at this specific Waldorf school is more focused on speaking and on the intention to incite a passion for learning in the learners. M. G. claims that motivated learners are essentially equivalent to feedback for their parents. As for homework, the teacher explained that there are none, even apart from English lessons. I was interested in her opinion on electronic media aids, and M. G. explains she is not against them, and she even considered using CDs with songs. She also mentions that at this school, many teachers, mainly from the upper classes, are using electronic media in their lessons, hence the school is not strictly against using such aids.

2.3.3 Analysis of the gained data

The following subchapter deals with the analysis of the gained data during the interview with a teacher from observations on a specific Waldorf school in the Pardubice region. The analysis is divided into three parts with regard to three research questions (one main, two additional) concerning the interview. At the end of this chapter, a conclusion from this analysis is made.

To find out, by conducting the interview, how the teacher perceives her English language teaching in terms of Waldorf education, the second main research question was formed. This question was raised at the beginning of the practical part of this thesis:

What is the teacher's attitude towards her English language teaching from the point of view of Waldorf education?

The teacher was asked two questions which were asking her in a straightforward manner to disclose her attitude. She expressed feeling satisfied with using Waldorf methods (discussed in chapter 1.2) in her English classes, and the overall idea behind Waldorf education suits her teaching style. The methods are used in class by the teacher to fit the lesson with slight modifications, however, the main intention of these methods stays the same. She is consciously aware of not using every named method by the researcher, and she plans to incorporate one method (namely the story-telling part of the lesson) later in the classes. Homework will not be used in her classes as the whole school is not giving assignments to the learners. With regard to electronic media aids, she might incorporate at least CDs in her classes, although she is not entirely sure.

Based on the interview as a whole, the teacher feels positive about Waldorf education and using its methods. Apart from the direct questions aimed at her approach, she demonstrated this opinion by talking about Waldorf in a positive way throughout the interview without being asked directly. For example, she classified Waldorf's learning to communicate by other means than only relying on speech as an advantage, or she described Waldorf education as unrestricted with a certain freedom of choice. The teacher sees the main essence in Waldorf pedagogy in the effort to incite a passion for learning inside the learners.

Along with the main question, two additional were raised:

Would she make some changes concerning the presence of Waldorf methods in her lessons?

The teacher was forced to make some changes in her lessons which affected the use of Waldorf methods, although it was due to the pandemic situation in the Czech Republic in the years 2020 – 2021. This change includes choral recitation instead of singing; however, the teacher feels optimistic about its early return. Apart from a certain future inclusion of a story-telling part (see subchapter 1.2.1) at the end of the lesson in both first grade and second grade, she is satisfied with the way she is handling the lessons using Waldorf methods and does not plan on any other definite changes to her teaching style.

Based on the observations, what are the reasons that some of the specific phenomena of Waldorf pedagogy are not present in her lessons and some are overused?

The omission of a story-telling part was prominent, and therefore it was reflected in the previous research questions. Nevertheless, the teacher plans to include story-telling in the lessons in the future for certain. The work of the learners with portfolio, which was discussed as a typical method in Waldorf pedagogy in subchapter 1.2.3, was seen only once; as the teacher explained, it is because she wants to discuss the topic in detail and only after, she asks the learners to use their portfolios. The teacher is aware of using the Czech language from time to time (although, as suggested in chapter 1.2.2, it should be minimalized), however, she does not perceive it as a disturbing element to her lesson.

Some of the specific Waldorf phenomena were not seen at all: homework, aids created by a teacher, and electronic media aids (see subchapters 1.2.5, 1.2.3, and 1.2.4). As explained by M. G., the focus is shifted from handouts created by a teacher to speaking and motivating the learners, and the lesson time is dedicated to activities related to communication. As for homework, it is not present even in other subjects in this particular school, and that is why I was not able to observe it. Au contraire, this Waldorf school is not against using electronic media aids. If I had observed English lessons in higher grades, I would be able to record this phenomenon.

To sum it up, from my point of view, the interview and later analysis were able to provide useful data in order to answer the research questions connected with this practical part of the thesis. Although the teacher does not feel the need to make some changes in her teaching style, she is consciously aware of the absence of a story-telling part (as well as other absent methods), thus she will incorporate it in the lessons soon. Overall, she is satisfied with using almost all of the selected typical Waldorf methods for this thesis, and her general approach to Waldorf education is very positive.

3 CONCLUSION

This thesis deals with the teaching of English language in Waldorf school with a focus on selected typical Waldorf methods and the attitude of the teacher towards using those methods from the point of view of Waldorf education. The theoretical part begins with a history of Waldorf pedagogy, and later, their typical methods are described. In the next chapter, an outline of teaching English in the Czech Republic in general is given with the focus on methods used by Waldorf education. This approach proved to be helpful for this thesis as it helped me to understand the distinctive methods of Waldorf education and to be able to observe them for the practical part. The last chapter is dedicated to the concept of attitudes.

The practical part aims to find out if and how are the typical Waldorf methods reflected in teaching English language and to find out the attitude of a particular teacher towards using those methods from the point of view of Waldorf education. A qualitative study was used to collect the data in the form of observations and an interview with the teacher. While working on this study, it was required to re-formulate the research questions as they were not specific enough, and sub-questions were added.

In the Waldorf educational system, different methods are used, as explained in chapter 1.2. The overall approach is more learner-centred; speaking or communicative activities and creative work (for example, portfolio) are preferred. However, it is essential that the outcomes of learning English, in this case, are the same as for other primary schools in the Czech Republic (see subchapter 1.3.1). Nonetheless, the first research question of this thesis was raised with regards to those typical Waldorf methods:

If the typical selected Waldorf methods are present in English classes, how are they going to be reflected in teaching the English language?

The results of the observations lived up to my expectations in the sense that most of the selected typical Waldorf methods were present in the English lessons. It concerns teaching English from first grade, lesson division (rhythmical and instructional part), language acquisition in terms of minimizing the use of Czech and focusing on English solely, using learners' portfolios or minimal focus on grammatical issues, meanwhile focusing on speaking. These were represented in abundance throughout the four observations. On the other hand, some of the methods were not reflected in the lessons at all – the story-telling part of the lesson, homework, or aids created by the teacher. Overall based on the research question, I

came to the conclusion that most of the selected typical Waldorf methods were reflected in the observations the same way as they were described in the theoretical part (see chapter 1.2). The teacher was not modifying them to strip them of their uniqueness, but she adopts these methods to fit the classroom and lessons, as described in the second research question.

The second main research question concerned the attitude of the teacher from observations towards using those selected methods from the point of view of Waldorf education:

What is the teacher's attitude towards her English language teaching from the point of view of Waldorf education?

Judging from the interview, the teacher feels satisfied with using Waldorf methods that were observed, and she is content with the idea behind Waldorf education as well. The teacher is consciously aware of not using the methods mentioned in the previous research question as not present in the lessons, but she plans to use the story-telling part later in the classes. As for the homework and aids created by a teacher, M.G. is not against those methods; they are only unnecessary for her teaching at the moment. She incorporates the methods to fit the class she is teaching, modifying them slightly, but the main idea behind those methods stays the same. The overall impression from the interview was positive as the teacher expressed her attitude towards Waldorf not only in the direct questions but also throughout the interview as well. For her, it is about freedom of choice, and the most significant for Waldorf education is its attempt to grow a passion for learning and further development inside the learners.

Finally, based on the above arguments, the teacher's general approach towards her English language teaching in a Waldorf style is very positive, as confirmed by the data collected from the interview, and the observed Waldorf methods were reflected in the lessons as expected with some minor differences as explained above.

I am aware of the undeniable limitations of this research as the time spent on observations was short due to the current pandemic situation, and having more observation time would make this research more accurate in terms of noticing the usage of Waldorf methods, which may later change questions in the interview. It would be interesting to see some further extensive research on Waldorf methods in English classes and the teachers' attitudes towards it from more schools than only from one particular.

4 RESUMÉ

Tato bakalářská práce se zabývá výukou anglického jazyka na vybrané waldorfské základní škole a je zaměřena na vybrané typické prvky waldorfské výuky a také na přístup učitelky k využití těchto metod z úhlu pohledu waldorfské pedagogiky. Teoretická část je uvedena historickým vývojem waldorfské výuky, včetně základních informací o jejím zakladateli Rudolfu Steinerovi a následně jsou popsány jejich typické metody používané při vyučování. V další kapitole je popsána výuka anglického jazyka v České republice z obecného pohledu se zaměřením na metody, které jsou používány ve waldorfském vyučování. Tento přístup k teoretické části se ukázal být prospěšný při psaní této bakalářské práce, neboť mi pomohl porozumět odlišným metodám waldorfské výuky, a to bylo nápomocné při observacích v praktické části této práce. Poslední kapitola teoretické části je věnována postojům učitele.

Praktická část této bakalářské práce má za úkol zjistit, zda a jak se typické waldorfské metody odrážejí ve výuce anglického jazyka a také zjistit přístup dané učitelky k využití těchto metod z pohledu waldorfské pedagogiky. Pro sběr dat byla použita kvalitativní studie ve formě observací a následně rozhovoru s učitelkou, jelikož otázky v rozhovoru se zaměřovaly na jevy pozorované při observacích jejích hodin. Během práce na tomto výzkumu bylo nutné přeformulovat výzkumné otázky, protože se ukázaly jako nedostatečně specifické, a to byl také důvod k přidání dvou podotázek.

Ve waldorfské pedagogice jsou používány pro ně typické metody, jak bylo vysvětleno v kapitole 1.2. Pozornost při výuce je směřována na žáka a jeho individuální potřeby. V lekcích anglického jazyka je preferováno mluvení, komunikativní aktivity a kreativní práce (např. tvorba portfolií žáky). Nicméně je nesmírně důležité, aby výstupy z hodin anglického jazyka, byly stejné, jako výstupy z hodin anglického jazyka jiných základních škol v České republice (viz. podkapitola 1.3.1). I přesto se první výzkumná otázka této bakalářské práce týká typických waldorfských metod:

Pokud jsou vybrané typické waldorfské prvky přítomné v hodinách anglického jazyka, jak se budou odrážet ve výuce angličtiny?

Po analýze dat z observací celkem čtyř hodin, výsledky splnily mé očekávání v tom smyslu, že většina vybraných waldorfských metod byla vskutku přítomna ve výuce anglického jazyka. To se týká učení anglického jazyka již od první třídy, rozdělení hodin na rytmickou a teoretickou část, osvojování jazyka se snahou minimalizovat použití mateřského

(českého) jazyka a hlavním důrazem na anglický jazyk. Dále do těchto metod spadá i tvorba portfolioů žáky, či minimální důraz na problematiku gramatických jevů, neboť hodiny anglického jazyka jsou vedeny s důrazem na rozvoj mluvení. Tyto výše vyjmenované prvky se během observací objevovaly velmi hojně. Na druhou stranu některé typické waldorfské prvky nebyly reflektovány ve výuce vůbec – vyprávěcí část hodiny, která by měla ukončovat lekci, zadávání úkolů či využití pomůcek (např. pracovní listy), které by vytvořil učitel. Z celkového pohledu na výzkumnou otázku jsem dospěla k závěru, že skutečně se většina vybraných typických prvků pro waldorfskou pedagogiku odráží ve výuce anglického jazyka, jak bylo vidět při observacích, a to do té míry, že nenastal odklon od toho, jak byly popsány v teoretické části této práce (viz. kapitola 1.2). Učitelka metody nijak nemodifikovala, tím pádem je nezbavila jejich unikátnosti, ale na druhou stranu přizpůsobuje tyto metody výuce ve třídě a žákům samotným. Tímto fenoménem se zabývá druhá výzkumná otázka.

Druhá výzkumná otázka se týká přístupu učitelky z observací k použití zkoumaných typických metod z pohledu waldorfské pedagogiky:

Jaký je přístup učitelky k její výuce anglického jazyka z pohledu waldorfské pedagogiky?

Jak vyplynulo z celkového rozhovoru, učitelka je spokojená s využitím waldorfských metod v jejich hodinách anglického jazyka, které byly pozorovány. Učitelka vnímá všeobecnou ideu waldorfské pedagogiky a její metody velmi pozitivně. Učitelka si je také vědoma toho faktu, že nepoužívá metody, které byly zmíněny v předchozí výzkumné otázce jako nepřítomné při jejich hodinách, ale v následující době plánuje zařadit na konec vyučování i vyprávěcí část hodiny. Zbylé dvě metody (úkoly a pracovní listy), které nebyly přítomné, neodsuzuje, pouze nejsou v jejich hodinách reflektovány. Metody, které v hodinách využívá, přizpůsobuje třídě a hodinám, tudíž je lehce modifikuje, ale na druhou stranu stále zůstává věrná původní ideji těchto metod. Celkový dojem z rozhovoru se zřetelem na přístup k výuce anglického jazyka s pomocí waldorfských metod byl velmi pozitivní, neboť učitelka vyjádřila svůj postoj k waldorfské výuce nejen v přímo položených otázkách, ale během celého rozhovoru, kdy ilustrovala její postoj různými zmínkami, v čem může typicky waldorfské učení pomoci žákům v jejich jazykovém rozvoji. Waldorfskou pedagogiku vnímá jako svobodu projevu a výběru a podle ní je nejvíce významná snaha waldorfské výuky vést žáka tak, aby v něm vznikla vášeň pro učení, což je benefiční pro jeho budoucí vývoj či rozvoj.

Na závěr, dle výše zmíněných argumentů, celkový přístup učitelky k její výuce anglického jazyka s použitím typicky waldorfských metod je velmi pozitivní, což potvrdily data z rozhovoru. Nemá v plánu nic měnit, kromě přidání dalšího waldorfského prvku do její výuky, a i nadále bude využívat waldorfské metody, jako je využívala do této doby. Také pozorované typicky waldorfské metody byly reflektovány ve výuce anglického jazyka, jak předpokládáno s menšími odchylkami, které byly popsány v první výzkumné otázce. Některé metody nebyly reflektovány ve výuce vůbec, ale v budoucnu jeden z nich (vyprávění) učitelka z observací plánuje zařadit do její výuky.

Na úplný konec tohoto resumé si dovoluji přidat svůj skromný názor na celkovou problematiku. Waldorfská pedagogika, ač využívá jiné metody než ostatní školy v České republice, i když výstupy z učiva zůstávají pro všechny školy stejné, se snaží vést žáka k tomu, aby se o svůj edukativní rozvoj staral sám. Zároveň důraz na mluvení může pomoci žákům později v jejich profesním či obecně dospělém životě, jelikož budou schopni správně komunikovat a reagovat. Také jsem si vědoma toho faktu, že tento výzkum byl do jisté míry limitován, neboť čas věnovaný observacím nebyl tak dlouhý. Tento stav by nenastal, pokud by zrovna nebyla v České Republice vážná pandemická situace, která brání rozsáhlejšímu kvalitativnímu výzkumu. Více času strávený observacemi by se jistě odrazilo na pozorování použití typicky waldorfských prvků, což by mohlo vést ke změně otázek použitých v následujícím rozhovoru. Bylo by jistě zajímavé vidět další, značně rozsáhlejší výzkumy či akademické práce, zabývající se použitím waldorfských metod při výuce anglického jazyka a přístupu učitele k využití těchto metod, a to nejen z jedné určité školy, ale z více škol a ze širšího spektra žáků, ne pouze žáků z prvních a druhých tříd.

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Appendix A: Observation figures

First observation

Teacher	M. G.
Date and time	Monday 8 th February 2021; 10:25 – 10:45
Class	2 nd , 10 children

Second observation

Teacher	M. G.
Date and time	Monday 8 th February 2021; 12:10 – 10:30
Class	1st, 14 children

Third observation

Teacher	M. G.
Date and time	Thursday 25 th February 2021; 11:15 – 11:35
Class	1st, 14 children

Fourth observation

Teacher	M. G.
Date and time	Thursday 25 th February 2021; 12:00 – 12:20
Class	2nd, 12 children

Appendix B: Observation sheets

Observation sheet from the first observation

Observed phenomena	Occurrence/Frequency	Comment section
Learning English in the 1 st and 2 nd grade	Yes	20 minutes per lesson, in epochs with the German language
Lesson parts: rhythmical, instructional, and a story-telling part	Yes without story-telling	Rhythmical part: games, rhythmical rhymes Instructional: revision
The topic of the story-telling	X	
Time spent communicating in English	Whole lesson – 20 minutes	With a few Czech language use
Translation (Eng to Cz / Cz to Eng)	Yes	Explaining game rules, Eng to Cz
Czech language use	Five times	For example, ordering the learner to put a face mask back on: “Roušku si nasad’.”
Activity developing more aspects (for example, following orders includes kinaesthetic skills)	Seven times	For example: “Make a circle.”
Focus on grammar	X	
Textbook use	X	
Portfolios use	X	
Electronic media aids/materials given by the teacher	X	No projector, TV, or PC in the classroom
Homework	X	

Observation sheet from the second observation

Observed phenomena	Occurrence/Frequency	Comment section
Learning English in the 1 st and 2 nd grade	Yes	Only 20 minutes per lesson
Lesson parts: rhythmical, instructional, and a story-telling part	Yes without story-telling	Rhythmical part: rhymes, games Instructional: revision
The topic of the story-telling	X	
Time spent communicating in English	Whole lesson – 20 minutes	With a few uses of the Czech language
Translation (Eng to Cz / Cz to Eng)	X	
Czech language use	Three times	Learners needed to have a game explained in Czech, without translation
Activity developing more aspects (for example, following orders includes kinaesthetic skills)	Five times	For example: “Sit down in a circle.”
Focus on grammar	X	
Textbook use	X	
Portfolios use	X	
Electronic media aids/materials given by the teacher	X	No electronic media available in the class
Homework	X	

Observation sheet from the third observation

Observed phenomena	Occurrence/Frequency	Comment section
Learning English in the 1 st and 2 nd grade	Yes	Lessons are quite short
Lesson parts: rhythmical, instructional, and a story-telling part	Yes, no story-telling	Rhythmical part: movement activities, rhymes Instructional: revision in the form of rhymes and games
The topic of the story-telling	X	
Time spent communicating in English	Whole lesson – 20 minutes	Czech used a few times to reprimand the learners
Translation (Eng to Cz / Cz to Eng)	X	
Czech language use	Two times	1 st : to reprimand when the learners were not singing 2 nd : to explain game rules
Activity developing more aspects (for example, following orders includes kinaesthetic skills)	Eight times	For example: “Let’s make a circle.”
Focus on grammar	X	
Textbook use	X	
Portfolios use	X	
Electronic media aids/materials given by the teacher	X	No electronic media available in the class
Homework	X	

Observation sheet from the fourth observation

Observed phenomena	Occurrence/Frequency	Comment section
Learning English in the 1 st and 2 nd grade	Yes	20 minutes a lesson
Lesson parts: rhythmical, instructional, and a story-telling part	No last part	Rhythmical part: rhythmic poems and games Instructional: revision
The topic of the story-telling	X	
Time spent communicating in English	Whole lesson – 20 minutes	With a few uses of the Czech language to translate or to clarify something
Translation (Eng to Cz / Cz to Eng)	Yes	During portfolio work: “Je to zelená.”
Czech language use	Seven times	To make something more clear, e.g. “Tak se posuňte, ať máte vedle sebe víc místa.”
Activity developing more aspects (for example, following orders includes kinaesthetic skills)	Eight times	For example: “Get your pillows and your portfolios ready and sit down.”
Focus on grammar	X	
Textbook use	X	
Portfolios use	Yes	Only used for drawings
Electronic media aids/materials given by the teacher	X	No electronic media available in the class
Homework	X	

Appendix C: Interview transcription

Rozhovor byl veden v českém jazyce s učitelkou M. G. z observací kvůli lepší přesnosti získávaných dat. Rozhovor proběhl 25. února po dvou observacích v prázdné třídě a před jeho nahráním proběhl souhlas o zpracování dat a jejich následného zveřejnění v této bakalářské práci.

Použité značky v transkripci:

- **T:** tazatel
- **R:** respondent
- ... krátká pauza, zamyšlení
- (...) nedokončená věta, přerušení
- *Hmm* souhlas
- *Eee* váhání, rozhodování o odpovědi
- **(smích)** proneseno se smíchem
- **(pokračuje)** navázání na předchozí mluvu
- **(současně s ...)** současná mluva obou účastníků

Transkripce:

T: Na začátek se vás ještě jednou zeptám, jestli teda souhlasíte s tím, že bude rozhovor nahrán a použit v bakalářské práci.

R: Souhlasím.

T: Takže vlastně jakoby cílem těch observací bylo zjistit, jestli se tam objevují v tom vyučování ty typické waldorfské prvky, které jsem vyčetla z těch učebnic (...)

R: *Hmm*

T: **(pokračuje)** a měla jsem tam třeba to rozdělení hodin na tři části, že má být ta rytmická, teoretická, pak vyprávění. A takhle jakoby třeba že se tam objevuje i portfolio v té hodině a tak.

R: *Hmm*

T: Takže ta první otázka je taková víc obecná, že jak už dlouho vůbec jako pracuje jako učitelka?

R: Jako učitelka jazyků... myslím teď... no... to já myslím, že druhý rok nebo třetí rok. Asi vlastně, asi třetí rok.

T: *Hmm*

T: A vaše kvalifikace je teda první stupeň základní školy?

R: Moje kvalifikace je vlastně učitelství jazyků, ale já to nemám *eee* jakoby navázané. Já mám vystudovanou sociální pedagogiku (...)

T: *Hmm*

R: (pokračuje) a pak vlastně mám kurz, vlastně takovou tu rozšiřující kvalifikaci pro učitele.

T: A ty tři roky už jste teda tady na té waldorfské škole?

R: Ano

T: Takže... asi zopakuju ty prvky, na které jsem zaměřovala (...)

R: *Hmm*

T: (pokračuje) to bylo to rozdělení hodin na tři části, že se angličtina už vlastně učí od první třídy (...)

R: Ano

T: (pokračuje) hodina je vedena hlavně v angličtině se snahou mini- minimalizovat češtinu, prostě zdržet se i překladu a tak. A... jsou tam aktivity, které spojí i více dovedností ať už ty kinestetické a analytické, jako třeba tam máte ty rozkazy těm dětem v angličtině a tak. Nevěnuje se tolik gramatice, hlavně teďko na začátku (...)

R: *Hmm*

T: (pokračuje) nejsou učebnice a nějaké elektronické, elektronické média a tak.

R: Ano

T: Takže... myslíte si, myslíte si, jak hodně a často se objevují tyto prvky ve vaší výuce?

R: *Eee...* no jako já myslím, že asi jako, asi tam je všechno vlastně to, co jste popsala. Co vlastně asi tam teď nebylo, tak je to vyprávění, to tam asi nebylo. To v té první třídě pak mám

ted'ka v plánu až jakoby na to druhé pololetí, že tomu budeme věnovat a v té druhé třídě to ted' nebylo, ale bývá to tam a vlastně ho taky mám v plánu to jaro potom pracovat s takovým jedním příběhem, který i budeme dramatizovat.

T: Ono se toho ted' vlastně i změnilo jakoby v té pandemické situaci, že se nemůžou využívat některé věci. Že by se nemělo moc zpívat a tak (...)

R: Tak určitě vlastně když byste přišla jakoby v jinou dobu, tak bysme mnohem víc jako zpívali, no. Ted' je to opravdu hodně jakoby minimalizované no.

T: Jak vnímáte váš přístup k použití těchto prvků ve vaší výuce? Jste jako takto spokojená?

R: *Eee...* no já jako já myslím, že jsem, takhle mi to vyhovuje ten záměr waldorfské školy.

T: A měnila jste něco, aby jakoby tam pořád byly ty waldorfské prvky, i když je ted'ko ta pandemická situace?

R: No určitě, tak jako já **(smích)** snažím se jako ten zpěv tam vlastně jako je. **(smích)** Já nevím, jestli to můžete pak napsat do té práce **(smích)** a vlastně ty prvky se tam objevují, ale jako jsou opravdu... třeba jsem asi jsem víc přida... *eee* víc vlastně ten zpěv je nahrazený spíš tou sborovou recitací a pak třeba vlastně ještě nějakými těmi hrami a tak, jako které tam se objevují jako ve větší míře.

T: Myslíte si, že ten návrat žáků do škol bude složitější po tom, když jsou ted' doma a mají online výuku? A hlavně pro vás teda, jestli to bude složitější.

R: Myslím si, že třeba jakoby my v těch nižších třídách to nepociťujeme, protože vlastně první a druhá třída stále chodí. Ti vlastně v letošním školním roce měli akorát pauzu asi měsíc na podzim, ale ted' vlastně od té doby pokračují kontinuálně vlastně i v tom pátém stupni v první a druhé třídě. Takže tam vlastně... asi ten problém asi jako není nebo uvidíme, ale myslím si, že pro ty děti z vyššího stupně to bude čím dál tím náročnější. A je to náročnější ta výuka doma.

T: Takže se chystáte přidávat potom ještě ty příběhy a tak na konci hodiny té hodiny a ještě něco takového typicky waldorfského chcete změnit nebo přidávat?

R: *Eee* no ted' v těch prvních dvou třídách určitě ne.

T: *Hmm* a tohle už je vlastně poslední část rozhovoru, která se týká toho, co jsem viděla, že vy hodně měníte činnosti těm dětem v průběhu hodiny, aby to mělo na ty tři části a tady vlastně tu první otázku mám na to vyprávění.

R: *Hmm*

T: A to se potom dělí podle toho... jaká to je třída, že třeba první třída má úplně jiné vyprávění než by měla třetí třída?

R: Určitě, no ten příběh jako je jednodušší, já mám vlastně, to vám asi můžu říct, tam je vlastně *eee* příběh, kde se my i vlastně naučíme potom slovní zásobu, která se týče rodiny, takový vlastně příběh o žabičkách, kde je maminka, tatínek, děti a postupně žijou u jezírka a skáčou do jezírka a tak. A děti to vlastně pak i hrají taky jako divadlo, nejdřív to vlastně zažívají v tom vyprávění jako ten příběh s nějakou mojí drobnou dramaturgií a pak vlastně sami ten příběh *eee* potom taky jako dramaturgují (...)

T: *Hmm*

R: (pokračuje) a určitě jako ten příběh v té první třídě je jako jednodušší, pak v té druhé třídě většinou už je taky třeba příběh se zvířátky, protože tam vlastně *eee* to téma té druhé třídy jsou vlastně legendy a bajky, takže tam i s těma těmi bajkami se pracuje i v tom epochovém vyučování a to se pak domlouváme třeba i s třídní učitelkou, že v tom jazyce je pak použitý i stejný vlastně příběh, který děti znají už z té epochy. Pokud si ho vlastně třeba vypráví, tak si ho pak vlastně vyprávíme i v tom cizím jazyce.

T: Takže chápu správně, že vlastně na začátku je ta rytmická část, aby se děti nějakou rozhýbaly a tak (...)

R: *Hmm*

T: (pokračuje) a na konci je to vyprávění, aby se uklidnily.

R: aby se uklidnily (**současně s T**). No, jojojo, přesně tak. A to pak... vlastně třeba místo... vlastně i místo toho... v ten čtvrtek i malujeme jakoby do těch sešitů, to je zase taky trochu jiná práce.

T: Já jsem si všimla, že vy opravdu hodně využíváte tu angličtinu v té hodině (...)

R: Jo

T: (pokračuje) a minimalizujete češtinu (...)

R: Noo

T: (pokračuje) i když jako občas (...)

R: občas

T: (pokračuje) občas se tam objeví.

R: Noo joo myslím, že jakože to no... že to je někdy jakoby jednodušší cesta prostě použít pak i ten český jazyk, no.

T: A je to teda většinou třeba napomínání?

R: Je to... jo, je to většinou se to týká opravdu té kázně, protože i, řekla bych, že i to vysvětlování se dá vlastně ztvárnit nějakou pantomimou, že stejně jako když přijedete do... vlastně do země, jejíž jazyk neznáte, tak taky vlastně různými gesty si můžete pomoci k tomu, abyste se dorozuměla. Takže to je vlastně i... i jeden z těch benefitů bych řekla té waldorfské školy, že i právě v těch v té výuce těch cizích jazyků děti učíme to, že se můžou dorozumět i jiným způsobem než jenom těmi jazykovými prostředky, ale že právě se těch prostředků je celá škála, které můžeme jako použít.

T: To jsem viděla dneska právě že těmi gesty jste jim vysvětlovala to (...)

R: Noo, jo jo.

T: (pokračuje) a oni vypadají, že to jako chápou mnohem líp než kdyby jim to člověk vysvětloval i česky podle mě (...)

R: jo

T: (pokračuje) že by se z toho naučí něco dalšího.

R: jojo, tak to jsem ráda, že jste na té hodině něco viděla teda (**smích**)

T: (smích) a s těmi sešity to teda jako využíváte hlavně ve čtvrtek?

R: Jo, já to tak mám vlastně zavedeno, že prostě v ten čtvrtek ta hodina je právě trochu jiná a to téma, s kterým jsme nějak pracovali od začátku týdne, si pak ve čtvrtek právě i pro možná lepší pochopení nebo jakoby znázornění opravdu jako nakreslíme do toho sešitu.

T: A bylo to teda akorát v té druhé třídě a v první třídě tam ten sešit...

R: V první třídě já ho nepoužívám no, ne. Ale třeba jako kolegyně vlastně kdybyste byla na němčině, tak kolegyně němčinářka tam vlastně s dětmi teď určitě jako kreslí taky (...)

T: *Hmm*

R: (pokračuje) v rámci těch hodin. Že to i záleží hodně právě ta waldorfská pedagogika je taková hodně svobodná, že každý učitel vlastně si to může hodně jakoby nastavit vlastně podle sebe, no. Vedení těch hodin. Jako on je tam ten rámeček, který vy jste vlastně řekla ale třeba pak každý si to může opravdu trochu jakoby přizpůsobit dokud ještě třeba nevyužíváme to psaní, jo. Pak už to je v těch jakoby třetí, čtvrtá třída tam už to je jinak, tam už ten sešit budou mít zavedený jak v angličtině, tak v němčině.

T: No, stejně se do toho všeho odráží ten rámcový vzdělávací program.

R: No, určitě, určitě.

T: Ale ta svo... ale tu svobodu určitou tam máte?

R: Tu svobodu jako my tam máme, my to vlastně jako máme ty témata obsáhneme, ale ta forma vlastně hodně záleží na tom učiteli.

T: A takhle v nízkých třídách asi nevyužívaly nějaké pracovní listy, které dětem tvoříte nebo tak?

R: Nee

T: Je to všechno hlavně o tom mluvení?

R: Jo, je to o tom mluvení právě, no. To ani vlastně v těch úplně ani v té epoše třeba se s tím děti zas tak ani jako moc nesetkávají no, že opravdu hodně mluví. A ne jako třeba nebo co pak děláme, to ste vlastně neviděla, ale někdy pak už v té druhé třídě někdy děláme i takový ten takový jakoby mluvený diktát, že třeba můžu říct jako v té angličtině, jakože nakreslete třeba červené kolečko nebo nakreslete nevím žluté kalhoty nebo modrou šálu, jo. Podle toho vlastně, co jste v těch sešitech i mohla vidět, co tam bylo za prvky různé drobné, tak to bylo potom vlastně pracuje i s tímhle. Nebo pak i když už znají jako víc *eee* čísla a mají více zažitá, tak jako ten číselný diktát třeba se tam může taky objevit. Že si s tím tak ale jako hrajeme jo, není to jakoby kdo to má dobře, kdo to má špatně, ale spíš je to opravdu jako formou i toho zážitku a většinou to právě směřuje k tomu, že to eště posílí ty děti v tom jakoby „Ah, a já už tohle vlastně zvládnul!“ jakoby v tom cizím jazyce, jo. A je to takový, hodně to v nich pak vzbudí ještě jako to nadšení pro další práci.

T: A takovou motivaci, že to mají formou hry a vlastně se zároveň pořád učí.

R: A takovoudle motivaci, jo jo. **(současně s T)** A je to myslím, že to je pak i jako taková dobrá zpětná vazba i jakoby pro rodiče, že i jako těm rodičům pak se doma třeba pochlubí a řeknou, že jee už sem prostě zvládnul tohle jako i v angličtině nebo v němčině a je to potom fajn.

T: Takže když mají všechno takhle mluvené a to, tak asi nedostávají vůbec domácí úkoly?

R: V tom jazyce ne a nedostávají u nás teda ani jako v běžném vyučování ani no **(smích)**.

T: A jak jsem teda vyčetla z té odborné literatury, že waldorfská pedagogika nemá moc ráda tu... ty elektronické věci a tak, tak jak se k tomu stavíte vy?

R: *Eee...* mně to třeba jakoby vyhovuje, někdy jako trošku jako já někdy bojuju s hlasem, takže třeba někdy jsem v minulosti zvažovala, že bych si nosila a písničky bych měla nahrané a pouštěla bych to pak dětem. No ale nevim, vlastně jsem k tomu nikdy nepřistoupila **(smích)**. Někdy mě to trošku k tomu tlačila ta hlasová indispozice, ale nakonec vlastně jsem se s tím vždycky nějak jako poprala. Ale pak třeba v těch vyšších ročnících to určitě využíváme, ve školu tu kolegyně jazykářky už vlastně pracují s textovými... *eee...* s písňovými texty, takže určitě tam jako se s nahrávkami a s použitím elektroniky potkáte běžně, no.

T: No právě my jsme se dívali třeba dycky hodinu na nějaký film, jenže potom když se s tím nepracuje, tak to je taky to...

R: Joo noo, tak tam určitě to není jako hodinu. Jsou to co mam jako i zkušenost z těch vyšších tříd, tak je to prostě buďto třeba nějaký písňový text, který se jakoby překládá, děti to i zpívají vlastně jo. Taky tím žijou nějakou dobu **(smích)** že zpívají a pak se pracuje i s tím textem, když prostě tam už znají i tu psanou podobu jazyka, tak jako různě mohou vyhledávat nějaká slova nebo pak dostanou ten text, který není doplněný nebo se vlastně zadá k tomu poslechu vlastně nějaký úkol a oni pak taky jako maj poslouchat a hledat zase v tom textu různé jakože ty gramatické jevy a tak určitě. To byste se tady taky setkala potom, ale až **(smích)** až pozdějc.

T: A to už je vlastně ode mě všechno (...)

R: Jo, dobře

T: (pokračuje) tak jestli chcete ještě mě se na něco zeptat nebo...

R: *Eee...* Ne, asi bych možná, třeba by mě zajímalo, jestli to nějak splnilo vaše očekávání **(smích)** nebo vlastně ne, no, asi.

T: No, splnilo. Já jsem tam viděla vlastně věci, co jsem tam chtěla vidět (...)

R: Joo

T: (pokračuje) já jsem původně chtěla tam mít i... teda i nějaké slovní hodnocení no, ale to mi vedoucí práce řekla, že to stejně nevidím teďko.

R: Jo

T: No, což je jako pravda, protože... nebylo kde.

R: Jo, no, tak prima. Tak jestli takhle to je všechno...

T: Jo.