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Pedagogická fakulta
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Výuka anglického jazyka na alternativních ZŠ

Teaching English at Alternative Basic Schools

Diplomová práce

Autor: Bc. Jana Nováková
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Vedoucí práce: Mgr. Pavla Machová, M.A., Ph.D.

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Autor: Bc. Jana Nováková
Studium: P14P0260
Studijní program: N7503 Učitelství pro základní školy
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Diplomová práce se bude zabývat výukou angličtiny na alternativních školách, případně v alternativních třídách základních škol. Bude představena teorie výuky angličtiny na klasických reformních školách, jako jsou Waldorfská a Montessori. Posléze na těchto školách bude proveden rozbor systému vzdělávání, kurikula, sylabů, systému výuky, hodnocení, apod. Lze se pokusit o srovnání alternativních škol se školou běžnou. Práce bude psána anglicky.

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Diplomová práce je zaměřena na výuku angličtiny na alternativních školách, případně v alternativních třídách základních škol. Teoretická část práce se zabývá charakteristikou a metodami výuky. Dále je představena výuka na alternativních školách. Jedná se o stručný přehled nejznámějších alternativních škol. Teorie a metodologie jazykové výuky se odráží v praktické části diplomové práce, kde je popsán vzdělávací systém, kurikula, sylaby, systém výuky a hodnocení na konkrétních alternativních školách. V závěrečné části je uvedeno srovnání alternativních škol se školou standardní. Diplomová práce obsahuje také poznatky z hospitací na alternativních školách.

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Pedagogická fakulta

Vedoucí práce: Mgr. Pavla Machová, M.A., Ph.D.

Oponent: Mgr. Olga Vraštilová, M.A., Ph.D.

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PROHLÁŠENÍ

Prohlašuji, že jsem tuto diplomovou práci vypracovala (pod vedením vedoucí diplomové práce) samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne

.....

podpis

PODĚKOVÁNÍ

Děkuji za cenné rady, připomínky a vedení mé diplomové práce, paní Mgr. Pavle Machové, M.A., Ph.D.. Dále chci poděkovat především rodičům za velkou podporu, jak celoživotní, tak mého studia na Univerzitě v Hradci Králové.

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Klíčová slova: alternativní škola, výukové metody, Waldorská škola, Montessori škola, vzdělávací systém

ANNOTATION

NOVÁKOVÁ, Jana. *Teaching English at alternative basic schools*. Hradec Králové: Faculty of Education, University of Hradec Králové, 2016. 90 p. Diploma Degree Thesis.

The diploma thesis deals with the issues of the English language education at alternative schools or at alternative classes. The theoretical part is focused on the characteristics and the methods of the education. The following part of the diploma thesis is directed at the description of the education at alternative schools. It is a concise summary of the best-known alternative schools. The theory and the methodology of the English language education is reflected in the practical part of the diploma thesis, where the language education system, curriculum, syllabuses, system of teaching and evaluation of the concrete alternative schools is described. The final part of the diploma thesis proposes a comparison of the alternative schools with the standard school. The diploma thesis contains samples of observations from the lessons, enclosed in the attachment.

Keywords: alternative school, teaching methods, Waldorf school, Montessori school, education system

PROHLÁŠENÍ

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1 INTRODUCTION

Language education is, nowadays, among the most important themes, moreover, a significant emphasize has been put on its improvement. The schools and education system of the Czech Republic has gone through many changes and many new theories, approaches and methods in language teaching, which predominantly emerged after 1989.

Alternative schools go hand in hand with the needs of a society for change. School, as we remember it from our childhood, is not the same due to dramatic changes in society. Alternative schools and methods are the response to these changes. A few years ago, alternative schools were not very popular among people; however, these days the growth and popularity of these schools are clearly evident, and that everyone has a notion of what alternative schools are.

In my diploma thesis I concentrated on the education system of the Czech Republic, teaching methods and approaches according to different authors and on the theory concerning alternative schools. At the same time I presented some specifically chosen alternative schools in Pardubice – the Waldorf school and Montessori school and I analyzed the education system, the syllabus, the role of the teacher, English lessons and the fulfilment of the alternative principles at the schools.

Furthermore, I tried to compare the education system at alternative schools with a standard school. My diploma thesis contains samples of the Framework Educational Programme, School Educational Programmes, and observations and exercises from the lessons.

The diploma thesis could serve to future English teachers as a general overview of what English lessons at an alternative schools look like, and how different the education is at an alternative school from the standard one.

2 EDUCATION SYSTEM OF THE CZECH REPUBLIC

The Czech school system has gone through many changes and has been formed over the last few years. The events after 17th November 1989 had an incredible impact on the acceleration of the creation of the education system of the Czech Republic.

The present school system in the Czech Republic is classified according to the stages of the education. The stages (preschool education, primary education, lower secondary education, higher secondary education and tertiary education) are connected and one category of the school system follows another. The system of the hierarchy is the universal principle of the education system.

Preschool education

Preschool education is provided by nursery schools in the Czech Republic. The preschool education is organized for children aged 3–6 years.

Primary and lower secondary education

Elementary schools guarantee basic education during the compulsory education period. Compulsory education has been enacted by the law for 9 years in the Czech Republic. It follows that the elementary education serves students from the age of 6 to the age of 15 (Průcha, 2009, p. 58).

Higher secondary education

Higher secondary education follows after completing the lower secondary education. The higher secondary education is either general or specialized and it could be the final stage of education before entering the labour market or, alternatively, it could be a preparatory phase for the following educational step. The higher secondary education is for a duration of 2–5 years (Průcha, 2009, p. 59).

Tertiary education

Tertiary education is divided into two phases.

- The first phase is secured by universities in the bachelor's and the master's degrees programmes.

- The second phase aims at a scientific qualification and is secured by universities in postgraduate programmes (Průcha, 2009, p. 60).

2.1 System of Curricular Documents

The fundamental reform of the curriculum of the education system of the Czech Republic proceeds from the governmental document called the White Paper (2001), the National Education Development Programme for the Czech Republic (Průcha, 2009, p. 125). The Czech education system is managed by the following programmes:

National Educational Programme

The National Educational Programme forms possibilities and general intentions and requirements for education. The document is a determinant for the development of the Framework Educational Programme (Průcha, 2009, p. 125).

Framework Educational Programme

The Framework Educational Programme forms the obligatory frameworks for particular stages of education. Moreover, it concretizes requirements, objectives, contents and expected outputs of the stages of education (Průcha, 2009, p. 125).

The practical part of the diploma thesis studies the education system at the chosen alternative schools in Pardubice and observes the functioning and fulfilment of the Framework Educational Programme for the primary and lower secondary education. In the appendix (Appendix A) the section of the Framework Educational Programme that covers the basic education of foreign languages is attached. The Framework Educational Programme is from the year 2007, and was processed and translated by the cooperation of many authors. For the requirements of the diploma thesis, the extracted part of the Foreign Language Educational Programme is included in the appendix (Appendix A).

The Foreign Language Educational Programme is divided into two stages, Stage 1 for primary education and Stage 2 for the lower secondary education, and is described in the Framework Educational Programme (2007) as follows:

*"Basic education at **Stage 1** is conceived so as to facilitate pupils' transition from pre-school education and family care to compulsory, regular and systematic education*

patterns. It is based on learning things, while respecting and developing each individual pupil's needs, skills and interests (including pupils with special educational needs)"(Framework Educational Programme for Elementary Education, 2007, p. 10).

*"Basic education at **Stage 2** helps pupils to acquire knowledge, skills and habits that will enable them to study independently and to create such values and attitudes as lead to prudent and cultivated behaviour, to responsible decision-making and to respect for the rights and obligations of citizens of both their country and the European Union"* (Framework Educational Programme for Elementary Education, 2007, p. 10).

School Educational Programme

The School Education Programme is processed by the school and its teachers. There are specific goals, contents and expected outputs that follow the Framework Education Programme, but it takes into consideration the concrete conditions of schools and the needs and interests of students and parents (Průcha, 2009, p. 125).

The concrete School Educational Programmes of the observed alternative schools are in the appendix (Appendix B, C). Moreover, the School Educational Programmes of the chosen alternative schools are treated and further analyzed in chapter 6.

3 TEACHING METHODS ACCORDING TO CZECH AUTHORS

The following chapter deals with the division of teaching methods. There is a whole range of classifications of teaching methods; however, the division of the teaching methods in this chapter is carried out according to the Czech authors and pedagogues Maňák and Švec. The chapter is divided on the basis of their classification stated in the book called ‘Teaching Methods/Výukové Metody’ (2003). Maňák and Švec (2003) classified the teaching system into three groups: Classical Teaching Methods, Activating Teaching Methods and Complex Teaching Methods. The list of the teaching methods according to the Czech authors Maňák and Švec is attached in the appendix (Appendix E).

3.1 Classical Teaching Methods

The subchapters, that follow, specify the concrete Classical Teaching Methods according to Maňák and Švec (2003).

3.1.1 The Verbal Methods

Verbal discourse is the base for human communication; moreover, modern schools are aware of the needs to communicate during the learning process. Verbal Methods are seen to be the first teaching methods before the printing press was introduced; thus enabling direct and quick transfer of knowledge (Maňák, Švec, 2003, p. 53). Nevertheless, present-day communication has a totally different nature in comparison with communication in the past. Children use their mobile phones and social networks more and more often to communicate with each other. Consequently we can see a decline of verbal production.

The examples of Verbal Methods are:

- Narration

The narration method is presented by telling stories and expressing feelings. (Maňák, Švec, 2003, p. 55-56). Narration might be very attractive for

students, but it could be also very demanding for young learners to concentrate for a long period of time.

- Explanation

The explanation is a logical and systematic method in the process of the mediation of knowledge to students. Supporting material could be used during the explanation (Maňák, Švec, 2003, p. 57–58).

- Lecture

This method is usually applied when teaching older students and adults. The lecture is a longer, more comprehensive speech that should gain the students' attention.

- Work with texts

This method belongs to the oldest teaching methods (Maňák, Švec, 2003, p. 64). Texts in language teaching are considered to be an inseparable means of the transferring of knowledge to students.

- Conversation:

This method is based on verbal communication - containing questions and answers; it is a means for the activation of students (Maňák, Švec, 2003, p. 69–70). However, sometimes the conversation between a teacher and a student might be considered too mechanical, because students answer without having to think about answers. Students are not given enough space for independent thinking and expressing their feelings and attitudes.

3.1.2 Demonstrational–Illustrative Methods

Sensory perception is a fundamental process of learning and identifying. The principle of the illustrative nature was used by J.A.Comenius, a respected Czech pedagogue and philosopher (Maňák, Švec, 2003, p. 76–77). Among the Demonstrational–Illustrative Methods Maňák and Švec (2003) classified the following subclasses:

- Demonstration and observation:

The mediation of perception via sensory organs.

- Work with pictures:

The didactical pictures show certain phenomenon in the educational process. This method is used in language teaching.

Training:

It is a teaching method that mediates visual, auditory, audiovisual and tactile perceptions (Maňák, Švec, 2003, p. 87). This method is used in scientific and technical subjects.

3.1.3 Practical–Skill Methods

These methods cultivate students' activities, which lead to adoption of the motor skills. In reformatory pedagogy it was G. Kerschensteiner and J. Dewey (learning by doing) who emphasized the idea of the school oriented to practical skills. The Practical–Skill Methods create the basis for the practical, working, technical and manipulative activities of the students (Maňák, Švec, 2003, p. 92–93).

Among the Practical–Skill Methods we can find imitation, manipulation with subjects, experimenting and productive methods, where students produce and work physically (Maňák, Švec, 2003, p. 92–94).

3.2 Activating Teaching Methods

According to Maňák and Švec (2003) the Activating Teaching Methods are used especially at alternative schools. The decisive moment in the pedagogical thinking is connected with the new view on the position of the student in the educational process (Maňák, Švec, 2003, p. 105).

The Activating Teaching Methods instigate the learner's activity, individual work and creativity as well as pushing Classical Teaching Methods aside. These methods also improve the climate at school. In the following subchapter concrete examples of the Activating Teaching Methods are presented.

3.2.1 Discussion Methods

The Discussion Method is a form of communication where everyone has a chance to express his or her feelings, ideas and opinions (Maňák, Švec, 2003, p. 108).

Nevertheless, the topic of the discussion should be adapted according to the level of the students. Maňák in *Alternative Methods and Techniques* (1997) stresses the importance of a suitable theme for students. The theme of the discussion should be presented to students in advance, so that students have time to prepare for the discussion and think about the theme. The discussion could be also be accomplished in small groups, where students have a better chance of self-realization.

3.2.2 Heuristic Method

Discovering, searching and exploring are the fundamental terms for the Heuristic method. In modern learning, the role of the Heuristic Method is more significant than it used to be in the past. The Heuristic method aims at the active development of the creative personalities of students (Maňák, Švec, 2003, p. 113).

The knowledge is not transferred explicitly but students are lead to adopt it themselves. The Heuristic method is characterized by an independent activity and learning through independent searching.

A type of the Heuristic method is problem-solving. Via the problem-solving activity students learn by the method of trial-and-error (Maňák, Švec, 2003, p. 114).

We can use these methods in the language teaching process, especially for grammar teaching where students try to find the rules inductively and independently from the given examples.

3.2.3 Situational Methods

These methods are especially used for the education of adults. The essence of the Situational Methods is the solving of a problematic situation, which reflects a real life event. Practically, the Situational Method is used for the education of adult learners; however, it can be used at elementary school in the following subject: History, Economics, Literature and Civics (Maňák, Švec, 2003, p. 119–122).

3.2.4 Production/Staging Methods

These methods are really close to the acting in a theatre. Students via acting in a model situation learn and solve problems. It is a kind of simulation, where students act in a concrete situation (Maňák, Švec, 2003, p. 123).

3.2.5 Didactic Games

Didactic games are characterized as chosen activities that have a primary application in the educational process. However, sometimes the didactic games are neglected, and teachers prefer direct instruction and a teacher' controlled educational process (Maňák, Švec, 2003, p. 128).

In the educational process we can include the didactic games to develop students' cognitive functions or to revise and adopt certain knowledge. When choosing a didactic game, we have to take into consideration the age of the student and the knowledge and skills needed. The Didactic games are a mean of socialization for students.

3.3 Complex Teaching Methods

The Complex Teaching Methods are interconnected, methodical structures that connect the basic didactical system, methods, didactical means, organizational forms of the teaching and various situations (Maňák, Švec, 2003, p. 131). The following subchapters shortly analyze the complex teaching methods mentioned by Maňák and Švec (2003) in their book.

3.3.1 Frontal Teaching

Frontal Teaching is characterized by the group work of students and the dominant leading position of the teacher. The teacher leads and controls the students. The teacher plays a dominant position in the process of transferring knowledge to the students (Maňák, Švec, 2003, p. 133–136). Frontal Teaching is used quite often during the lesson in the Czech Republic. This method is contrary to the alternative methods of the education where the individual work, ideas and needs of students and parents are emphasized. The alternative schools are characterized in chapter number 5 Alternative Teaching Methods.

3.3.2 Cooperative and Group Teaching

Cooperative Teaching is based on the cooperation of students during the learning process; moreover, the cooperation functions also between students and the teacher (Maňák, Švec, 2003, p. 137). Cooperative Teaching is usually practiced during language lessons, when students work together and help each other.

Group Teaching is characterized by the division of labour in a group, cooperation, sharing ideas and the responsibility for the group's results (Maňák, Švec, 2003, p. 139).

Both teaching methods have social aspects. Students are supposed to work with classmates and solve problems. The members in the groups communicate with each other and their goal is the finding of compromises and acknowledgment of the different opinions in a group.

3.3.3 Pair Work

Pair work is a collaboration technique, where two students help each other. Students can give and share advice in working with a partner, thus individual work is not preferred. This teaching method is frequently used during language lessons.

3.3.4 Individual And Individualized Work

Individual Work is the opposite method to Pair Work or Group Teaching. The method is based on individual learning or work of students without any oral contact with other classmates. Students gain their knowledge individually and from their own experience and effort. Individualized Work is the base of the alternative schools, where individual work has an exceptional application (Maňák, Švec, 2003, p. 152–156).

3.3.5 Critical Thinking

Critical Thinking is a type of thinking rather than a teaching method, however, the authors Maňák and Švec (2003) used the term among Complex Teaching Methods. Critical Thinking is a specific educational process which enables students to learn more in depth, rather than superficially.

3.3.6 Brainstorming

This method is based on the production of ideas and subsequently the review of ideas. Brainstorming does not procure a solution to a problem; however, it creates ideas and suggestions of how to solve it (Maňák, Švec, 2003, p. 164–167).

Maňák (1997) includes the method of brainstorming in the alternative method of education. He presents brainstorming as a playful method of gathering ideas in small groups and subsequently the sorting of ideas according to the logical thinking of students.

The method originated in the USA before World War II. Brainstorming was used during the process of a creation of slogans for advertisements (Maňák, 1997, p. 24).

3.3.7 Project–Based Learning

Project–Based Learning deals with more complex problem solving. The educational process is based on projects, which exceeds the boundaries of the school. Students solve problems that have practical implications and are connected with reality (Maňák, 1997, p. 44–45).

Project–Based Learning is an innovative element at schools and is a part of the alternative education. The projects have several stages of realization: the setting of the goal, the plan of the solving, the realization of the plan and the evaluation (Maňák, Švec, 2003, p. 168–169).

3.3.8 Open Learning

This term has not been stabilized yet, however, Open Learning is an innovative movement that has emerged recently. The Open Learning method endeavours to totally change the present educational process. As the name suggests, schools are open not only to students and to the students' needs but also to the environment and students' families. The schools accept ideas, opinions and recommendation from the outside world. The concept of Open Learning belongs to modern pedagogy; unfortunately the realization of Open Learning is not easily practicable (Maňák, Švec, 2003, p. 175–177).

3.3.9 Learning from Life Situations

Complex Teaching Methods includes Learning from Real Life Situations. This modern method presents a systematic and fundamental orientation to real life situations. The basis of this method is an attempt to give students an understanding of what real life looks like. The tendency to connect a school and real life is also one of the main principles of alternative schools (Maňák, Švec, 2003, p. 178–179).

3.3.10 Teaching via Drama Play

Students learn through creating and playing dramas. This method is managed by a teacher who enables the creation of fictitious situations (Maňák, Švec, 2003, p. 172–173). Through playing drama, students expand their imagination and instigate discussion.

3.3.11 Teaching by Television

The curriculum is mediated by television and programmes, which was created with an educational intention. The new subject matter is visualized and it helps students learn easily. Nowadays, this method is not very popular. Television has been replaced with a computer screen (Maňák, Švec, 2003, p. 181–185).

3.3.12 Computer Supported Teaching

Computer literacy is one of the most important skills today. Computer Supported Teaching is aimed at cultivating students in this area. A student usually works individually, however, the role of the teacher is not negligible, because the teacher helps students at the beginning of the teaching process and presents educational programmes. The teacher's help gradually diminishes (Maňák, Švec, 2003, p. 187–190).

3.3.13 Suggestopedia and Superlearning

Suggestopedia is a modern teaching method presented by G. Lozanov in 1963, who pursued the human mind, suggestions and its influences on the learning processes. The suggestions take advantage of the intentional effort and the subconscious mind.

Frequent techniques are: repetitions, symbolization, adaptation and revisions. The suggestion influences the human psyche and strengthens the memory. The method strives for unconscious influencing of human thinking (Maňák, Švec, 2003, p. 191–192).

Superlearning is the system of a teaching method which enables the achieving of better results in the learning process. A human actually uses only a small amount of their real potential. The achievement of better results is accomplished by relaxation (Maňák, Švec, 2003, p. 193).

The bases of Suggestopedia and Superlearning are a joy and a relaxed way of teaching. The learning is strengthened by revision of the subject matter, individual work and individualized homework. These methods are, nowadays, used in acquiring languages.

3.3.14 Sleep–Learning

In Sleep–Learning the learning and teaching process run through a hypnotic sleep. Information is transferred to a sleeping person usually by playing recordings. However, this method is not a favourite among critics, because the realization requires special conditions which cannot be ensured in a school setting (Maňák, 1997, p. 79).

4 METHODS AND APPROACHES

A language teaching method is a coherent set of links between actions and thoughts in language teaching in the sense that there should be some theoretical or philosophical compatibility among these links. Language is believed to be made up of a set of fixed patterns (Larsen–Freeman, 2000, p. 3). The following chapter deals with the theory and methodology of foreign authors Harmer and Larsen–Freeman. In the chapter four different terms are mentioned: approaches, methods, techniques and procedures, which Harmer (2007) used in his book ‘The Practice of English Language Teaching’:

- Approach: Refers to theories about the nature of language and language learning, moreover, it describes how language is used and how people acquire their knowledge. It offers a model of language competence.
- Method: Means a practical realization of an approach, a method includes several procedures and techniques.
- Procedure: Is a smaller unit than a method but bigger than a technique. A procedure is a type of ordered sequence of techniques which can be described, for example; ‘First you do this, then this’.
- Technique: Technique is a method of concrete teaching (e.g. Tell all students to murmur a new word.).

4.1 The Grammar–Translation Method

The Grammar–Translation Method was at the beginning called the Classical Method since it was first used in the teaching of classical languages such as Latin and Greek in the 19th century. The purpose of the learning of the foreign language is to be able to read literature and text written in the target language. Thus, this method teaches language through the study of the grammar of the target language.

Students were given explanations of the individual grammatical structures after that they obtained sentences which exemplified these points. The main goal of this methodology is the ability to translate texts from the foreign language to the mother tongue and vice versa (Harmer, 2007, p. 63). It is believed that students need to learn

only the grammar and vocabulary of the foreign language. The Grammar–Translation Method emphasizes vocabulary and grammar learning.

The role of the teacher is also very traditional. The teacher is the authority number one in the classroom and the interaction in the classroom is from the teacher to the student. The error correction is considered very important and every single mistake is corrected by the teacher immediately. There is practically no interaction between students in the classroom.

To sum up, students study grammar deductively, that means that students are given grammatical structures, grammar rules at first and then they memorize it and finally they use the new grammatical issues on examples. The literary language is considered superior to the spoken language (Larsen–Freeman, 2000, p. 17–18).

Examples of the techniques of the Grammar–Translation Method (Larsen–Freeman, 2000, p. 19–20):

- Fill–in–the–blanks: Students fill in words into given sentences.
- Translation of a literary passage: Students translate a text from the foreign language into their mother tongue.
- Memorization: Students memorize a list of new vocabulary or new grammatical structures.
- Use words in sentences: Students use a new word in a sentence in order to show their understanding of the meaning.
- Composition: Students are given a topic to write about in the target language.

4.2 The Direct Method

"Since the Grammar–Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular." (Larsen–Freeman, 2000, p. 23). Because the Direct Method has one rule – no translation is allowed. *"The Direct Method receives its name from the fact that the meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language."*

(Larsen–Freeman, 2000, p. 23). The method was the reaction to the Grammar–Translation Method and occurred at the end of the 19th century. The Direct Method is completely different from the Grammar–Translation Method used in the 19th century, because the Direct Method intends that students learn how to communicate in the target language, which was neglected in the Grammar–Translation Method.

Language is primarily spoken, not written and students study and use everyday language in real situations. The teacher functions as a partner and cooperates with students and tries to get students to self–correct. *"When the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language."* (Larsen–Freeman, 2000, p. 23).

Grammar is taught inductively, which means that students convey the grammatical rules from examples given to them and students are asked to use the language not to demonstrate their knowledge but to communicate.

Examples of the techniques (Larsen–Freeman, 2000, p. 30–32):

- Reading aloud: Students read aloud a text, the teacher uses gestures or pictures to make the meaning of a text clear.
- Questions and answer exercise: Students ask and answer the questions given in the target language.
- Map drawing: Students are given a map with unnamed geographical features; they listen to a comprehension practice where the teacher gives them directions so students could label the maps.
- Dictation: The teacher dictates a passage of a text three times (slowly, then phrase–by–phrase and finally normally), students check their work.

4.3 The Audio–Lingual Method

The Audio–Lingual Method is based on the oral production. This method appeared in the 20th century. The Audio–Lingual Method is rather a drill using grammatical sentence patterns and forcing students to use the target language communicatively. New

vocabulary and grammatical structures are presented through dialogues, which are imitated and repeated.

Students are taught to use the language automatically without the need to think about the grammatical structure or vocabulary. Moreover, the teacher directs and controls the students; they are the model for the imitation and leads students' learning. Students follow the teacher's directions and behave as the teacher wants them to behave. Most of the interaction between the teacher and the students is teacher-directed and student-to-student interaction appears only via dialogues (Larsen-Freeman, 2000, p. 45-46).

According to Charles Fries (1945), of the University of Michigan (who applied principles from the structural linguistics), the Audio-Lingual Method was called the Michigan Method. Later the behavioural psychology principles were incorporated. *"It was thought that the way to acquire the sentence patterns of the target language was through conditioning – helping learners to respond correctly to stimuli through shaping and reinforcement."* (Larsen-Freeman, 2000, p. 35). This means that students learn language through overcoming the habits of the native language.

The grammatical patterns are taught inductively from the examples given. The emphasis is on the sound system and grammatical structure, whereas vocabulary is neglected.

Examples of the techniques (Larsen-Freeman, 2000, p. 47-49):

- Dialogue memorization: Students take a role of a person and memorize it and then switch roles with a partner and perform a dialogue for the rest of the classroom.
- Backward build-up drill: When a long line of a dialogue is divided into small sections, students repeat part by part and memorize it.
- Repetition drill: Students repeat the teacher's model.
- Chain drill: Is a controlled communication between students. One student asks a question and another answers.
- Transformation drill: Students are asked to transform a part of a given sentence.

- Question–and–answer drill: Students answer the teacher's questions very quickly.
- Use of minimal pairs: Students compare the pair of words which differ only in one sound (e.g. ship/sheep).
- Complete the dialogue: Students fill in the missing words in a dialogue.

4.4 The Silent Way

The Silent Way is a method where the teacher does not enter a conversation with students and stays as silent as possible. However, the teacher interacts with students. The teacher stays silent but is still very active because they listens to the learners attentively and gesticulate to draw the learner's attention to mistakes. The teacher leaves the students to self–express their thought, feelings and opinions. Students develop their independence and self–confidence. The teacher respects the autonomy of the students and strives for the intelligible pronunciation of the learners (Larsen–Freeman, 2000, p. 64–67).

Another role of the teacher is the role of an observer. A teacher observes learners' feelings and they takes students feelings and requirements into consideration (Larsen–Freeman, 2000, p. 66). Feelings of the learners were neglected in preceding methodologies; however, the Silent Way gives a chance to students to express their feelings and emotions.

Learners study the language via building blocks (language–specific sound–colour chart). *"Relying on what sounds students already know from their knowledge of their native language, teachers lead their students to associate the sounds of the target language with particular colours."* (Larsen–Freeman, 2000, p. 65). Thereafter, students learn the spelling that corresponds to the sound and how to read and pronounce the word from colour word charts.

Examples of the techniques (Larsen–Freeman, 2000, p. 68–69):

- Sound–colour chart: Learners have a chart containing blocks of colour; each block of colour represents a sound in the target language.

- Teacher's silence: The teacher stays silent during an activity and listens to the learners.
- Peer correction: One student helps another one when experiencing difficulties.
- Self correction gestures: The teacher using palm signals to lengthen the particular vowel they are working on.

4.5 Desuggestopedia

Desuggestopedia was in the book 'The Practice of English Language Teaching' presented by Harmer (2007), as Suggestopedia. Celce–Murcia (1991) calls Desuggestopedia as an Affective–Humanistic Approach. However, the method was developed by Geordi Lozanov with respect to students' feelings (Larsen–Freeman, 2000, p. 73). Students need to be comfortable and relaxed to learn something and their misunderstanding and misinterpreting of a foreign language comes from their own psychological barrier. *"Desuggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying, thus, to help them overcome the barriers to learning."* (Larsen–Freeman, 2000, p. 73).

The teacher serves as an authority figure in the classroom. The teacher ensures the students security and at the same time, if they feel secure they can show their knowledge spontaneously. Moreover, the teacher initiates interaction between the whole group of students and with individuals (Larsen–Freeman, 2000, p. 82).

Students create their own identities and target language names and occupations they learn in, and they feel more secure and subsequently more open to learning. Classrooms are bright and colourful with posters concerning the topic or grammatical issues they actually learn (Larsen–Freeman, 2000, p. 82–83). We can see several characteristics which are the same for the alternative schools, where students' needs and feelings are above all other interests.

Desuggestopedia concentrates on speaking and vocabulary learning. The grammar is dealt with minimally and explicitly. It is thought that students will learn more if their

attention is focused on using the language not on the language forms (Larsen–Freeman, 2000, p. 83).

Examples of the techniques and classroom set up (Larsen–Freeman, 2000, p. 84–85).

- Classroom set-up: The class should be bright and colourful. The environment is supposed to be pleasant.
- Peripheral learning: Students should learn effortlessly (e.g. from the poster in the classroom).
- Role play: Students pretend that they are someone else and they participate in dialogue.
- Primary activation: Students are asked to read the dialogue, playfully use different voices, mood (happy, sad tone of voice).

4.6 Community Language Learning

The method of Community Language Learning understands the students as a whole. That means that teachers are not only interested in students' knowledge but also they are interested in the relationships in the classroom. Feelings are also of a great importance. The teacher plays an important role of the acceptor, who sympathizes with students and understands that language learning is not easy as well as helping them to overcome their problems and fears (Larsen–Freeman, 2000, p. 98–99). In Community Language Learning there is someone who stands outside the circle, this person is called a "knower" and helps students to say what they want to say (Harmer, 2007, p. 68).

The principle of Community Language Learning is not far from the Direct Method that teaches students to use the target language communicatively. Moreover, Community Language Learning teaches students how to learn something new and how to reflect on their own learning.

Examples of the techniques (Larsen–Freeman, 2000, p. 103–104):

- Tape recording student conversation: Students take responsibility for their own learning. They tape themselves in their native language. Then a teacher

provides the translation of the dialogue and students try to reread the dialogue in the target language.

- Transcription: The teacher transcribes the students' target language conversation. Each student tries to translate it into the native language.
- Reflection on experience: Students have a chance during the lesson to tell the teacher and the class how they feel. The teacher listens to them attentively.

4.7 Total Physical Response

Teachers using Total Physical Response (TPR) want their students to enjoy the lesson. *"In fact, TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond the beginning level of proficiency."* (Larsen–Freeman, 2000, p. 113).

The teacher has the role of the director of all students' behaviour and interacts with the whole group. Initially, students do not understand the foreign language. They do not speak at first. The teacher helps the students to understand the language and uses pictures and gestures to achieve the understanding.

The spoken language is the priority. Grammatical structures and vocabulary are embedded within imperatives and commands (Larsen-Freeman, 2000, p. 113).

Examples of the techniques (Larsen-Freeman, 2000, p. 116):

- Using commands to direct behaviour: Using imperatives and commands is the major teaching method of the TPR.
- Role reversal: Students become the directors and command classmates and the teacher.

4.8 Communicative Language Teaching

The primary goal of Communicative Language Teaching is the ability to communicate in the target language outside the classroom. In Communicative Language Teaching everything is done with a communicative intention. Teachers facilitate the communication in the classroom and establish authentic communication activities. The

teacher serves as a facilitator and an adviser in the speaking process (Larsen–Freeman, 2000, p. 128).

Examples of techniques and materials (Larsen–Freeman, 2000, p. 132–134):

- Authentic material: Students learn the target language in a natural language situation to be able to use the language outside the classroom. The teacher uses newspapers, radio broadcastings in the target language or realia.
- Scrambled sentence: Students put into the right order scrambled sentences and restore the sentences to the original order.
- Role play: Students practice speaking in different social context as it is in the Desuggestopidia method.

4.9 Content–based, Task–based, and Participatory Approaches

These three approaches have in common the focus on communication in the target language and teaching through communication. The following chapter describes three different approaches: Content–based, Task–based and Participatory Approaches.

Content–based instructions

"The special contribution of the content–based instruction is that it integrates the learning of language with the learning of some other content, often an academic subject matter." (Larsen–Freeman, 2000, p. 137). Students study the academic material in a foreign language and the teacher supports students by giving them the relevant assistance. The main goal of the approach is to increase the knowledge of the students as well as their language proficiency.

Task–based instructions

Task–Based Instruction (often referred to as Task–based learning) is an approach based on the belief that if students concentrate on the completion of a task, they have abundant opportunity to interact. The lesson is based around the problem solving of a task and the target language is determined by what happens as the students complete it (Harmer, 2007, p. 71).

Participatory Approach

The Participatory Approach is a little bit similar to the Content-Based Approach in a way that the content is meaningful and like the Participatory Approach it is based on the issues that students are interested in. Teachers help students to understand the social, educational, historical, cultural events and forces that affect their lives (Larsen-Freeman, 2000, p. 150).

4.10 Learning Strategy Training, Cooperative Learning and Multiple Intelligence

The following methodological practices reflect interesting innovations of the language teaching that highlight the learner and his needs.

Learning Strategy Training

Language learners are more responsible for their learning than they used to be. In 1975 Rubin investigated the term "good learner". *"Good language learners, according to Rubin, are willing and accurate guessers who have a strong desires to communicate, and will attempt to do so even at the risk of appearing foolish."* (Larsen-Freeman, 2000, p. 159). Teachers facilitate students learning and the use of the target language through the language strategies in order to improve the effectiveness of their learning (Larsen-Freeman, 2000, p. 159).

Cooperative learning

For Cooperative Learning the way that teacher and students work together and cooperate is essential. The role of the teacher is to facilitate the learning and helps students to learn effectively. Cooperative learning is based on the teaching of social skills and collaboration between students so they can work together effectively. Cooperative Learning is also mentioned in the Complex learning method presented by Maňák and Švec in the chapter 3.3.2.

Multiple Intelligences

The teacher should take the differences between students into consideration because students have different strengths and talents. Some students are better in mathematics and some of them excel in the English language. Human beings do not possess a single intelligence but a range of intelligences.

Seven distinct intelligences according to the psychologist Howard Garner (Larsen–Freeman, 2000, p. 169):

- Logical/mathematical – the ability to use numbers effectively
- Visual/spatial – the ability to orient in the environment
- Body/kinaesthetic – the ability to use body
- Musical/rhythmic – an ability to recognize tonal patterns
- Interpersonal – the ability to understand another person's mood
- Intrapersonal – the ability to understand oneself and to practice self–discipline
- Verbal/linguistic – the ability to use language

5 ALTERNATIVE TEACHING METHODS

The term alternative education is not united and many publications associate this term with different things. Someone could think that alternative teaching methods might be used for the teaching of students with specific needs; some of us consider alternative teaching methods as methods for home education. All in all there are many opinions and attitudes to alternative teaching methods.

Alternative teaching methods represents the teaching methods that are less known and less popular among teachers; however, sometimes an alternative teaching method is more effective than a traditional one. Traditional or standard schools are schools that represent well-established norms and rules or prescribed orders.

The following chapter deals with the term alternative education and alternative schools in the Czech Republic. Moreover, the chapter characterizes its origin, functions and division and the innovation in the Czech educational system.

5.1 The term "alternative education"

Jan Průcha, in 'Pedagogical Encyclopaedia' (2009) determines the term alternative schools as schools with innovative educational programme and methods that better suits the new requirements of society and eliminates the imperfections of the traditional educational system. This means that alternative schools are innovative schools that implements new elements to the structure of the school, educational content and methods (Průcha, 2009, p. 107).

The term alternative school signifies all kinds of schools such as religious (faith) schools, public schools and private schools that differ from the main stream of schools in the country.

The differences may be seen in:

- the method of the organization of the education or children's lives at school
- curriculum programmes (changes in contents or in educational goals)
- the educational environment (size of the classroom, arrangement of the classroom, etc.)

- methods of assessment
- relationships between the teacher and students, teacher and parents, school and local community

(Průcha, 2012, p. 25)

5.2 Formation and development of alternative schools

The bases of alternative schools from the beginning of 20th century arose under the influence of reformatory pedagogy. Reformatory pedagogy is connected with important pedagogical thinkers such as J. Dewey, M. Montessori, P. Petersen, C. Freinet, R. Steiner, H. Parkhurst and their followers (Průcha, 2012, p. 34).

The development of alternative schools resulted from the continual need of human civilization to change or improve things. Czechoslovakia in the 20s and 30s was one of the most progressive countries concerning the development of alternative schools and education because of the high level of Czech reformatory pedagogy. However, between the Wars there was not a place for any alternative education, thus after the revolution in 1989 alternative schools and education found its place (Maňák, 1997, p. 12).

5.3 Functions and features of alternative schools

Průcha in his book 'Alternative schools and innovations in the education' (2012) mentioned the functions of alternative language schools. The text below deals with the objectives of alternative schools.

- Compensatory function – alternative schools offset the deficiency in the standard educational system
- Diversification – alternative schools secure the plurality of education, however, some of the alternative schools tend to standardise the educational system (e.g. religious schools)
- Innovation – alternative schools creates space where innovations and experiments take place

(Průcha, 2012, p. 41)

Although alternative schools are not identical, there are several features that they have in common.

- children are at the centre of interest
- individual educational goals
- principle of adequacy and suitability
- complex education, connection between subjects
- school as a partnership of parents, teachers and children

(Průcha, 2009, p. 107–108)

5.4 Types of alternative schools

As we saw in the previous chapter, alternative schools have several features which are identical; however, we may find some features that highly differ from each other. The following subchapters describe a particular alternative school or alternative teaching method.

According to Průcha (2012), we divide the alternative schools into:

- classical reform schools
- religious schools
- modern alternative schools

(Průcha, 2012, p. 45).

5.4.1 Classical reform schools

Classical reform schools are characterized as non–state schools. The following schools belong to the Classical reform school: Waldorf school, Montessori school, Freinet school, Jena–Plan school and Dalton Plan (Průcha, 2012, p. 46).

5.4.1.1 Waldorf school

The Waldorf school is the most common alternative school in the Czech Republic and in the world today (there are about 870 Waldorf schools all over the world). The founder of the Waldorf school was Rudolf Steiner (1861–1925), who created a philosophical–pedagogical framework for the education of humans. The concept was later called anthroposophy. The principle of anthroposophy is rooted in the philosophy of freedom and independence. The schools are organized as independent schools,

supporting individual talents and the creative spiritual life of students (Průcha, 2009, p. 108).

The first Waldorf school was established in the village, Waldorf, near Stuttgart in Germany in 1919, and then it spread through Western Europe. In the Czech Republic Waldorf schools came into existence from 1990.

The characteristics of the Waldorf school:

A Waldorf school is a private school (in Germany labelled as "freie Schule" – independent school), where parents pay tuition fees, however Waldorf schools get the same benefits as public schools. In the Czech Republic Waldorf schools are accepted as experimental schools. A Waldorf school has a twelve-year programme. The elementary school is divided into grades 1 – 8 and grades 9–12. The 13th grade serves for preparation for secondary school leaving exams. Furthermore, nursery Waldorf schools exist in the Czech Republic (Průcha, 2012, 47–48).

Teaching and education is secondary to learners' needs and interests. Moreover, the organization of education is divided into epochs. That means that students pursue the same subjects for a certain amount of time (usually 3–4 weeks). The subjects are divided into main subjects and specialized (side) subjects. During an epoch, students note down the most important things into epoch notebooks (Průcha, 2012, 47–48).

Children are not evaluated with marks, but their assessment is made via characterizations and recommendations for future development of the students. Teachers at Waldorf schools do not pursue the standard school's curriculum, but they plan the lessons in cooperation with students and their parents. The head teacher is not responsible for the functioning of the school, as the whole teaching staff is involved. (Průcha, 2012, 47–48)

5.4.1.2 Montessori school

The founder of the Montessori school was Marie Montessori (1879–1952), an Italian doctor and pedagogue. The Montessori education is established on the basis of pedocentrism and spontaneous progresses of children. The goal of this methodology is

the watchwords: Help me to do it on my own. Thus, the theory prefers the natural development of children without any interventions from the teacher or parents.

The characteristics of the Montessori school:

Students at the Montessori school learn in sensitive phases, which means that there are certain periods of time when students are more sensitive to perceive and understand certain phenomenon of reality.

The goal of the Montessori school is to prepare impulses and stimuli for the sensitive phases (e.g. sensitive phase for progress of speech, for the moral feelings). If the surrounding environment compiles with the needs of children, children can learn (Průcha, 2012, p.51).

Children are understood as adults and they can build their individualities through the agency of the natural activity. The natural activity leads to spontaneous activity where the concentration to an activity is much stronger and longer. This phenomenon is called Polarization of attention (Průcha, 2012, p.51).

The characteristic feature of the Montessori schools and education is the uniting of the children of a different age. Students learn in diverse groups and the bases of the work are established on the cooperative and harmonic coexistence, where everyone is respected and accepted.

Students are not evaluated with marks but their individual progresses are noted down in a special book. They do not even obtain a school report at the end of the school year but a letter with verbal evaluation. One of the important teaching methods at Montessori school is the free working phase (90 minutes). During the free working phase, students work separately on tasks from different fields. Another teaching methods used at the school are discussions and project learning (Průcha, 2012, p.51) (Průcha, 2009, p. 109).

5.4.1.3 Freinet school

Célestine Freinet (1896–1966), a French teacher, is one of the most important theoretician who promoted "working schools". His idea evolved in the 1920s. The main thought of the Freinet School system was the creation of working corners in the classes,

where students can devote their time to natural sciences, technique, household chores, etc. Work is in the centre of his theory and moreover, students' work should satisfy their needs. Students can choose their activity and whether they want to work in groups or individually.

The characteristics of the Freinet school:

The classes are divided into sections, where working corners or ateliers for students are situated. Each student has its own individual working plan. The working plan is created in cooperation with the teacher at the beginning of a new week. In the class there are libraries and filing cabinets where students can explore the information.

Another principle of Freinet pedagogy is the individual and social responsibility. It is not the teacher who insists on fulfilling the tasks but classmates who control the working plans (Maňák, 1997, p. 68–69).

5.4.1.4 Jena–Plan school

The concept of the Jena–Plan school was founded by German pedagogue Peter Peterson who directed the experimental school in Jena in 1923.

The characteristics of the Jena–Plan school:

Students work in groups that are unified according to their age. In a Jena–Plan school students are not ordinarily assessed but they get verbal evaluation in the same way as Waldorf schools. The Jena–Plan school is understood as an association with a familial and friendly atmosphere and classes look like rooms for children. Students work on weekly plans based on four pedagogical situations: discussion, games, work, celebrations (birthdays, festivals, etc.) (Průcha, 2012, p. 54).

5.4.1.5 The Dalton Plan

The Dalton Plan was created on the basis of the initiatives of Helen Parkhurst in Massachusetts in the USA. Helen Parkhurst cooperated with M. Montessori, from whom she gathered the information. The first school based on the Dalton plan appeared in 1919. The Dalton Plan is sometimes labelled as a school with a loose school structure

The characteristics of the Dalton Plan school:

Students are free in actions; they choose what they want to learn and how to achieve it. Everyone has its own programme for a month, where the results are defined. The student is responsible for their own fulfilment. Moreover, at a Dalton Plan school older students are supposed to help the younger students. The lessons are divided into parts where the class work individually and as a team. Democratic consciousness is highlighted. Students cooperate and they create social relations (Průcha, 2012, p. 55).

5.4.2 Ecclesiastical schools

Ecclesiastical or religious schools are a non–state type of alternative schools and in the Czech Republic ecclesiastical schools were re-established after the year 1989 (they had already existed before the year 1948).

The characteristics of the ecclesiastical schools:

The main difference is in the curriculum. Religion and the Latin language are incorporated into the syllabus. The pedagogical approach differs from the standard school. Ecclesiastical schools are managed in the spirit of Christian attitude and Christian ethics and traditions (Průcha, 2012, p. 58).

5.4.3 Modern alternative schools

Modern alternative schools are schools which are not derived from the classical reformatory pedagogy. However, there is such a huge amount of modern alternative schools that it cannot be overlooked.

There are many variants of modern alternative schools all over the world, and the establishing of these schools is initiated by the efforts of parents who are not satisfied with the standard school system.

According to Svobodová, Jůva (Průcha, 2012, p. 63) here is a list of Czech modern alternative schools:

- School supporting health
- Open school and lessons
- Project – Start together

- Cooperative learning
- Reading and Writing for Critical Thinking
- Communicative school

Alternative schools are labelled differently in other foreign countries. In Germany, alternative schools are called "Free schools", in Switzerland alternative schools have the name "Active or Democratic schools" and in other countries we can find the term "Independent schools". The number of alternative school in other foreign countries is enormous.

These types of schools have several characteristics in common:

- parents are involved in the educational process
- alternative schools refuse a school atmosphere full of tension and a pursuit for good marks and evaluation
- frequent use of extracurricular environment for the education process
- flexible grouping of students
- restriction of frontal instructional teaching
- application of project learning
- interconnection of school subjects

(Průcha, 2012, p. 61–65)

6 ANALYSIS OF THE SYSTEM OF THE LANGUAGE EDUCATION AT THE CHOSEN ALTERNATIVE SCHOOLS

The following chapter deals with the education system at the chosen alternative schools in Pardubice. The chapter is divided into two subchapters – Montessori school and Waldorf school. The chosen alternative schools are unique in the Pardubice region.

The alternative language education is different from the standard education. The alternative language education is based on the reaction of society to the needs of the children, and moreover, it is a reaction to the traditional school system. The foundation of the alternative school is caused by globalization, and the needs to communicate effectively across the world.

The practical part of the diploma thesis is based on the analyses of my own observations and the study of the school documents. The observations were realized at the chosen alternative schools and alternative classes during the English lessons.

6.1 The methodology of the research

The practical part of the diploma thesis is oriented towards quantitative research, complete with two observation sheets from one alternative school. The quantitative research presents the findings in a non-numerical form. The findings are interpreted as a commentary of the observations at the chosen schools. The observations were completed with a non-structured interview and were realized to fill in the missing information. The interviews were done after the lessons and were aimed at the progress and the development of the lesson with the teachers of the English language.

The biggest advantage of the interviews was the willingness of the teacher in providing information. During the interviews I took notes and subsequently my notes were analyzed and added to the observation commentary.

The process of the research was done by the following order. Firstly, I contacted the alternative schools in Pardubice with the request to observe the English language

lessons. The observations took place during January and February 2016. The Montessori school in Pardubice is open to the public, and I was permitted to observe as many lessons as I wanted. However, the Waldorf school was not as obliging as the Montessori school. I was allowed to observe only four English lessons. I was not allowed to take any voice recording or video recording.

6.2 Characteristics of Montessori school in Pardubice

The goal of the practical part of the diploma thesis is to verify the principles of the Montessori pedagogy in real situations at the chosen school. The elementary school Polabiny 1 is established by the statutory city Pardubice. The part of the school is formed by a nursery school and a school canteen. Nowadays, the school is one of the biggest schools in Pardubice.

The Montessori pedagogy is included at primary school, where each year has a Montessori class. The Montessori classes follow the Montessori pedagogy. At the beginning of the school year each student gets a general summary of the curriculum. The curriculum is presented in a mental map with respect to the students' need. Students individually plan the programme of their education of the day and record their plan to their exercise books.

Students have free choices and they can choose whatever they want to learn. Moreover, they can choose the means of acquiring of the knowledge, the place where they want to learn and the partner or partners the student wants to work with, however the teacher will help those students that are not able to choose the curriculum on their own. To summarize, the teacher intervenes only if a student is not able to decide on their own, but generally the teacher functions as an observer.

Students are lead to gain knowledge from other students. The Montessori pedagogy is strictly against the transferring of knowledge directly from the teacher to a student. And the role of the teacher is slightly different from the traditional concept of education.

The Montessori school in Pardubice have about 800 pieces of school teaching aids at its disposal. The school teaching aids have a detailed manual presenting how to work with a concrete teaching aid. Each teaching aid is unique in the class, thus when two students want the same, they have to agree on a compromise.

The Montessori classes are a mixture of students of different age. This mixture enables students to help each other in the educational process. Moreover, they learn how to cooperate in groups and they learn about the different needs of the classmates.

The teacher is a guide and an observer who helps students, and leaves them to work individually without any interventions. Students help each other and they work either individually or in pairs or groups.

The relationship between the teacher and students is quite different from the relationship at standard schools. The teachers are very friendly; they communicate with students as equals. The needs and desires of the students are always heard and nobody is forced to do something that he or she does not want to do. The teacher does not have absolute power and does not rule in the classroom. In the Montessori pedagogy, the teacher is a good example of behaviour to follow.

Classes are colourfully decorated with students' work. Students participate in the arrangement of the classroom. The atmosphere of the classroom is very important for the learning. Children have to feel comfortable and agreeable in the classroom so they can learn.

Another characteristic of the Montessori pedagogy used at the elementary school Polabiny 1 in Montessori classes is the system of evaluation. The system of evaluation and work that includes a mistake differs from the evaluation in the classical education system. Students are not punished for mistakes nor do they obtain bad marks, but the mistakes are only the signals and signs of the need to revise and further practice the curriculum. A mistake is a normal phenomenon and it is nothing to worry about. All in all students are lead to learn from their mistakes.

Students do not obtain school reports, but they obtain a letter from their teacher. The letters are dedicated to every single student and generalize their knowledge, behaviour, cooperation and manners.

During my observation I had a chance to take part in the final evaluation in the midterm. It was a very interesting part of my observation at the Montessori classes. Firstly, the teacher read her self-evaluation (the letter from her to herself) and then students were asked to write their self-evaluation in a letter form. After completion of

the letters everyone had a chance to read the letter. The teacher was touched and really appreciated the work of the students. The atmosphere was astonishing.

From the interview with the teacher it emerged that students, after finishing the Montessori education at primary school Polabiny 1, are more self-reliant, students can work and learn individually and they show an excitement when there is a possibility of learning something new. Of course, we could not generalize the findings because each student has their own personality and for some students it is hard to adapt to the standard education system.

Although the Montessori education in the Pardubice region has only one elementary school in Polabiny 1, the secondary school and higher secondary education is not represented in the Pardubice region at all, the Montessori classes are fully occupied.

6.2.1 The syllabus

I observed the first graders, thus in this chapter I monitor only the first grade. The chapter is the commentary of the School Education Programme of the Montessori school in Pardubice. The School Education Programme is attached in the appendix (Appendix C).

The School Education Programme presents complex language teaching starting at the nursery Montessori school. However, not every student attended the Montessori nursery school. At the beginning of school attendance students are introduced to the English language via a different subject. At the Montessori school in Pardubice it is through physical education, although in the School Education Programme it is stated that students learn the English language also through the art lessons.

The lessons are built on the model of the most modern teaching methods. The reading and writing is postponed and taught from the 3rd grade. The School Education Programme expects that the teaching is carried out by native speakers; this was also not fulfilled at the Montessori school in Pardubice, however, the teacher spoke almost all the time in English. The teacher does not work only in a frontal position but works with small groups and individuals.

Students are supposed to work on long-term projects and this was also neglected at the Montessori school in Pardubice. The projects are in harmony with the Montessori pedagogy and lead students to accept responsibility. The learning is ensured by songs, games and rhymes which motivate students. The use of songs, games and rhymes corresponded with the School Education Programme. The School Education Programme presents the use of mind maps for the English language; however, the mind map is not used during the English lesson at the Montessori school in Pardubice whatsoever.

6.2.2 The role of the teacher

The role of the teacher is to create a good condition for learning. Teachers endeavour to create calm, attractive and safe place where students easily learn, examine and research. At Montessori schools, teachers should provide students a huge amount of attractive materials and schoolwork which enables the students to gain knowledge on their own.

6.2.3 English lessons

The English lessons should ideally follow the English taught at the Montessori nursery schools. However, not all of the students attended the Montessori nursery school. The Montessori nursery school is part of the Montessori programme and forms a follow-up programme of Montessori education in Pardubice. At the Montessori nursery school children have six lessons of the English language with a native speaker. However, at elementary school the number of the lessons is reduced. At the Montessori elementary school students have 90 minutes of English language twice a week.

During my observation I attended the classes of a teacher who does not want to be named in my diploma thesis. However, at the school there are more teachers of the English language with different attitudes and teaching styles. Some of them do not use textbooks at all. For my diploma thesis I chose the class of the first graders to see the beginning of the acquiring of the English language.

The chosen class uses an English textbook during the English lessons. The name of the textbook is 'Little Bugs 1' (authors: Carol Read, Ana Soberón). However, the

teacher uses the textbook sporadically and during my observations she did not use it at all, thus I did not insert any photocopies from the book. The teacher does not have a pedagogical education but she graduated from the Faculty of Arts. The following subchapters describe the observations made in the chosen class. One subchapter is the record of the lesson in the classroom and the second one is the record of the lesson in the gym, because students have a 90 minute English lesson once a week connected with sport and physical activity.

6.2.4 Montessori school observations

In the following subchapter the observation notes are presented from the concrete lessons. The observation sheets are attached in the appendix (Appendix F, G).

6.2.4.1 Observation no. 1

In this subchapter I would like to comment on the observation done in the English lesson in the first grade with respect to the Montessori pedagogy. The English lessons at Montessori classes are 90 minutes long with a 30 minutes break in between, and on this day there were only 7 students because of the flu epidemic.

Firstly, it is important to mention that the English teacher is an experienced pedagogue, however, without the Pedagogical education but she attended the Montessori educational course. During the English lesson she speaks almost all the time in English. The Czech language is used in exceptional situations, for example for the further explanation of the activities.

I was told that some students of the classroom attended the Montessori nursery school and they had the English lesson there, nevertheless, during my observation I could not see any differences between those students who started with the English language at the Montessori nursery school and those who started with the learning of English a half year ago at the beginning of the school year.

The lesson started with the arrival of the teacher to the Montessori class. Because the Montessori primary school Polabiny 1 does not have enough classrooms, the classes of English are placed in the side building where students have to go. The process of the changing of the classroom is quite protracted because students have to change their

shoes and take their jackets and the same process of changing students' clothes and taking the shoes off is in the building where the English language is taught.

The relocation of the 7 students taking part in the English lesson took almost 20 minutes. The relocation was accompanied by a long waiting time for the students. However, everything was done in the spirit of the Montessori education system. The teacher did not force the students to do something, for example to take shoes, or their jacket, that they did not really want to do. The teacher was patient and waited for the students. She did not give orders.

The lesson started 20 minutes later with the ringing of a small bell. Students were gathered on the carpet and the teacher started to sing a song and the students also tried to do so, however, it seemed to me that students really did not know what they were supposed to do and how to pronounce the words to the song. During the song, students obtained a teaching aid – two stuffed toys that are the main stars of the song.

Another activity that followed was a revision of numbers. The teacher asked students the question: "What is your favourite number?" and the students answered. However, the pronunciation of the numbers was not done correctly and students had difficulties with the pronunciation of the numbers and telling the whole sentence. Nevertheless, the teacher did not correct them and she did not force them to speak.

The teacher used a positive attitude with the students for their efforts with a verbal evaluation: excellent, good job, very good, perfect. Her verbal evaluation had a positive impact and students were encouraged to work.

Another activity that appeared during my observation was a song with a movement activity. The students listened to the song and they were supposed to touch the part of the body mentioned in the song (nose, eyes, head, etc.). Unfortunately, it was obvious that the students did not truly understand what they were supposed to do, and moreover they did not understand the song. It follows that the students were not involved in the activity.

The final activity before the break was the activity concerning the new question: "Do you want a chocolate cake?" The question was not written down on the blackboard. The teacher prepared a plate with a picture of a cake and asked students using the

picture of the cake the question. The students were trying to answer: "Yes, please" or "No, thank you." Students also tried to ask each other the question. Their questioning was not corrected and often there were mistakes in pronunciation.

During the final activity before the break one of the students did not behave well; the teacher admonished her with warnings (first warning, second warning, etc.)

Finally, at the end of the first part of the lesson, students were rewarded with chocolate. Everyone got a small piece of chocolate after answering the question: "Do you want a chocolate cake?"

The second part of the lesson started after the 30 minutes long break. I was involved in the lesson, because the students wanted to work with me. We can see that the Montessori pedagogy forms an emotional relationship between the student and teacher, and moreover it is easy for students to accept someone else in the class.

The second part of the lesson was devoted to the game called Simon says (Simon says is a game for young learners, who act and behave as Simon says). Some of the students did not want to work, so they were not forced to play the game. The teacher let the students who did not want to take part in the game do what they want (one student wanted to draw and the second one wanted to write a letter). The activity was amusing for the students and they fulfilled the activity correctly.

The final activity of the lesson was the colouring activity. Students coloured the pictures of cakes. The students had a chance to choose a cake they wanted to colour and nobody was restricted in the activity. The end of the lesson was concluded with a song about a melting snowman. The students then slowly left the classroom, but two students did not want to go to the next lesson and they stayed and finished the colouring activity.

6.2.4.2 Observation no. 2

The second observation is based on the observation made during the special English lesson. The first graders, as I mentioned before, have two English lessons (2x 90 minutes) per week. Nevertheless, one of the lessons takes place in the gymnasium at school. This type of lesson is very special because it is a combination of the English language with physical education taught by the English teacher, and I have never seen such a lesson before.

In the subchapter I would like to make further commentary to the observation sheet, which is attached in the appendix (Appendix G).

The lesson should have started at 8 o'clock. However, the start of the lesson was postponed due to the relocation of the students to the gymnasium, because it is the teacher who accompanies the students to the gymnasium and pays attention to their preparation for the physical education in English.

The lesson started at 8:15, because students had to change their clothes. Students were wearing the clothes for physical education. The first activity was based on the running on a line. The teacher gave instructions like: run, stop, jump. etc.

Another exercise that followed after the warm-up activity was the relaxation and students were supposed to breathe deeply. After that students made a circle and the teacher gave instruction based on the size of the circle (make a small circle, big circle, two circles etc).

After the introductory part of the lesson there was the calming part. The students sit around the teacher and she showed the picture of animals telling them the names of the animals in English. After that, students were supposed to pantomime the animals. The teacher asked the students to pantomime a rabbit, a cat, a dog and students started to run in the hall and pantomime as instructed.

One of the students did not take part in any activity, but without any cause. The teacher let him sit and she did not want him to participate in the lesson. When I asked the teacher what happened, she told me that the student felt tired. However, he did not obtain any substitutive activity.

The following activity – the tag game was closely connected with the previous exercise. The students were divided into two parts (monkeys and crocodiles) and the teacher said that the monkeys chase the crocodiles and vice versa.

At 8:30 the teacher and the students moved to another hall with mats, and the students jumped from one mat to another and the teacher gave instructions in English.

All in all, I must admit that no English language was used from the part of the students. The only person who used the English language was the teacher giving instructions such as: jump, run, stop, quickly, pay attention, slowly, be careful, and

moreover the teacher used an oral evaluation and praised students with the words such as: excellent job, well done, good job, nice jump, very good.

After finishing the final activity in the gymnasium, students changed their clothes and relocated to the normal class in the near building of the school.

The second part of the lesson of the English language started at 9 o'clock with the activity connected with numbers and counting. The students were asked which number is their favourite one, however, they did not answer in whole sentences and their pronunciation was not corrected.

The final part of the lesson was devoted to the colouring and drawing of monsters. Everyone obtained a sheet of paper and the students drew a monster according to the instructions of the teacher (draw one eye, two noses, etc.)

All in all, the lesson was quite interesting, the connection of the physical education and the English language was attractive for the students, unfortunately, the students did not use the English language very much, and the only person who spoke English was the teacher.

6.2.5 Montessori principles during observed English lessons

During my observations I had a chance to see the Montessori pedagogy in real situations. I was quite surprised that only a few principles of the Montessori pedagogy was kept during the learning process of the students. In the chapter called Montessori principles during observed English lessons I would like to compare and contrast the teaching methods and the observance of the Montessori pedagogy during the English lessons at the chosen school as a follow-up to the theory written in the theoretical part of the diploma thesis.

I admit that during my observations students were treated as equals and they were not limited in any activity. The teachers understood the individualities of the students and respected students' needs. The teachers did not order students to what they should do. The students were free in their choices and sometimes they did what is unnecessary in the classroom (they did not obey the teacher).

From my observations it follows that, the sensitive phases could not be kept in the state secondary schools because of the Framework Educational Programme that schools follow. Students have to learn English from the beginning of the primary secondary education and they have no choice whether they want to learn it or not. Another aspect of the Montessori pedagogy was not fulfilled as well. The students were not united in the diverse group of students during the observed English lessons, thus they could not help and teach each other as the Montessori pedagogy prefers, and moreover they could not choose what they wanted to learn, which is also a basis of the Montessori pedagogy. However, they could choose if they wanted to participate or not. During the English lessons the students did not use any special learning tools that are also characteristics of the Montessori pedagogy.

During my observations in the English lessons I focused on the behaviour and the attitude of the teacher. The teacher was always willing to help students, she did not force them to do anything the students did not want to do, and moreover the teacher led the students to cooperate. The teacher was not the absolute power and self-governing force in the class.

The Montessori pedagogy uses verbal evaluation instead of marks. The teacher at the Montessori classes in Pardubice used verbal positive evaluation as well. She commented on the students' work with such words as: excellent, good job, well done, great, good, etc. The students were not punished for the mistakes they made and sometimes they were not corrected as well. The example of the formal verbal evaluation from the chosen alternative school in Pardubice is in the appendix (Appendix K).

However, during my observation in the chosen alternative school I could see many characteristics of different kinds of teaching methods. The Montessori pedagogy at the school constituted only a little part of the educational process. I also noticed different teaching methods; some of the methods take part also in the alternative teaching.

The teacher used the explanation (explaining the new vocabulary), demonstration and the observation, she mediated the perception of the new vocabulary via pictures (during the physical education with English language – the pantomime activity), individual work of students (drawing, colouring), the Total Physical Response in the lesson of the physical education in English and cooperative learning. Students were

developing their verbal intelligence as well as musical, interpersonal and kinaesthetic intelligence during the English lessons.

To conclude, the Montessori pedagogy in the chosen alternative school was not followed as I expected. The Montessori principles were observed only partially. The main principles such as the autonomy of the students (the choice of the topic, the cooperation of the students, students of different age and level in one class, the sensitive phase) were not kept. The lessons were not based on the individualities and the individual work of the students.

6.3 Characteristics of Waldorf school in Pardubice

The Waldorf school in Pardubice is situated on Gorkého street in the basement and the first floor of the school building. The school shares the building with another school – the English grammar school. Nowadays, the school is very popular in Pardubice and belongs to the selective schools. The enrolment confirmed the interest of the parents, due to the fact that the Waldorf school could not accept all the applicants this year to the first school year.

However, the perception of the school was not the same as before. The school was perceived as a school for troubled children, due to the lack of interest of the parents in sending their children to an alternative school.

The Waldorf school in Pardubice works according to the School Educational Programme for elementary schools – the Waldorf school 5/2013 was passed by a pedagogical conference in 23th august 2013. The School Educational Programme is attached in the appendix (Appendix B).

The general management of the school is composed by the school principal and by the deputy headmistress and together with the guidance counsellor they constitute the management of the school. However, the governance of the school is also influenced by the college – the association of the teachers and by the association of the parents. We can see that there are many participants who take part in the controlling process and management of the school. The headmaster is not the absolute power at school.

The educational process of the teachers at school is ensured by the summer courses of the Waldorf pedagogy. Some of the teachers completed a comprehensive education in the Waldorf pedagogy. Nevertheless, there are many teachers without the master's degree diploma. The English teacher has only the bachelor's degree and summer courses of the Waldorf pedagogy.

The basic problem of the Waldorf pedagogy is that in the Czech Republic there is no possibility to ensure that the Waldorf education has a 12 years model, as proposed by Rudolf Steiner. In Pardubice there is only an elementary school. Further education in Waldorf pedagogy is not ensured.

The evaluation is done via a verbal assessment. That means that students do not obtain marks but they get verbal commentary of their work. The English teacher uses marks for written tests and the final evaluation is done according to the Waldorf pedagogy – without marks. However, the 8th and 9th graders have marks as it is in the normal elementary school.

6.3.1 The syllabus

During my observation at the Waldorf school in Pardubice I was not allowed to observe the first graders which would have been ideal for the purpose of the diploma thesis, so therefore I chose the sixth grade as it is a milestone, because students enter from primary to lower secondary education.

In this chapter I would like to comment on the School Education Programme from the year 2013 which can be found on the school website. The original version of the School Education Programme is attached in the appendix (Appendix B).

The School Education Programme puts the emphasis on order, structure and systematic work. The students should have a school exercise book, where they write grammar and vocabulary. During my observation I saw that students rather than the school exercise book use files, where they put the material from the lesson, songs and photocopies.

The learning of the English language is connected with dramatization, songs and the oral presentation of poems. The method of teaching via drama plays and songs were

used plentifully. The work with authentic texts is highly recommended as well as retelling the stories which leads later to the individual oral presentation.

The strategy of language education develops the following competences:

- competence to learning: leads student to individual work with material
- competence to communicate: helps student to understand the verbal communication, students learn how to express themselves
- competence to solve problems: for overcoming the internal barriers
- social competence: in the higher grades it is group work which strengthen the competence
- civil competence: students get to know other cultures
- work competence: the importance of the knowledge of the English language as very essential for the professional life

6.3.2 The role of a teacher

The role of the teacher is quite similar to the role of the teacher at the Montessori school. The teacher is a guide and leads students to learn on their own. The emphasis is on the individuality of each student and the teacher facilitates the students in the development of the competences. The English teacher was very helpful during my observations. Every lesson started with a handshake with everyone. It created a cooperative atmosphere and the coequality between the teacher and students.

6.3.3 English lessons

The language teaching is very specific at the Waldorf school and is different from the traditional one. The languages (English and German) are taught from the first grade. The students at Waldorf school do not use textbooks as it is at the Montessori school. The beginning of the learning process of English starts with repetitions and mainly with the imitation of the model. Students learn by repeating and imitating the teacher. They read and sing songs, and they play dialogues.

Later, in the 4th grade they start to learn grammar and written English. The Waldorf pedagogy is based on the idea that students should firstly listen to the foreign language

and later they should read and write in English, thus the English lessons put the stress on the narration.

The English lessons at Waldorf school in Pardubice are taught in alternate epochs. That means that English take turns with German, one month students have English lessons and the following month they learn only German. My observations were done during the end of the English epoch and some of the students had problems with the English language, sometimes they answered in German. The teacher confirmed that for some students the epochs are difficult and they are not able to switch to another language.

The English lessons are taught in a special classroom. The teacher has the classroom colourfully decorated and on the walls there are rhymes, poems and the Waldorf commandments that are quoted at the beginning of each lesson. The pictures from the classroom and the commandment are attached at the end of the diploma thesis in the appendix (Appendix L).

6.3.4 Waldorf schools observations

During my observation at the Waldorf school I had a chance to observe only four English lessons, there was not any possibility to observe more than this number. I decided to observe the 6th graders, due to the fact that I was not allowed to observe the first grade. The 6th graders seem to me a good variant for the final comparison with the traditional school.

The students at the Waldorf school do not use any textbook. The teacher, who requested to stay anonymous in the diploma thesis, made copies of the material needed during her lessons. The main principle of her lessons is the use of songs and rhythmical parts of the lesson, which will be treated later in the chapters containing the commentary to the observations.

The English language is taught almost daily (4 times a week) at the Waldorf school in Pardubice and the lessons are 45 minutes long. The lessons start with the school promise in English, the school promise is rewritten in the following page.

My Promise

Each day I'll do my best,
And I won't do any less.

My work will always please me,
And I won't accept a mess.

I'll colour very carefully,
My writing will be neat.

And I simply won't be happy
'Til my papers are complete.

I'll always do my homework,
And I'll try on every test.

I won't forget my promise,
To do my very best!

The school promise is recited at the beginning of each lesson by all students loudly. It is a direction for the students on how they should behave, learn and what is expected from them.

The following chapters are written commentaries of the observations made of the 6th graders during the English lessons. The observations and their description were made on the basis of my own observation, and it is aimed as a case study of the issues of the chosen Waldorf school.

From the commentary I removed the beginning of the lesson as it was the same each time. The lessons started with the shaking hands of the teacher with students and continued with the reciting of the school promise by the students standing near their desks.

The language teaching in the 6th grade is divided into two halves. There are only 13 students of the English language in one half. The second half of the class has the German language and after accomplishing the epoch the students change and one part of the class has English and the second one has German.

6.3.4.1 Observation no. 1

After finishing the school promise, the teacher played the song, chosen by students, called Let it be (Beatles). As I was told, the teacher centres her teaching around the song, rhythmical exercises, repetition and moving. Students have a file with songs and they choose a song they want to listen to and sing. On the basis of the song, the teacher started with the explanation of the vocabulary.

Firstly, the teacher played only the first part of the song and left the students to work out what it is about. The teacher spoke all the time in English. She tried to explain the vocabulary in English, however, it was demanding for students to understand the meaning so she translated it into the Czech language.

The following activity was created by the students themselves. The activity was based on vocabulary acquisition (students created cards – one page of the card there was the intended word and the opposite side of the card explained the word in other words). Students got the cards and walked around the class and tested each other. The teacher also took part in the activity. As it was a game created by students, it seemed to me that students were familiar with the vocabulary and it did not cause any problems for students to find the intended word. An example of the card is attached in the appendix (Appendix L).

The activity that followed next was reading. The English teacher uses ‘William Tell and Other Stories’ retold by John Escott for her lesson. Students read the story about William Tell and after accomplishing the reading they moved to the corridor. The students obtained their roles and then they acted. It was a nice example of the Teaching via drama play. Everyone was integrated in the drama play and the students really appreciated the activity and participated very well.

The drama play was interesting; however, I am not sure, whether the students understood the vocabulary and the whole story. The drama play was the last activity of

the lesson. The end of the lesson was terminated by the teacher shaking hands with her students.

6.3.4.2 Observation no. 2

The beginning of the lesson was standard. After finishing the school promise, students were asked to practice tongue–twisters in order to put themselves in the mood to learn and speak in English. Below you can see an example of a tongue–twister used during the lesson.

She sells sea shells by the sea shore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.

The tongue–twisters were recited by heart and everybody participated either in a group or individually. The teacher requested a specific student to perform the tongue–twister on his own. Then the lesson continued and followed the previous lesson concerning the song Let it be by Beatles. The students were sitting and listening to the song, the second playing of the song was accompanied by the singing and the last playing of the song was accompanied by the clapping of hands.

It was almost the second half of the lesson and the students started to translate the 4th chorus into the Czech language. It was quite interesting, because the teacher tried to explain the word "broken hearted" illustratively. The teacher cut a heart out of paper and then she drew a crack on it. The students were able to recognize the intended meaning of the teacher's demonstration. The students were not confused at the presence of different tenses and they did not ask the teacher about it. The translation was very successful.

The end of the lesson went the same way; they continued with the translation into the Czech language with the help of the teacher.

6.3.5 Waldorf principles during observed English lessons

My observations at the Waldorf school in Pardubice were quite surprising. The Waldorf pedagogy could not be followed as Rudolf Steiner mentioned in his model of the system of education for elementary schools. Rudolf Steiner presented the Waldorf education in a 12 year educational model, however, in the Czech Republic there is only the 9 year model of elementary education. This type of alternative school is most common in the Czech Republic, however, in Pardubice, there is only one Waldorf school and a nursery school.

The school educates its students and lead them to become independent human beings. The emphasis is put on the creativity, movement and support of individual talents. Teachers and especially the English teacher do not judge the students and try to help them in their learning.

The learning and teaching is done in epochs, that means that students pursue the English language for one month and then they pursue German for one month. Surprisingly, the model does not expect that after finishing the German epoch certain students cannot speak English, and that the answers and their speech is given automatically in German.

I presented at the school at the end of the English epoch, however, I could see that there were some students who answered in German to the English questions. The teacher of English confessed that the epoch causes huge problem for the children and that at the beginning of the English epoch certain students speak only in German and at the end they use the English language, but it is the end of the epoch and after finishing the German epoch the same problem persists.

The assessment is done orally during the lessons. The teacher encourages and motivates students with positive feedback. The teacher uses marks for the test evaluation during the school year; however, the final evaluation is done according the Waldorf pedagogy – with verbal evaluation.

All in all the basic principles of the Waldorf pedagogy were fulfilled, however, during my observation I saw several characteristics of the Classical Teaching Methods described by Maňák and Švec. The basic teaching method used during my observation

was the Verbal Method – the work with a text, especially with songs. The method belongs to the oldest one and it serves to transfer knowledge to students. The use of the songs went hand in hand with the other method described by Maňák and Švec – the explanation. The teacher explained the vocabulary found in the text in a demonstrational–illustrative way, she mediated the vocabulary via pictures.

The lessons were frontal taught, which means that the teacher had the lead position controlling the students and facilitating their work. This is in contradiction to the principles of alternative education, and at this point, it seems that the basic alternative method – individual work is neglected. Students did not work individually at all. The method of pair work was also not used as well as the individualized work. The students did not gain any knowledge individually, but were taught by the teacher who had the lead position in the class.

The students did learn via the drama play during my observations, they collaborated and acted in a fictitious situation through playing drama. The activity belongs to the Complex Teaching Method and it is used very often at the Waldorf school in Pardubice. The students appreciated it and it enabled the students to work with each other.

From the point of view of the Methods and approaches presented by the English authors the Grammar–Translation Method prevailed. Basically the lessons of the English language were based on this model. The students translated the songs into the mother tongue and the role of the teacher was a very traditional one, however, she did not correct every single mistake as the Grammar–Translation Method suggests and the interaction between the teacher and students was more lenient.

The grammatical issues were presented inductively, that means that students convey the rules from the examples given in the text, thus we can see that there were several elements of the Direct Method, where the inductive method of grammar teaching is characteristic.

The atmosphere in the classroom was pleasant and students were feeling good. Although the teacher was the authority figure in the classroom she ensured the security and helped students to eliminate any negative feelings of failure. During the drama play

they felt secure and they performed the roles spontaneously. Role play is one of the Desuggestopedia techniques used at alternative schools.

To conclude we can see that the basic characteristics of the Waldorf pedagogy were abided; children were at the centre of interest and the teacher was a partner to the students. However the independence and the emphasis on the independent talents of the students were neglected; I did not see any support of individual talents.

It is obvious that the alternative education takes its characteristics from the Classical Teaching Methods as well as from the modern teaching methods. However, the prevailing teaching method used in almost all the lessons during my observations was the Grammar–Translation Method which belongs to the oldest teaching method of all.

6.4 Comparison with a standard school

In the last chapter of the practical part of the diploma thesis I would like to briefly summarize the basic differences that emerged from my observations at the standard and at the alternative schools.

This part of the diploma thesis is based on the observations at the standard school in Pardubice – the elementary school Štefánikova. For the purpose of the diploma thesis I observed the lessons of the first graders and the sixth graders. Examples of the observations sheets are attached in the appendix (Appendix I,J).

6.4.1 Observation no. 1

In this chapter I would like to further comment on the observation sheet from the lesson of the sixth graders, which is attached in the appendix (Appendix I).

The lesson started exactly on time with the arrival of the teacher. At the beginning of the lesson the teacher did a warm–up activity with the students. She spoke in English and asked the students questions about their life, family and hobbies. The students were sitting separately and everyone was obeying and listening to the teacher. The students answered easily and mistakes were corrected immediately by the teacher.

The following part of the lesson was focused on revision of learning the time. The teacher used a paper clock to examine the students' knowledge and to control whether they understood the issue taught a week ago. After a brief summary of the knowledge students wrote a short test containing pictures of the clock and they were supposed to write the exact time below each picture. During the test the teacher monitored the students and she answered the students' questions. One of the students needed more time, and as a result the whole class waited for him. The teacher left him to finish the test and she did not urge him to finish quickly. The students were all the time calm and there was not any noise in the classroom.

The correct answers, after the test, were written on the blackboard by the students so everyone had a chance to see the correct results. The questions were answered by the teacher.

Thereafter, the class worked with a textbook; they listened and repeated the correct pronunciation of the new vocabulary, and continued with the listening exercises and translation of the text from the textbook.

All in all, during the lesson, it was obvious that there was a certain system and rules that everyone followed. The students were listening to the teacher; they were calm and behaved very politely. The teacher used positive oral evaluation and she praised the students.

The teacher used the Frontal Teaching method; the students did not work in pairs or in groups due to the fact that the Group Work or Pair Work does not work well in this class because of the discipline. During the lesson the teacher used the Classical Teaching Method – the Verbal Methods – Conversation, the teacher tried to activate the students' motivation via various questions. The second part of the lesson was devoted to the Grammar–Translation Method. The students translated the story from the textbook to their mother tongue.

6.4.2 Observation no. 2

The second observation sheet attached in the appendix (Appendix J) is focused on the lesson of the first graders. This chapter is aimed as a further commentary of the lesson.

The lesson started exactly on time. At the beginning of the lesson the teacher examined the volunteers for the vocabulary (parts of the body). After the examination she presented new vocabulary – feelings. She used the pictures of a kite. The pictures were very interesting and it was obvious that the students liked the activity very much. The teacher was the authority figure in the class and students repeated the vocabulary after the model. Then she wanted the students to use the vocabulary in different sentences. She asked students about their feelings and they answered using the new vocabulary (sad, happy, good, fine, bad etc).

Then each student obtained a piece of paper with pictures of kites and they cut the kites out and coloured them. After completing the task the students were gathered on the carpet sitting in a big circle. Everyone had pictures of the kites cut out and they played a game together using the kites. They asked each other about the feeling in the pictures.

The final part of the lesson was devoted to the revision of the vocabulary, the teacher asked every student about his or her feeling. At the very last part of the lesson everyone repeated the parts of the body. The final question of the teacher was: "What did you learn today?" and everyone answered. That was quite interesting because the students left the classroom with the awareness that they really had learnt something (at least one new word).

During the lesson I observed the different teaching methods. The teacher used the Frontal Teaching as well as the Group Work. The Demonstrational-Illustrative Method was used to show the new vocabulary. Another Classical Teaching Method used in the English lesson was the Practical-Skill Method, when students cut the kites out and coloured the pictures.

Students were evaluated orally (good job, excellent, great, well done etc) and the oral examination done during the lesson was assessed with marks. The attitude of the teacher was authoritative; moreover, the students did not consider the teacher as their friend. Their relationship was not as close as it is at the alternative schools.

6.4.3 Differences between the alternative and standard school

During my observations I found that it was hard to state what is an alternative teaching method and what it is not. I presumed that at the alternative schools teachers would use different teaching methods than at the standard one. However, it is not always true. During my observations at the standard school it emerged that the teacher used the same methods as at the alternative schools.

The teaching methods were always changing because of the change of the activities in the lesson. The teaching of the English language is very specific and the lessons are diverse. During my observation at the standard school I observed different kinds of teaching methods such as: The classical Teaching Methods – Verbal Method (explanation, narration, and conversation), Demonstrational–Illustrative Methods (demonstration and observations, work with picture), Discussion Methods, Problem Solving Method, Complex Teaching Methods – Frontal Teaching, Pair Work, Group Work, Brainstorming, Computer Supported Teaching And Grammar–Translation Method.

We can see that the teaching methods used at the alternative and the classical schools are almost the same, however, there is a big difference between these types of schools. It is the singularity of the students and the emphasis on their needs. It seemed to me that the teachers pay more attention to the needs and feelings of the students at the alternative elementary schools, whereas at the standard school the needs and the feelings of the students are neglected. The relationship between a student and a teacher at the standard school was not as warm as at the alternative schools.

Moreover, the organization of the lesson is also different. Everything is influenced by the students and their desire to work at the alternative schools. However, the organization of the lesson at the standard school is more fixed with rules and regulations that are valid for everyone and its observance is required.

The standard elementary school Štefánikova use textbooks (Projects, Tom Hutchinson), workbooks and exercises books and sometimes a dictionary. Teachers follow the units in the textbook adding extra interesting activities. Students are evaluated with marks (1 – 5) and they receive school reports twice in a school year.

The School Educational Programme of the elementary school Štefánikova does not present the English language field as it is in the School Educational Programme of the Montessori and Waldorf school. The teachers of the English language have the final state exam in English and they participate in further language education.

To conclude the alternative schools are more student-centred, more oriented to students' needs and desires, whereas the standard schools are knowledge-centred. The knowledge, grammar and vocabulary is preferred to the needs of children. The knowledge is transferred systematically and everything has its structure – students sit at the desks, listening to the teacher who has absolute power in the class at the standard school. The alternative schools are more lenient; the behaviour of the students would be incomprehensible at the standard school where students learn in an entertaining and pleasant atmosphere and where a teacher is understood as their friend.

7 CONCLUSION

Alternative schools belong to the modern and popular schools, and people are becoming more and more aware of these types of schools. Alternative schools are characterized by the individualized approach to its students and parents often prefer the alternative school to the standard one. However, this theme is a little bit controversial, because some of the parents still do not perceive the alternative schools positively.

The diploma thesis focused on the education of the English language at the chosen alternative schools in Pardubice. The diploma thesis is divided into two parts.

The first part is directed at the theory and methodology of language teaching. Teaching methods and approaches are presented according to Czech and foreign authors. This part presents standard and modern teaching methods used at schools. Furthermore, the first part contains the theory and division of alternative schools.

The second part of my diploma thesis is the practical exploration of the language education system at the chosen alternative schools in Pardubice. For the needs of the diploma thesis I chose two alternative schools – the Montessori and Waldorf school. The practical part of the diploma thesis presents the system of education, the syllabus, English lessons, the role of the teacher, evaluation and the fulfilment of the alternative principles at the chosen alternative schools.

At the end of the practical part I tried to compare the English lessons at the chosen alternative schools with the English lessons at the chosen standard school, which was not straightforward because I found that the alternative elements of the teaching methods appeared just as good at the standard school.

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11 APPENDICIES

Appendix A: Foreign Language (Framework Educational Programme)

Appendix B: School Educational Programme Waldorf school Pardubice

Appendix C: School Educational Programme Montessori school Pardubice

Appendix D: School Educational Programme Štefánikova school Pardubice

Appendix E: Teaching Methods by Maňák and Švec (2003)

Appendix F: Observation sheet Montessori Pardubice

Appendix G: Observation sheet Montessori Pardubice

Appendix H: Observation sheet Waldorf

Appendix CH: Observation sheet Waldorf

Appendix I: Observation sheet Pardubice Štefánikova

Appendix J: Observation sheet Pardubice Štefánikova

Appendix K: Evaluation Montessori Pardubice

Appendix L: Pictures from the Waldorf school

Appendix A: Framework Educational Programme

5.1.2 FOREIGN LANGUAGE

Educational content of the educational field

RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS

Expected outcomes – Period 1

pupils will

- *pronounce and read correctly in terms of phonetics an appropriate vocabulary range*
- *understand simple instructions and sentences and respond appropriately*
- *distinguish between the written and spoken form of a word*
- *understand the content and meaning of a simple, slow and carefully pronounced conversation between two people, provided there is enough time for understanding*
- *use an alphabetical glossary in a textbook*

RECEPTIVE LANGUAGE SKILLS

Expected outcomes – Period 2

pupils will

- *understand familiar words and simple sentences related to the topics being covered*
- *understand the content and meaning of simple authentic materials (magazines, pictorial and listening materials) and use them in their activities*
- *read a simple text aloud containing familiar vocabulary; reading is fluent and phonetically correct*
- *find necessary information in a simple text and formulate an answer to a question*
- *use a bilingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected outcomes – Period 2

pupils will

- *form a simple written message, short text and response to a message that is correct in terms of both grammar and form; fill in a form with their personal data*
- *reproduce, both orally and in writing, the content of a text and simple conversation of appropriate difficulty*
- *modify short texts while adhering to their meaning*

Stage 1

INTERACTIVE LANGUAGE SKILLS

Expected outcomes – Period 2

pupils will

- participate actively in a simple conversation, greet and say good-bye to ***both an adult and a friend***; ***provide the required information***

Subject matter

- **rules of communication in common everyday situations** – greetings, thanking, introductions
- **simple messages** – address, congratulations, holiday greeting and letter, apology, request
- **theme areas** – home, family, school, free time and leisure activities, clothing, shopping, nature and weather, traditions and customs, holidays, important geographical data
- **vocabulary and word formation** – synonyms, antonyms, meaning of words within context
- **basic grammatical patterns and types of sentences** – simple sentences, forming questions and negations, word order in a sentence

Stage 2

RECEPTIVE LANGUAGE SKILLS

Expected outcomes

pupils will

- ***read aloud texts of appropriate length, fluently and respecting the rules of pronunciation***
- ***understand the content of simple texts in textbooks and the content of authentic materials using visual aids; find familiar expressions, phrases and answers to questions in texts***
- ***understand simple and clearly pronounced speech and conversations***
- ***infer a likely meaning of new words from context***
- ***use a bilingual dictionary, look up information or the meaning of a word in an appropriate monolingual dictionary***

PRODUCTIVE LANGUAGE SKILLS

Expected outcomes

pupils will

- *form a simple (oral or written) message related to a situation from family and school life and other studied theme areas*
- *create and modify grammatically correct simple sentences and short texts*
- *provide a brief summary of the content of a text, speech and conversation of appropriate difficulty*
- *request simple information*

INTERACTIVE LANGUAGE SKILLS

Expected outcomes

pupils will

- *in a simple manner, make themselves understood in common everyday situations*

Subject matter

- **simple messages** – address, responding to being addressed, greetings, welcoming, saying good-bye, introductions, apologies, responding to an apology, thanking and responding to being thanked, pleas, requests, wishes, congratulations, requests for help (services, information), agreement/disagreement, meetings, social plans
- **basic relationships** – existential (Who?...), spatial (Where? Where to?...), temporal (When?...), qualitative (What? Which? How?...), quantitative (How many/much?...)
- **theme areas** – home, family, housing, school, free time and leisure activities, personal letters, forms, questionnaires, sport, healthcare, food, in town, clothing, shopping, nature, weather, people and society, travelling, the socio-cultural environment of relevant language areas and the Czech Republic
- **vocabulary and word formation**
- **grammatical structures and sentence types, lexical principles of orthography**

Appendix B: School Educational Programme Waldorf school Pardubice

6. třída

Děti v 6. třídě jsou už v pubertě. V tomto školním roce je důležitý pořádek, struktura a přehledné plánování vyučování. Jejich rozumové schopnosti umožňují systematicky přehled už naučeného a budoucího učiva. V tomto věku začínáme učit časování sloves. Můžeme s dětmi prodiskutovat, kolik je možné probrat učiva např. za měsíc a tak musí být i zkoušeno, protože děti musí vědět, co se naučily, co se nemohly naučit a proč. Můžeme s nimi také diskutovat o tom, jakou formou se nejlépe učít slovička.

Při ústní práci hrajeme dramatické hry, ale i humorné. Hrajeme krátké dramatické scénky. Používáme i nespisovnou řeč.

Hlavními tématy 6. Až 8. třídy je zeměpis, lidé a dějiny zemí hovořících tímto jazykem.

Je položen základ gramatiky a slovní zásoby, proto by se měly děti samostatně vyjadřovat v angličtině. Pro psaný jazyk jsou základem dopisy, jednoduché popisy, deníky a obsahy příběhů.

V 6. třídě musí učitel počítat s velkými rozdíly ve schopnostech dětí. Proto by měly být všechny úkoly dány tak, aby vyhovovaly jednotlivým pokročilostem dětí. To neznamená, že by děti musely být rozděleny podle výkonů. Dobré jsou skupiny asi 18 dětí, ale v tomto věku není smysluplné už děti dělit podle výkonů. Děti, které přišly do školy v pozdějších ročnících by měl učitel co nejčastěji doučovat po vyučování.

Očekávané výstupy RVP	Výstupy školy	Učivo	Přesahy a vazby průřezová témata
<p>J01 – rozumí informacím v jednoduchých poslechovéch textech, jsou-li pronášeny pomalu a zřetelně</p> <p>J02 – rozumí obsahu jednoduché a zřetelně vyslovované promluvy či konverzace, který se týká osvojovaných témat</p> <p>J03 – žák se zeptá na základní informace a</p>	<p>Rozumí obsahu jednoduchých textů a je schopen v nich vyhledat základní informace</p> <p>Odhadne významu nových slov hlavně pomocí dramatizace</p>	<p>Recitace, písně a dramatické básně</p> <p>Krátké dialogy z každodenního života, např. život ve městě a na vesnici, prázdniny, nakupování, roční období, svátky, počasí, sport a hry</p> <p>Dramatické a humorné dialogy</p> <p>Četba souvislejších textů (dobrodružná literatura)</p>	<p>Zeměpis,</p> <p>Český jazyk,</p> <p>Výtvarná výchova,</p>
<p>adekvátně reaguje v běžných formálních i neformálních situacích</p> <p>J04 – mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech</p> <p>J06 – vyhledá požadované informace v jednoduchých každodenních autentických materiálech</p> <p>J07 – rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace</p> <p>J08 – vyplní základní údaje o sobě ve formuláři</p> <p>J09 – napíše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat</p> <p>J10 – reaguje na jednoduché písemné sdělení</p>		<p>Zeměpis a kultura anglicky mluvících zemí</p> <p>Návrhy pro gramatiku :</p> <p>Přehled a doplnění jednotlivých slovních druhů</p> <p>Stupňování přídavných jmen</p> <p>Počitatelná a nepočitatelná podstatná jména</p> <p>Vazba There is..., There are...</p> <p>Osobní zájmena v předmětovém tvaru</p> <p>Rozkazovací způsob</p>	

CIZÍ JAZYK – ANGLICKÝ JAZYK

CHARAKTERISTIKA

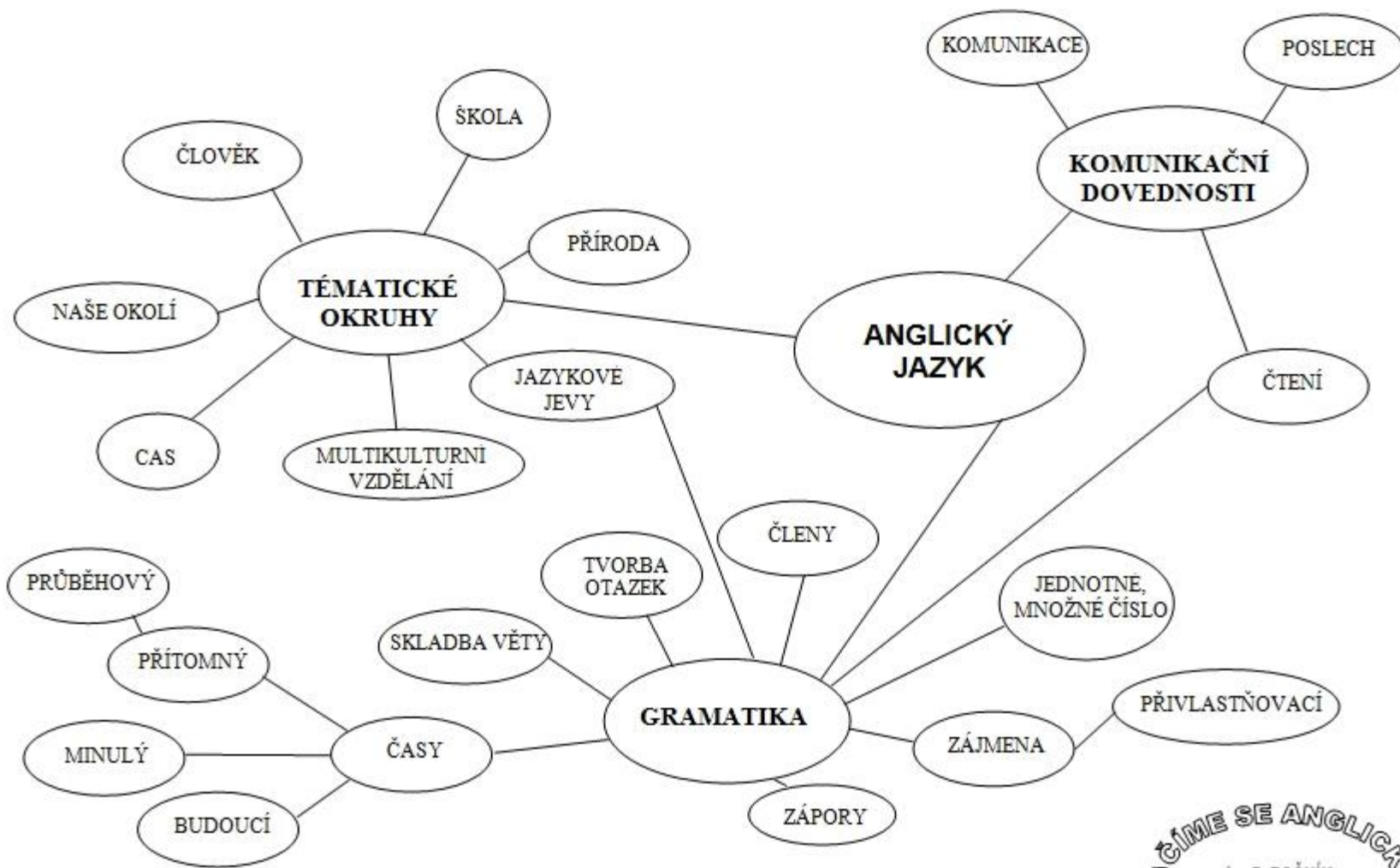
Seznamování s anglickým jazykem v Montessori třídách probíhá již v mateřské škole a na základní škole pokračuje v prvním ročníku v rozsahu pěti hodin týdně v dopoledních i odpoledních hodinách. Výuka je v souladu s nejnovějšími výzkumy a moderními metodami doporučenými pro výuku žáků mladšího školního věku. Tyto metody zdůrazňují rozvoj poslechových a komunikačních dovedností a aplikaci nabytých znalostí do kontextu. Čtení a psaní je odsunuto na pozdější dobu (třetí ročník), kdy žáci již nabyli základní komunikační dovednosti a dokáží aplikovat jim známé gramatické jevy v praxi.

Tento způsob výuky podporuje přítomnost anglicky mluvícího lektora, jehož úkolem je simulovat anglicky mluvící prostředí. Po celou dobu výuky tedy mluví jen anglicky. Lektor nepracuje pouze frontálně s celou třídou, ale i v malých skupinách a individuálně s jednotlivými dětmi, kdy žáky podporuje v používání anglických frází a procvičování jednoduché anglické konverzace. Lektor organizuje výuku, zadává a kontroluje úkoly, organizuje přesuny a zajišťuje práce na dlouhodobých a krátkodobých projektech. Žáci vytvářejí, spoluvytvářejí a postupně s věkem přebírají větší zodpovědnost za tyto projekty, které zahrnují výtvarné práce, domácí a zemědělské práce, výrobu trojrozměrných předmětů, práci se slovníkem, počítačem nebo internetem. Tato forma výuky je v souladu s pedagogikou Marie Montessori, která u dětí podporuje rozvoj zodpovědnosti za vlastní vzdělávání.

Výuka anglického jazyka prolíná různými předměty. V prvním ročníku je to výtvarná a tělesná výchova, ve druhém ročníku výtvarná výchova a matematika a od třetího do pátého ročníku je to výtvarná a kosmická výchova. Tematické okruhy těchto předmětů přirozeným způsobem rozšiřují slovní zásobu žáků. Jejich široké spektrum také zajišťuje praktickou výuku základních gramatických jevů v jejich rámci raději než teoretické vysvětlování a procvičování. Ve výuce se ale objevují i prvky hudební a dramatické výchovy, protože výuka je obohacena o písničky, říkadla, námětové a

dramatické hry. Tyto hry, písničky a říkadla žáky nejen motivují, ale umožní jim zábavnou formou procvičovat nově nabyté gramatické jevy a fráze a jejich výslovnost, podporují je při samostatném vytváření vět a otázek.

Od třetího ročníku se děti seznamují s psanou formou anglického jazyka a základními rozdíly mezi psaným a mluveným jazykem. Výuka se opírá o již nabyté znalosti a zaměřuje se na známá témata. Tím se předchází špatné výslovnosti a komolení slov. Tento způsob děti motivuje, protože pracují se slovy a pojmy, které již znají. Čtení, psaní a gramatické jevy jsou doplněny o práci s učebnicí, která se stává doplňkem výuky. Během tohoto období také nastává přechod k občasnému využití mateřského jazyka, a to zejména při vysvětlování složitějších gramatických jevů, kdy použití české terminologie umožňuje žákům nový jazykový jev rychleji a snadněji pochopit. Od třetího ročníku část výuky zajišťuje učitel a anglicky mluvící lektor se účastní jen konverzační části výuky.



školní rok: _____ jméno: _____

ČÍME SE ANGLICKY?
1. - 5. ROČNÍK

Appendix D: School Educational Programme Štefánikova school Pardubice

Charakteristika ŠVP

Zaměření školy

Naše škola ve svém ŠVP vychází z tradičního pojetí výuky, klade důraz na obecně uznávané hodnoty týkající se vzdělání i chování. Chce navázat do stávající kvalitu přípravy absolventů, která rozvíjí a upevňuje pozitivní a aktivní přístup k životu.

Snaží se nabízet vedle všeobecných znalostí a dovedností i určitou profilaci. Rodiče si mohou zvolit, zda dítě zapíše do třídy, ve které je od 1. ročníku vyučován cizí jazyk a další cizí jazyk od 5. ročníku, nebo do standardní třídy, kde je cizí jazyk vyučován od 3.ročníku a hodinově jsou zvýhodněny hodiny českého jazyka a matematiky. Od 6. třídy školní učební plán nabízí volitelné předměty podle zaměření žáka – žáci orientovaní na jazyky pokračují v dalším cizím jazyce, žáci se zájmem o IT si mohou zvolit počítačovou grafiku, ostatní mají zařazené procvičující hodiny – cvičení z českého jazyka a matematiky, semináře z PŘ, ZE, D apod. Samozřejmostí je prostupnost jednotlivých směrů v závislosti na vývoji žáka, jeho přání a výsledcích.

Chceme:

- předkládat žákům méně encyklopedických poznatků, propojovat znalosti s jejich praktickým využitím
- motivovat žáky k samostudiu a ochotě vyhledávat samostatně fakta a potřebné údaje pro splnění konkrétních úkolů
- vedle tradičních metod výuky zavádět skupinové a individuální metody práce, vést žáky k týmové práci a zodpovědnosti za výsledek, vzájemné pomoci i respektování různosti zájmů, schopností a osobnostních rysů členů skupiny
- udržet, popř. i zlepšit stávající kvalitu výuky cizích jazyků (Aj a Nj, Rj)
- vést žáky k zodpovědné volbě povolání. Prostřednictvím nabídky VP pomoci každému žákovi vybrat obor, pro který má schopnosti a ve kterém bude mít předpoklady být úspěšný
- podporovat využívání internetu a počítačů jak přímo ve výuce, tak při zpracovávání individuálních prací, naučit žáky využívat různých informačních zdrojů, pracovat s prameny, analyzovat je a samostatně zpracovávat při konkrétních úkolech

- vštěpovat žákům úctu k dospělým i vrstevníkům, respekt k odlišnosti ostatních a být jim osobním příkladem
- důslednou prevencí a taktním výchovným působením předcházet nežádoucímu chování ve škole i mimo ni

Profil absolventa

- rozhoduje samostatně a zodpovědně
- je schopen pracovat ve skupině i samostatně
- je aktivní při řešení problémů, je schopen vyhledat informace a zpracovat je přiměřeně věku a schopnostem
- zodpovědně a svědomitě plní zadané úkoly
- aktivně naslouchá a kultivovaně diskutuje
- chová se zodpovědně ke svému zdraví i zdraví spolužáků
- rozpozná a odmítá negativní jevy ve svém okolí
- podle svého zaměření je schopen a ochoten vzdělávat se v oboru, který si zvolil, uvědomuje si význam vzdělání
- respektuje a dodržuje společenské a morální normy a zákony

Appendix E: Teaching Methods by Maňák and Švec (2003)

3. Aktivizující výukové metody

- 3.1. Metody diskusní
- 3.2. Metody heuristické, řešení problémů
- 3.3. Metody situační
- 3.4. Metody inscenační
- 3.5. Didaktické hry

4. Komplexní výukové metody

- 4.1. Frontální výuka
- 4.2. Skupinová a kooperativní výuka
- 4.3. Partnerská výuka
- 4.4. Individuální a individualizovaná výuka, samostatná práce žáků
- 4.5. Kritické myšlení
- 4.6. Brainstorming
- 4.7. Projektová výuka
- 4.8. Výuka dramatem
- 4.9. Otevřené učení
- 4.10. Učení v životních situacích
- 4.11. Televizní výuka
- 4.12. Výuka podporovaná počítačem
- 4.13. Sugestopedie a superlearning
- 4.14. Hypnopédie

2.1.1. Vyprávění

2.1.2. Vysvětlování

2.1.3. Přednáška

2.1.4. Práce s textem

2.1.5. Rozhovor

2.2. Metody názorně-demonstrační

2.2.1. Předvádění a pozorování

2.2.2. Práce s obrazem

2.2.3. Instruktaž

2.3. Metody dovednostně-praktické

2.3.1. Vytváření dovedností

2.3.2. Napodobování

2.3.3. Manipulování, laborování, experimentování

2.3.4. Produkční metody

Appendix F:

FORMULÁŘ PRO HOSPITACI

Škola ZŠ Pardubice Polabiny - Montessori

třída: 1.

VLASTNÍ HOSPITAČNÍ ZÁZNAM

Čas	Charakteristika sledovaných pedagogických jevů	
9:10	Začátek hodiny, příchod do hodiny	
9:12	Pozdravení se s učitelkou a se žáky <ul style="list-style-type: none">• krabice se zvířátky písnička• další aktivity: touch your nose, eyes, mouth• What is your favorite number?• Poslech písničky	pozitivní hodnocení aktivity studentů
9:30	Do you want a chocolate cake? <ul style="list-style-type: none">• studenti odpovídají - yes/no	studenti, neodpovídají celou větou
9:39	Rozhlas - hlášení o Hromnicích	
9:44	O čem byl rozhlas?	
9:45	Každý obdrží kousek čokolády na otázku <ul style="list-style-type: none">• "Do you want a chocolate cake?"	
	Přestávka	
10:10	Zvoneček - a dále hra Simon says	studenti neznají slova
10:20	Vybarvování dortíků	písniček a
10:40	Písnička o sněhulákovi a konec hodiny	říkanek

Appendix G:

FORMULÁŘ PRO HOSPITACI

Škola ZŠ Pardubice Polabiny - Montessori

třída: 1.

VLASTNÍ HOSPITAČNÍ ZÁZNAM

Čas	Charakteristika sledovaných pedagogických jevů	
8:10	Převlékání studentů	
8:15	Studenti nastoupili do tělocvičny, převlečení	Studenti se
8:15	Nejprve rozehřátí studentů <ul style="list-style-type: none">poslouchají pokyny: jump, run, left side, atd.	aktivně zapojují do hodiny
8:20	Do kroužku - za úkol tvoří kroužky dle pokynů (velký, malý)	
8:22	Obrázky zvířat - učitelka ukazuje a říká studentům slovíčka	
8:25	Pantomima - studenti předvádí zvířátka	
8:25	Hra na honěnou - opičky hodí jiná zvířátka	
8:30	Přesun do vedlejší tělocvičny	Vybarvování
8:31	Přeskakování žíněnek až do konce 1.části hodiny Dále je přestávka a přesun žáků do učebny	a kreslení studenty
9:00	Počítání a opakování číslovek, oblíbená číslovka <ul style="list-style-type: none">studenti shromáždění na koberci	natolik baví, že chtějí pokračovat i
9:15	kreslení příšer a vybarvování, které trvá do konce hodiny	v další hodině

Appendix H:

FORMULÁŘ PRO HOSPITACI

Škola ZŠ Pardubice Waldorfská

třída: 6.

VLASTNÍ HOSPITAČNÍ ZÁZNAM

Čas	Charakteristika sledovaných pedagogických jevů	
12:10	Začátek hodiny, podání ruky s učitelkou <ul style="list-style-type: none">• školní slib• říkanky a jazykolamy na procvičení	Tuto písničku si studenti sami zvolili
12:15	Zpívání písničky Let It Be od Beatles <ul style="list-style-type: none">• studenti zpívají písničku• poslouchají a opakují• učitelka vysvětluje anglická slovíčka anglicky	Aktivitu na slovíčka studenti velmi dobře znají a slovíčka uměli perfektně
12:25	Studenti dostávají čokoládu, protože učitelka slaví narozeniny	
12:30	Aktivita na slovní zásobu <ul style="list-style-type: none">• studenti si sami vytvořili kartičky• z jedné strany je slovíčko a z druhé strany je opis daného slova• studenti se navzájem zkouší ze slovíček	
12:40	Aktivita William Tell and other stories <ul style="list-style-type: none">• čtení povídky• dále povídku hrají na chodbě	

Appendix CH:

FORMULÁŘ PRO HOSPITACI

Škola ZŠ Pardubice Waldorfská

třída: 6.

VLASTNÍ HOSPITAČNÍ ZÁZNAM

čas	Charakteristika sledovaných pedagogických jevů	
10:20	Začátek hodiny, někteří studenti dorazili pozdě <ul style="list-style-type: none">• u dveří jim učitelka potřese rukou a přivítá se s nimi	Příchod
10:25	Studenti přeřikají school promis <ul style="list-style-type: none">• u slibu stojí• opravdu ho říká každý	pozdě nebyl jakkoliv kážeňsky řešený
10:32	dále jazykolamy Studenti si vydávají složku s písní od Beatles - Let It Be <ul style="list-style-type: none">• s písní pracují až do konce hodiny• nejprve mají za úkol najít rozdílnost v textu• text je v určité části jiný než hudba• vysvětlení slovíček• překládání sloka po sloce, učitelka pomáhá• upozorňuje je na určité gramatické jevy - 3. os. jednotné číslo shine/shines (přidání s)• dále úvaha, proč se písnička jmenuje Let It Be	Hodina byla jednoznačně zaměřené na jednu aktivitu - překlad textu písně a poslech

Appendix I:

FORMULÁŘ PRO HOSPITACI

Škola ZŠ Pardubice Štefánikova

třída: 6.

VLASTNÍ HOSPITAČNÍ ZÁZNAM

čas	Charakteristika sledovaných pedagogických jevů	
8:00	Úvod hodiny, učitelka sdělí studentům, co je dnes čeká <ul style="list-style-type: none">• na začátku se ptá studentů na různé otázky typu: Jak se máš? Co děláš? Máš sestru? Kolik je hodin?• Dále se ptá, kolik je hodin	Studenti sedí každý sám v lavici
8:05	Studenti píší krátký test zaměřený na znalosti času	Ve třídě je kázeň
8:15	Správné odpovědi sepíší na tabuli po skončení testu	
8:20	Pracovní sešit strana 76 <ul style="list-style-type: none">• studenti opakují po učitelce výslovnost slovíček• každý opakuje	Učitelka je autorita a studenti ji poslouchají
8:28	<ul style="list-style-type: none">• dále pracují s učebnicí na straně 42 - poslech textu a překlad	
8:42	Školní hlášení	Každý student pracuje
8:43	Dokončení překladu Konec hodiny	

Appendix J:

FORMULÁŘ PRO HOSPITACI

Škola ZŠ Pardubice Štefánikova

třída: 1.

VLASTNÍ HOSPITAČNÍ ZÁZNAM

Čas	Charakteristika sledovaných pedagogických jevů	
8:00	Pozdravení se se studenty Zkoušení částí těla - hlava, ramena, nos, ústa, uši, oči <ul style="list-style-type: none">• jsou zkoušení dobrovolníci	Studenti byli po celou dobu velmi kladně ústně hodnoceni ze strany učitelky
8:05	Učitelka ukazuje žákům obrázky draků <ul style="list-style-type: none">• draci mají různou náladu (smutný, veselý, šťastný, atd.)• žáci opakují po učitelce slovíčka• dále se učitelka ptá žáků, jakou oni mají náladu• ptá se každého studenta na slovíčka a ukazuje na obrázky draků• studenti obdrží obrázky draků - vystříhávají si je a podepíší	
8:30	Studenti se přemístí na koberec s vystříhanými draky <ul style="list-style-type: none">• zkouší se z draků navzájem• otáčení kartiček - studenti říkají slovíčka (smutný, veselý, atd.)	Na konci hodiny se každého z nich zeptala, co se v hodině naučili
8:36	Zopakování slovíček - části těla <ul style="list-style-type: none">• studenti říkají nejprve části těla pomalu a pak co nejrychleji	
8:45	Konec hodiny	

Appendix K: The example of the evaluation – Montessori school Pardubice Polabiny 1

Na angličtině na Tebe už čekal náš nový kamarád Lucky. Těší se, až se Tebe i ostatních bude ptát, jak se máš, jakou máš oblíbenou barvu... Jeho otázky a odpovědi zvládáš s přehledem samostatně. Zatím ses anglicky seznámil s obsahem penálu a naší učebny, s novými hračkami, barvami, čísly a zvířátky. Rád přinášíš svoje věci na „show and tell“. Při práci jsi velmi aktivní, rád odpovídáš a výborně uplatňuješ své znalosti, nebojíš se skládat nové věty. Při anglickém tělocviku jsi hbitý. Alešku, vážím si Tvého aktivního přístupu!

Appendix L: Pictures from the Waldorf school

