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BAKALÁŘSKÁ PRÁCE

**Teaching English at primary school: Comparison of Waldorf and
standard Czech schools**

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Prohlášení

Prohlašuji, že jsem závěrečnou bakalářskou práci vypracovala samostatně a použila pouze uvedenou literaturu a elektronické zdroje.

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Olomouc, 2024

Poděkování

Touto cestou bych ráda poděkovala Mgr. Janě Kořínkové, Ph.D. za její ochotu, přístup a rady, které jsem obdržela během psaní bakalářské práce. Dále bych chtěla poděkovat mé rodině a blízkým, kteří mi byli velkou oporou a podporovali mě během celého studia.

Anotace

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Název práce:	Porovnání výuky anglického jazyka na prvním stupni Waldorfských a běžných základních škol
Název v angličtině:	Teaching English at primary school: Comparison of Waldorf and standard Czech schools
Zvolený typ práce:	Výzkumná práce
Anotace práce:	Tato bakalářská práce se zaměřuje na výuku anglického jazyka na Waldorfských a běžných základních školách. Zabývá se českým vzdělávacím systémem a principy Waldorfské pedagogiky. Dále se věnuje výuce anglického jazyka na obou typech škol, včetně přehledu jednotlivých kurikul, použitých výukových metod a využití didaktických pomůcek. Praktická část obsahuje porovnání výuky angličtiny na vybrané státní a Waldorfské základní škole.
Klíčová slova:	Základní škola, angličtina, výuka anglického jazyka, Waldorfská pedagogika, žáci, státní škola, Waldorfská škola
Anotace v angličtině:	This bachelor's thesis focuses on the teaching of the English language in Waldorf and regular primary schools. It examines the Czech educational system and the principles of Waldorf pedagogy. Furthermore, it addresses the teaching of English in both types of schools, including an overview of the curricula, teaching methods, and the use of educational tools. The practical part includes a comparison of English language teaching in a selected state primary school and a Waldorf primary school.
Klíčová slova v angličtině:	Primary school, English, English language teaching, Waldorf pedagogy, pupils, state primary schools, Waldorf primary schools
Přílohy vázané v práci:	Appendix n. 1: Observations in state primary school Appendix n. 2: Observations in Waldorf primary school Appendix n. 3: Interview in state primary school Appendix n. 4: Interview in Waldorf primary school Appendix n. 5: Tables of recommended curriculum – National Institute of Education

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Abstract

This bachelor's thesis focuses on the teaching of the English language in primary schools. The thesis provides introductory information about the Czech educational system and Waldorf pedagogy, describes the overall curriculum, the conduct and the structure of English lessons. This bachelor's thesis further discusses teaching methods, didactic aids, and homework assignments. The practical part is dedicated to comparing English lessons in a selected standard primary school and a Waldorf primary school. Data for the practical part were obtained from observations and interviews with individual teachers. The practical section highlights the similarities and differences in teaching at traditional state and Waldorf primary schools.

Introduction

The topic of this bachelor thesis is a comparison of teaching in standard and Waldorf elementary schools. My main motive for choosing this topic was my personal interest in this subject and to find out more information about how English language teaching differs in standard and Waldorf schools. The thesis is more closely focused on primary level and examines how English lessons are structured and how pupils are guided to learn the English language, which is essential for international communication in today's world.

This bachelor thesis is divided into theoretical and practical parts. The aim of the theoretical part is to examine this topic using both Czech and foreign literature and sources. This involves extracting and processing the most important knowledge from these sources. The theoretical part introduces the Czech educational system including the Framework Curriculum, the principles of Waldorf pedagogy and its founder Rudolf Steiner. The thesis also describes in detail both approaches of education, specifically their curriculum in individual grades and the structure of English language classes. This part also presents the choice of didactic aids and the approach to homework, while examining the different teaching methods applied in both types of educational institutions.

In the practical part, the theoretical aspects were explored through observations and interviews conducted with female teachers in a Waldorf and a classical state primary school. The main aim of this Bachelor's thesis is to investigate English language teaching in two selected primary schools and to describe the differences between the state and Waldorf schools. The thesis focuses on a comparison of lesson structure, teaching aids such as workbooks, epoch workbooks and electronic resources, the approach to homework and the teaching methods used in the classrooms.

1. Theoretical part

The theoretical part of the bachelor thesis covers the basic elements of teaching English at primary school. It examines the characteristic features of the Czech educational system and the foundations of Waldorf pedagogy, of which Rudolf Steiner is the founder. It also examines the application of teaching aids, especially textbooks and electronic resources, as well as the utilization of homework. In addition, the theoretical part outlines the teaching methods that can be used both in standard primary schools and in the Waldorf educational environment.

2. Czech educational system

Education in the Czech Republic, from preschool to higher education, falls under the jurisdiction of the Ministry of Education, Youth and Sports. The length of compulsory education is set at 9 years, which coincides with the duration of elementary education. This is provided primarily by elementary schools, which are divided into a five-year first stage for students aged 6 to 11 and a four-year second stage for students aged 11 to 15. According to the School Act, compulsory education begins at the start of the school year following the child's sixth birthday (Eurydice, 2024).

The Ministry of Education, Youth and Sports oversees private and church schools concerning compulsory education. This ensures that the state guarantees education at these institutions as long as they are registered in the School Register. It also recognizes the education obtained in these schools and ensures that, in case of difficulties, students can complete their compulsory education at public elementary schools (Eurydice, 2024).

2.1. Framework Educational Programme for primary education

Contrary to traditional primary schools, which fall under the Framework Educational Programme (FEP), Waldorf schools have their own pedagogical approach and curriculum, guided by the principles of Waldorf pedagogy, and although they are not included in the FEP, they must adhere to its fundamental principles (Pol, 1995). The Framework Educational Programme of Basic Education (FEP BE) is an official document that sets out the content of the educational process and educational objectives for pupils in primary schools in the Czech Republic (Rámcový vzdělávací program pro základní vzdělávání, 2023). According to the

Czech Ministry of Education, Youth and Sports (Rámcový vzdělávací program pro základní vzdělávání, 2023), the FEP is subordinate to the National Education Programme, which comprehensively defines education throughout the Czech Republic. The FEP sets educational standards applicable to all educational institutions, including preschools, primary and secondary schools. These FEPs define various principles, such as defining compulsory schooling and setting expected learning outcomes for individual subjects. Education and all its components within Czech schools are essentially governed by the regulations set out in the FEPs. Najvar (2010) further claims that all regular public schools also have their own school educational programmes (SEPs), which are developed at the level of individual primary schools by the teachers themselves. They must ensure that these programmes adhere to the compulsory standards set out in the FEP BE.

2.2. English language in primary schools in the Czech republic

The aforementioned Framework Educational Programme defines nine educational areas, including foreign language teaching, which belong to the category of Language and Language Communication. This category includes the educational areas of Czech language and literature, primary and secondary foreign language. According to the authors of the FEP BE, foreign language teaching is a key part of the educational process and therefore great emphasis is placed on the correct acquisition of a foreign language. The main goal is for pupils to understand the language as a tool enabling them to communicate effectively and comprehensibly and to orient themselves smoothly in foreign countries (Rámcový vzdělávací program, 2023).

The requirements for foreign language teaching are set out in the FEP BE, which is based on the Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages sets out different levels of foreign language acquisition and proficiency. After successfully completing primary education, the pupil should reach level A2 in the primary foreign language and level A1 in the secondary language. The Common European Framework of Reference (CEFR), published by the Council of Europe, defines the standards for foreign language acquisition and serves as an internationally recognised document for determining the level of knowledge and skills in a given language (Council of Europe, 2020). The document distinguishes three basic levels: A for beginners, B for intermediate and C for advanced. These basic levels are subdivided into two further levels,

namely A1, A2, B1, B2, C1 and C2. Each of these levels includes assessments of reading, listening, writing, oral interaction and independent oral skills (Najvar, 2010).

2.3. English lessons

In the primary school, the focus in English lesson is on stimulating interest and positive attitudes towards learning a foreign language, with an emphasis on developing strategies and practices that will have a lasting impact on learning throughout life. The main priority is the development of listening and speaking skills, using mainly audio-oral methods and other active approaches. Receptive skills, i.e. the ability to understand foreign language messages, are often acquired more quickly than productive skills such as actively answering and responding to questions (MŠMT, 2011).

2.3.1. Structure

The structure of lessons is not set and can differ from school to school. The lesson usually starts with a greeting and welcome, followed by a conversation with the pupils. After checking attendance, the teacher moves on to a recapitulation of previous learning, which may involve discussion with the class or individual testing of pupils (Gill, Lenochová, 2009). This introductory segment of the lesson often includes a review of what has been covered in the previous lesson, reinforced for example through exercises in the textbook or a review of the material covered (Najvar, Najvarová, Janík, 2009).

In the main part of the lesson, the teacher focuses on practising and consolidating the newly acquired knowledge. This part of the lesson is characterised by various activities which may include listening exercises, writing, conversation or other types of tasks. Interaction between teacher and pupils plays a key role, which underlines the high degree of teacher control over the lesson and the focus on active pupil involvement (Najvar, Najvarová, Janík, 2009).

The end of the lesson is usually devoted to a summary of what has been covered and a discussion where the teacher answers students' questions and resolves any discrepancies (Najvar, Najvarová, Janík, 2009). This final segment may also include a homework assignment (Gill, Lenochová, 2009). The emphasis is on the teacher's control of the lesson and systematic reinforcement of the material (Najvar, Najvarová, Janík, 2009).

2.5. Curriculum of an English lesson from the third to fifth grade

The following data in this chapter are derived solely from the tables of the National Institute for Education, whose content forms the primary school curriculum and must be followed. Extended learning material may be incorporated into the curriculum at the teacher's discretion, taking into account the individual needs of the pupils (Národní ústav pro vzdělávání, 2013). English language teaching begins according to the Framework Curriculum in third grade, unless schools specify otherwise (Rámcový vzdělávací program pro základní vzdělávání, 2023).

1.5.1. Third grade

As mentioned in the introduction, English language teaching starts in standard primary schools from the third grade, unless the school stipulates otherwise. For the third year, according to the expected outcomes of the Framework Curriculum for Primary Education, the pupil's partial outcomes are set. These outcomes support receptive, productive and interactive language skills (Národní ústav pro vzdělávání, 2013).

It is therefore assumed that the pupil reads and pronounces individual words intelligibly and can reproduce vocabulary from a familiar subject area to a reasonable extent. The learner is able to greet and briefly introduce himself/herself, understands the teacher's individual instructions and can ask and follow up a question about name or age. Students can ask short yes/no questions to check that their guesses are correct, write simple words and sentences according to a model and read them out. Another outcome is that pupils should be able to name things close to them, write them down, respond to simple, everyday commands and requests or understand slow and correctly spoken dialogue without much difficulty (Národní ústav pro vzdělávání, 2013).

There is only one cross-curricular topic area in this grade. It focuses on social development with a focus on communication including speech, sounds, words, comparing and listening. The overlapping topic extends into Czech language, where, as in English, the pupil has to respect the basic rules of communication. The compulsory curriculum for the third grade is described in the following table n. 1.

Text types:	Topic areas:	Linguistic resources:
• Greetings • Instructions and orders at school • Simple application • Dialogue • Questions and short answers • Rhymes, poems and songs • Picture books, comics	• Alphabet • Numerals 1 - 12 • Basic colours • School supplies and classroom • Selected pets • Moods and feelings • Face and body - basic senses • Family • My room • Clothes • Children's drinks and food • Toys • Personal information • Days of the week	• Indefinite article and basic subjunctive nouns • Regular formation of plural nouns • Basic adjectives • Personal pronouns • Basic numerals • Command mode • Positive and negative answer • The verb "have got" in question and answer • The verb „like" in a positive sentence and a question • Vowels and their pronunciation, word accent • Spelling • Prepositions of place or time

Table n. 1: The required curriculum for the third grade

Source: Národní ústav pro vzdělávání, own processing of the table

4.5.2 Fourth grade

Like the third year, the fourth year contains expected student outcomes. The pupil should understand the meaning of reasonably difficult recordings, the information sought in the recording or simple instructions from the teacher and respond to them. Students can search for familiar words and sentences in simple texts, match familiar words and sentences to pictures or read aloud a short text containing familiar vocabulary (Národní ústav pro vzdělávání, 2013).

They can search for the required information in simple texts, correctly answer questions about the text, or look up unfamiliar words in a picture dictionary. Pupils can write a postcard and a simple message to a friend, describe a picture or repeat a poem or rhyme by memory. Expresses simple basic information, varying it using vocabulary learned. Students can say hello and goodbye, ask the time and answer what time it is, or simply ask for something and say thank you (Národní ústav pro vzdělávání, 2013).

Cross-curricular topics in the fourth year again focus on social development and communication, where observation and empathetic listening are practiced. There are also human relationships, more specifically the importance of the quality of human relationships, tolerance and empathy. The overlaps are again into the Czech language, where the pupil can distinguish the types of words (Národní ústav pro vzdělávání, 2013). Table n. 2 below shows the content of the fourth grade curriculum.

Types of texts:	Topic areas:	Linguistic resources:
• Greetings • Simple request and simple gratitude • Simple instructions and commands at school • Simple description • Postcards • Simple email, letter or SMS • Simple enquiry • Sayings, poems and songs • Simple picture books • Simple instructions • Comics	• Alphabet • Numerals 1-20 • My house: rooms and furniture • City • Weather • Time: hours, days of the week, months of the year • Hobbies and leisure • Animals at the zoo • Classroom and school • Basic food, foods and tastes • Basic geometric shapes • Celebrating birthdays and selected holidays • Children and young people in English-speaking countries	• Indefinite and definite article • Determining countability with „much/many“ • Noun • Selected adjectives • Interrogative and possessive pronouns • Basic numerals • Binding there „is/there are“ • Verb „can“ in affirmative, question and negative sentences • Prepositions of place • Positive and negative commands • Questions to determine the position of things and persons • Determining time, questions on time • Verbs „to be / to have“ • Present simple tense • Verbs of positive and negative sentences • Question, short answer both positive and negative • Basic phonetic features • Combining vowels into words and their pronunciation • Spelling - basic rules for writing words

Table n. 2: The required curriculum for the fourth grade

Source: Národní ústav pro vzdělávání, own processing of the table

2.5.3 Fifth grade

The fifth year has the most in terms of outcomes and curriculum compared to the third and fourth years. The outcomes are very comprehensive and there are several of them. Pupils can find familiar words and sentences in simple texts and understand short and simple instructions in the text. They can understand a short text with pictures, find information on a simple topic in a magazine or on a website or understand the content and meaning of a simple dialogue and recording. The learner can pronounce a simple reading text with familiar vocabulary, find the required information in a simple text and produce an answer to a question based on a simple and well-known text. In terms of productive language skills, the student can fill in personal details on a form, respond to a short simple message or write a congratulatory and informal letter to a friend. In terms of oral expression, the pupil can reproduce the main ideas from a text, picture or outline (Národní ústav pro vzdělávání, 2013).

The cross- curricular topics are also richer in terms of content compared to the previous two years. There is a renewed emphasis on social development and communication, this time in communication in different situations, active listening or getting to know people and avoiding mistakes in contact with them. There is also multiculturalism, more specifically the specific features of languages and their equivalence, or listening to others. Civil society and the school is also covered, this cross-cutting theme is further specified on pupils' participation in the life of the school and the local community. In addition, the customs and traditions of the peoples of Europe can be also found in this section (Národní ústav pro vzdělávání, 2013). Table n. 3 shows the content of the curriculum that students must acquire in the fifth grade.

Types of texts:	Topic areas:	Linguistic resources:
• Greetings • Congratulations • Holiday greeting cards • Flyer and poster • Short informal letter • Simple email, letter, SMS • Simple request • Simple instructions in text • Sayings, poems and songs • Simple picture books • Simple instructions • Comics	• Digits 1 - 100 • Home and family • City and countryside • Names of occupations • Human body • Leisure and hobbies • Seasons and weather • Time: hours, days of the week, months of the year • Animals in the wild • School and subjects • Food and groceries • Christmas, Easter and other holidays • Children and young people in other European countries	• Definite and indefinite article • Plural of subordinate nouns • Possessive adjective pronouns • Demonstrative and possessive pronouns • Basic and ordinal numerals • The verb 'to be, to have, can' in the announcement clause, in the question and in the negative, full and shortened forms • Full-meaning verbs for everyday activities • Prepositions of time and place • Questions with „who/what/when/where/how/why” • Word order in sentence and question • Present tense simple • Present tense continuous • Basic phonetic features • Basic word pronunciation rules • Spelling of learned words and shapes

Table n. 3: The required curriculum for the fifth grade

Source: Národní ústav pro vzdělávání, own processing of the table

2.6. Usage of textbooks

Unlike Waldorf education, the use of textbooks in English classes in regular primary schools is more than common. The Ministry of Education issues schools with a list of textbooks and teaching materials approved for teaching individual subjects. At present, a total of 233 textbooks for English language teaching are approved by various publishers worldwide, while 30 English language textbooks are the work of Czech authors and are published by Czech publishers. All these textbooks can be purchased together with a workbook (Seznam učebnic a učebních textů se schvalovací doložkou pro základní vzdělávání, 2024).

The most important task for teachers is to evaluate textbooks and assess their suitability for teaching purposes before the lesson begins. This evaluation involves a thorough analysis of the strengths and weaknesses of the materials. An integral part of this process is to analyze the various components of the textbook, including units, topics, vocabulary, and exercises, to ensure that the teacher can make the best use of it (Celce-Murcia, 2001).

Ur (1991) further claims that textbooks provide teachers and students an outline of the syllabus, which is beneficial to both sides since it offers them an awareness of what has already been covered and what is still to come. Nevertheless, teachers should carefully choose textbooks for their students, opting for those richly and vividly illustrated, particularly suitable for younger learners. Scrivener (2011) acknowledges that teachers also may find it more profitable to rely on the textbook because it provides lesson ideas and support for teachers without addressing the potential drawbacks of using textbooks. Brown (2007) conversely claims that teachers often struggle with the pressure to come up with complex, original or highly creative activities while the textbook serves as an instant repository of material.

2.7. Usage of electronic media

In contemporary educational practices, educators strive to remain abreast of current trends, prompting them and educational institutions to incorporate modern technologies into the instructional process. Modern technologies are regarded as indispensable components within the framework of contemporary pedagogy (Krpejšová, Betáková, 2021).

There are several devices that the teacher can use in the classroom. The computer is the most common device that students can use independently in class according to instructions by the teacher. According to Ur (1996), teaching English on computers contributes to students' computer literacy, which is crucial in today's world. This style of teaching is not only entertaining and engaging for younger learners, but also serves as a motivating factor for their learning efforts. Scrivener (2011) in addition argues that teachers should judiciously choose the activities used on computers and can also create tests or worksheets for students to complete on them. These teaching methods can be implemented either with a group of pupils (ideally 2 to a maximum of 4 pupils) sharing one computer or with individual pupils using their own computers.

In addition to the aforementioned device, educators may also use a projector to provide materials that can be vivid or enriched with diverse illustrations, attracting students' attention more successfully than standard whiteboard writings (Ur, 1996). Another usage of the projector is to present a wide range of instructional videos or thematic content, for example on platforms such as YouTube, to enhance the learning experience. Building on this, Krpejšová and Betáková (2021) state that interactive whiteboards have become an integral part of English

language instruction in some schools, facilitating active participation and engagement among students. Through interactive exercises, multimedia presentations, and real-time feedback, teachers can create dynamic learning environments that enhance language acquisition and comprehension. Ur (1996) furthermore claims that audio players in English language classes enhances listening skills through exposure to authentic materials such as native speaker conversations and news broadcasts. Students benefit from flexible practice opportunities and exposure to diverse accents and dialects, contributing to improved comprehension and pronunciation.

2.8. Homeworks

Ensuring success and high standards in education requires a commitment to other responsibilities such as homework. Homework, as a fundamental component, is essential to a child's overall educational experience and progress in school (Rahmani, Rexhep, Rexhepi, 2024). It is widely recognized by teachers as essential for reinforcing learning and achieving optimal learning outcomes. Most pupils recognise the importance of homework and appreciate how it helps to consolidate their understanding of school material (Costa et al., 2016).

Parents play an important role in motivating children to do their homework. However, parents should not do the homework themselves rather than the pupils; instead, they should offer support and help. This partnership between parents and teachers is essential to creating a solid foundation for future student success (Rahmani, Rexhep, Rexhepi, 2024).

However, excessive and repetitive homework can lead to disinterest and emotional fatigue among students. For homework to be truly effective, it must be meaningful, relevant, stimulating, and accessible (Costa et al., 2016). Also, disregarding the importance of homework can have lasting impacts on a student's immediate and long-term prospects (Rahmani, Rexhep, Rexhepi, 2024). Therefore, a balanced approach, with meaningful parental involvement and an appropriate volume of assignments, is critical for supporting students' academic achievement and development (Costa et al., 2016).

3. Teaching methods

Teaching methods can be seen as an organized framework that incorporates the instructional activities of the teacher and the learning activities of the student, all designed to achieve educational and developmental aims (Maňák, Švec, 2003). Traditional teaching is characterized by a approach, where frontal teaching predominates. The teacher assumes a dominant role and exhibits the highest level of activity (Zormanová, 2012). This chapter contains taching methods, that can be used in English lessons.

3.1. Information-receptive method

This method allows the teacher to convey completed information to students, often using interpretation, description or explanation of the material (Zormanová, 2012). Interpretation is crucial and effective in helping pupils acquire new knowledge and grasp concepts and the relationships between them (Maňák, Švec, 2003). The teacher should speak clearly, focusing on basic facts, building on what is already known, providing concrete examples and asking pupils questions. In addition, the teacher should show connections between knowledge in relation to other subjects and progress from the simple to the more complex (Zormanová, 2012).

3.1.1 Solving non-problem tasks

This method follows the teacher's explanation of the topic, where the pupils perform tasks according to certain rules, with the main purpose of learning the grammatical phenomenon or vocabulary through repetitive exercises (Obst, 2016). Pupils are encouraged to identify and solve problems related to their language ability. This method often includes a variety of exercises and activities such as text analysis, fill-in exercises or practical tasks that allow learners to apply their knowledge and skills in real situations (Obst, 2016).

3.2. Problem-based methods

This method involves providing students with a problematic task or situation that they must solve independently. The purpose is for the pupils to become familiar with the logical progression of the steps of the solution (Zormanová, 2012). Foreign language teaching should be based on communication methods that favour student speech and encourage interaction between students as much as possible to avoid the teacher being the only person students talk

to during lessons. Frequently used problem-based methods in English language teaching in regular schools include guided discussion and various didactic games (Maňák, Švec, 2003).

3. 2. 1. Didactic games

A didactic game is an activity that helps pupils to learn or become more firmly rooted in the content, while also engaging their thinking and cognitive skills. Its main purpose is to reinforce what has been learned. These games stimulate pupils' attention and motivation and encourage creativity, cooperation and competition (Maňák, Švec, 2003). Some of the most prevalent and frequently employed didactic games include crossword puzzles, word formation games, and various visual-oriented games (Zormanová, 2012).

3. 2. 2. Discussion

Discussion is an educational technique where there is interaction between the teacher and the students as well as between the students among themselves. A key element of discussion is the mutual asking of questions and giving of answers among all participants in the group (Zormanová, 2012).

The teacher often initiates discussions in which pupils can express their opinions, share information and argue. Discussion can focus on a variety of topics, from everyday experiences to classroom material, thus not only developing the ability to speak English in a variety of situations but also promoting understanding and tolerance of others' views (Maňák, Švec, 2003).

4. Waldorf education

Waldorf education falls under the alternative methods of teaching, which differ from traditional methods in their specific philosophy and pedagogical approach. Based on the principles of Rudolf Steiner's anthroposophy, this type of education emphasizes the development of the whole child - intellectually, emotionally, physically and spiritually (Průcha, 2012).

Waldorf education is the most common form of classical alternative schools. These institutions have their own unique educational programme, which was approved by the Ministry of Education, Youth and Sports in 1996 (Váňová, 2011).

4.1. Waldorf pedagogy

Based on the philosophical movement of Rudolf Steiner known as anthroposophy, Waldorf pedagogy has made significant inroads into discussions about what should be the purpose of education and brings inspiration for the development of school education. This according to Spilková (2012) is seen primarily in looking at the diversity of pupils in terms of talents, abilities, specific learning needs and is seen as positive and enriching for human society. Furthermore, it emphasizes the development of personality, sensory perception, and the quality of experiencing and acquiring new knowledge (Spilková, 2012). In alignment with Waldorf pedagogy, Spilková (2012) states that we know not only with the mind but also with the heart. Intellectual development should also not be overestimated, but care should be taken to balance the development of different aspects of personality, including social and emotional growth.

The first Waldorf school, based on the Rudolf Steiner system, was founded in 1919 for the children of employees of the Waldorf Astoria company in Stuttgart. This type of education is sometimes also called Steiner or Free Schools (Pol, 1997). The first school started with 8 teachers and 175 pupils, but within 7 years there were already over 1000 pupils and 60 teachers and gradually these schools were established in Germany and beyond (Pol, 1997). This educational approach is often called freedom education as it aims to liberate itself from state bureaucracy to pursue its objectives. The goal is a free person who is responsible, active, has a rich emotional life, and can think clearly and creatively (Svobodová and Jůva, 1996). Svobodová and Jůva (1996) also point to the free will of the child in relation to learning. Carlgren (1991) states that both free personality and the pursuit of the development of one's talents and uniqueness and Waldorf pedagogy have never been acceptable to totalitarian regimes.

Svobodová and Jůva (1996) speak of it as a movement that is idealistic and defines itself against a materialistic conception of the world. Although Waldorf pedagogy does not promote any particular worldview or religious beliefs, the emphasis is on the right living and spiritual qualities (Svobodová, Jůva, 1996).

4.2. Rudolf Steiner, the founder of Waldorf pedagogy

Rudolf Steiner, the philosopher credited with the establishment of the Waldorf pedagogy, was born on February 27, 1861, in Kraljevac, Croatia, on the border between Austria and Hungary.

He studied mathematics and natural sciences at the Technical University of Vienna, and he also attended classes in philosophy, literature, psychology, and medicine out of personal interest. Rudolf Steiner is best known for his significant contribution to anthroposophy and the founding of the aforementioned Waldorf pedagogy and subsequently Waldorf schools (Carlgren, 1991). Dostál (2016) argues that the origin of the word ‘‘anthroposophy’’ is derived from the Greek words *anthropos* = human, and *sofia* = wisdom. Anthroposophy is characterized by a holistic conception of the human being, which includes the physical, mental, and spiritual aspects of man and sees them as interconnected. Anthroposophy also emphasizes the importance of individual spiritual development and a conscious approach to life. Dostál (2016) further states that Rudolf Steiner developed anthroposophy not only as a philosophical system but also as a basis for many practical applications, such as healing methods (anthroposophical medicine) or educational methods (Waldorf pedagogy). Anthroposophy remains a vibrant and diverse field of study and practice that influences many different areas of human activity (Dostál, 2016).

Steiner’s interest in education became apparent when he was approached by Emil Molter, the general manager of the Waldorf-Astoria factory in Stuttgart, who was looking for an innovative way to educate the children of his employees. Molt approached Steiner for advice on how to improve the school's education system (Pol, 1995). Steiner believed that education should respect the uniqueness of each child and promote his or her harmonious development on physical, emotional, intellectual, and spiritual levels. From this belief came the concept of Waldorf Schools, which became the basis for the entire pedagogical method (Carlgren, 1991). In developing the school curriculum and methodology, Steiner emphasized the integration of the arts, manual skills, and academic learning. He believed that art, music, dance, and various handicraft activities not only promoted intellectual development, but also stimulated children's creativity and emotional intelligence (Carlgren, 1991).

In 1925, after an illness that confined him to his bed, Rudolf Steiner died at the Goetheanum in Dornach. He left behind a legacy of 6,000 lectures and 300 works on natural science, philosophy, pedagogy, literature, spiritual and medical sciences (Svobodová, Jůva, 1996, p. 19).

5. Waldorf Primary Schools in the Czech Republic

Waldorf schools accept all children from different backgrounds and social or national circumstances, regardless of their parents' talents or financial situation. Equal opportunities, the

integration of social groups, and the principle of cooperation between pupils of different talents and abilities are determining pedagogical aspects. Each Waldorf class should reflect the social stratification of the population in the school's surroundings (Rýdl, 1994). Not only for these reasons, according to Pol (1995), Waldorf schools can be characterized as non-state, free, unified, and general-purpose schools.

According to Pol (1995), the main aims of the Waldorf school are education for health, freedom, equality, fraternity, the harmony of life, development of personality, ability, talents and the promotion of independent educational endeavor. It cultivates the ability to empathize, be tolerant, open to the world and the formation of not only intellectual skills, attitudes and opinions. Thus, Waldorf pedagogy builds on a holistic conception of the human being and promotes his/hers all-round development (Pol 1995). As Pol (1995) also describes, the goal of Waldorf educators' efforts is not academic achievement but the moral responsibility of a positively motivated and conscious individual and to achieve a balance between the external world and the human being.

The basis of the curriculum was given by Steiner, and since then it has been continuously updated, culturally and locally adapted (Pol, 1995). The aforementioned curriculum, methods, and teaching content have been adapted to suit this development (Růžicková, 2012). As a result, education and teaching are developmental processes, with a curriculum designed to meet the child's needs and gradually develop abilities. Růžicková (2012) also claims that an important goal of teaching and education is to help children develop comprehensively in scientific, practical, and artistic fields. This variety allows each child to find an area of the curriculum where he or she can excel. It blurs the line between the less and more gifted (Růžicková, 2012).

Pol (1995) states that another feature of Waldorf schools is their uniformity. The Waldorf school was always meant to be an internally structured twelve-year institution. Although the external organization of Waldorf schools is always determined by their location and other conditions, they are often nine-year primary schools. According to Růžicková (2012), at every age, children have unique needs, potentials, or abilities, and remain open to new experiences. Waldorf education strives to acknowledge and accommodate these aspects effectively in each grade (Růžicková, 2012).

According to Rýdl (1994), the school collective of pupils is maintained throughout the schooling, they do not fail, but progress together. In subjects where they perform less well, they are given special attention by the class teacher. Růžicková (2012) states that class teacher usually accompanies the pupils for as long as possible in their schooling, and teaches all or most of the “epoch” subjects. According to Rýdl (1994), the number of pupils is determined by the class teacher, who is responsible for all pupils and the teaching process (Rýdl, 1994).

Waldorf schools contain a didactic peculiarity, namely the concentration of learning content into "epochs". It is a nearly two-hour teaching block that is divided into teaching, narrative, and rhythmic sections. Over a period of two to four weeks, the teacher develops one specific topic in an attempt to blend it into other teaching skills (Růžicková, 2012). During the “epochal” lessons, pupils create so-called “epochal notebooks”, which later replace textbooks, because pupils store all their knowledge, information, sketches, ideas, and their own notes in them (Jůva, Svobodová, 1996). During the “epoch”, the teacher does not only teach in the field, but goes into confrontation with reality. Other forms of teaching are the traditional 40-45 minute units. The annual school report is a summary assessment of the pupil's overall performance and shows the pupil's progress. (Pol 1995).

Another aspect that plays an important role in Waldorf teaching is rhythm, which determines the structure of the school year and the activities in the classroom. Lessons and teaching epochs follow a rhythmic pattern, which facilitates learning and memorization. This rhythmic framework extends to the individual lessons, where each lesson follows its own prescribed rhythm (Steiner, 1998). Eurythmy, a fundamental part of Waldorf education, embodies the integration of space and time through movement. It involves the visible representation of speech and musical tones through spatial forms, which promotes holistic learning. Unlike the free movements found in other disciplines such as gymnastics or dance, eurythmy assigns specific gestures to each phoneme or musical tone. Through eurythmy, students express the essence of sounds that occur in poetry or musical compositions, improving their understanding and appreciation of language and music (Waldorfská škola Semily, 2021).

5.1. English language at Waldorf primary schools

Dvořáková (2011) describes that in every subject area that is part of the Waldorf curriculum, educators strive to find methodologies that not only meet the prescribed criteria of the subject, but are also in line with the overarching educational goals that relate to the content area. This pedagogical approach also applies to the teaching of foreign languages.

Foreign language teaching at a young age is based on the ability to imitate and recognize concrete occurrences during playful activities without overburdening abstract thinking (Grecmanová, Urbanovská 1997). The main aim of teaching languages at the Waldorf School is to teach the student to communicate directly in a foreign language, to read and write, and to familiarize pupils with the culture and customs of the particular country (Růžicková, 2012).

A specific feature of Waldorf schools is that foreign languages, specifically English, are taught from the first grade. Waldorf pedagogy is based on a deep understanding of the child's developmental stages. The child between 1st and 3rd grade (i.e., up to the age of nine) is ruled by the art of natural imitation. It is this ability that is crucial for foreign language learning in the first three years (Růžicková, 2012). Experiential goals predominate during this period; experiencing the difference, distinctive sonority, and poetry of a foreign language is far more important and meaningful to children at this age than comprehending the content. It is all about assimilating and retaining the language in their memory. Only in later years will it be crucial to understand its meaning thoroughly and accurately (Dvořáková, 2011). While many subjects at Waldorf schools are structured around epochs, foreign language teaching adheres to conventional 45-minute class periods (Pol, 1995).

5.2. English lessons

To fully engage with and acquire a foreign language, it is essential for the teacher to use varied and diverse vocabulary and grammatical structures in the classroom, avoiding excessive simplification or reliance on Czech language interference (Dvořáková, 2011). Růžicková (2012) claims that by speaking to the pupils in a foreign language, the teachers accompanies their words with appropriate gestures, facial expressions or movements. Young learners understand gestures far more than the content of what is being said. It is not at all important that they understand every word, but that they grasp the overall meaning. If the teacher speaks

in the foreign language all the time, the pupils become very confident that they understand, even if in fact they initially understand more of the gestures than the words (Růžicková, 2012).

5.2.1. Structure

Waldorf pedagogy is characterized by a specific structure of lessons, which include three main parts: rhythmic, educational (main) and storytelling. This structure is key to creating an environment in which children feel safe and secure, allowing them to concentrate and learn better (Waldorfská škola Dědina, 2024).

The day begins with a welcoming ritual that includes a greeting and an opening speech. This is followed by a music and rhythm section that consists of singing and musical activities. These activities not only develop musical skills in a playful way, but also strengthen rhythm and promote coordination. This is followed by an educational segment that lasts approximately twenty minutes. During this segment, the children write in their epochal notebooks and record their new knowledge, which develops their reading and writing skills, fine motor skills and concentration. The day ends with a storytelling segment during which the children listen to stories told by the teacher. This promotes their imagination, empathy and listening skills (Potužníková, 2018).

In the first three years, the emphasis is mainly on the rhythmic part, to which the storytelling part is added at the end of the first grade at the latest. Introductory and concluding signals help to maintain the structure of the lesson. In Waldorf schools where the school bell is not used, teachers must create a signal to alert the children to the start of the foreign language lesson, for example by tinkling a bell, a triangle or playing a musical instrument. Teachers who also teach a foreign language in their classroom can make it easier for children to recognise a foreign language lesson by making a distinctive change, such as dressing up (Dvořáková, 2011).

5.2.2. Curriculum of English lessons from first to third grade

5.2.2.1. First Grade

Children in first grade are usually enthusiastic about everything they experience in the classroom. They are very open-minded, and they bring all these qualities to foreign language learning. Teaching is predicated on the concept of "total immersion", which can be fully

realized when the teacher tries to conduct the session solely in English and refrains from translating, even though the students may occasionally ask him to (Dvořáková, 2011).

Teachers frequently encourage first graders to sing familiar songs or nursery rhymes, which are often accompanied by movement. All these foreign language texts, which are heard in the lessons, must be thoroughly practiced and repeated in many variations (Dvořáková, 2011). The constant repetition of foreign words combined with rhythmic movement furthermore stimulates children's memory (Grecmanová, Urbanovská, 1997).

In addition to songs, poems and rhymes, the teacher lays the first grammatical foundations through question and riddle games. These games occupy an important place throughout the primary level because they engage the pupils fully in the activity without having to think consciously about the language they are using (Collective of authors, 1998). Pol (1995) claims that storytelling also plays an indispensable role in teaching foreign languages. Since pupils from the first to the third grade do not deal with the written form of language, they learn to understand what is most important in terms of content by listening. New vocabulary is additionally created as a result of the stories, which the teacher can illustrate with pictures or gesticulations. According to Dvořáková (2011), after the first year, pupils should be able to respond with movement to familiar instructions or answer a simple question. Vocabulary should include basic colours, body parts or numbers from 1 to 20.

5.2.2.2 Second grade

The work and methods used in the second grade are remarkably similar. After learning to retell stories in their mother tongue, the kids are able to respond to inquiries in a foreign language. In the first grade, students learned some words through child consciousness (referred to as "passive vocabulary"). Teachers can then gradually incorporate these words into their active vocabulary (Collective of authors, 1998).

The construction of the lesson should consist of strongly contrasting activities that build important prerequisites for the proper development of the sense of speech. In practice, it seems to alternate loud, expressive, lively and humorous speech with quiet, focused work. This contrast can also be realised in the organisational form of teaching, by alternating pair, individual and group work (Dvořáková, 2011). Dvořáková (2011) further claims that second-grade pupils should be able to follow instructions, comprehend and follow simple narrative

aims, rhymes and songs. Along with knowing basic vocabulary from 1 to 100 and the vocabulary related to the topics covered, they should also be able to respond to basic questions about their family and themselves.

5.2.2.3. Third grade

In third grade, students need to learn more advanced texts, practice new structures and vocabulary in varied and interesting ways. In new variations, the teacher repeats and expands on all the material learned so far and adds new topics to the lessons (Collective of authors, 1998). Various grammatical phenomena appear, but pupils encounter them only in natural language; they are not explicitly taught. Although this brings about a change in the teacher's methodological approach, the variety that is typical of the first three years of teaching should continue to prevail (Dvořáková, 2011).

Pupils should use the English language more actively, engage independently in oral expression, try to use the structures they have already learnt to communicate their own thoughts, or to orient themselves in numbers up to one thousand (Dvořáková, 2011).

5.2.3 Curriculum of English lessons in fourth and fifth grade

5.2.3.1 Fourth grade

Růžičková (2012) states that in the fourth grade, there is a fundamental change in the approach to foreign language teaching compared to the first three grades. The method of learning based on imitation, which was dominant in the first three years, begins to weaken or completely recede. On the contrary, the powers of thinking and the pupil's consciousness are beginning to awaken, which requires much more effort and commitment (Růžičková, 2012).

The main focus in fourth grade foreign language classes is the development of writing and reading skills. As a result, some students may require more assistance and attention from the teacher because these activities may start to highlight individual student differences and weaknesses that were not as evident in oral communication solely (Dvořáková, 2011).

The first language exercise book begins the creation of a "Waldorf textbook", which must be carefully kept, paginated, contented and stored (Růžičková 2012). Beginning with what all pupils know best in spoken form is the greatest place to start when writing. During the first 3

years pupils have acquired a large number of poems, songs, games and at the same time unconsciously many grammatical rules and structures (Collective of authors, 1998). In connection, for example, it is possible to start a lesson with a well-known poem. The teacher writes it on the board and can accompany the poem with a picture. Then the teacher follows up by asking the pupils what is written on the board and in this way the pupils learn to read in a foreign language. The whole poem is read together and written in their exercise book (Růžicková, 2012). Therefore, transitioning from spoken to written language is typically successful because during the initial stages of learning to read and write, children only concentrate on writing and reading texts that are familiar and not difficult (Dvořáková, 2011).

Between the ages of nine and twelve, pupils show an extraordinary ability to acquire new words. In order to make this process effective, it is advisable to teach new words within thematic units. After oral practice, pupils should write these words down. It is also advisable to practise new words in context, thus minimising the isolation of their practice, which contributes to better retention (Dvořáková, 2011).

Dvořáková (2011) additionally states that from the fourth grade on, grammar begins to play an important role, leading children to consciously explore the language. Having acquired many texts in the first three years of learning, in fourth grade pupils recall and explore the rules and structures of the language. The teacher uses mnemonic devices to facilitate memorization of grammatical rules. These rules are recorded after thorough practice. Pupils discover connections in linguistic phenomena that are, however, already familiar and firmly rooted in the previous three years of teaching.

Students should be able to read aloud and silently with comprehension by the end of the fourth grade. They should also be able to spell common words with accuracy, pronounce words correctly, conjugate the verb "to be," form plural nouns, and describe people, places, and things clearly (Dvořáková, 2011).

5.2.3.2 Fifth grade

In the fifth grade, the emphasis is on active practice of spoken language, which is supported through various activities and language competitions. In this way they can not only prove their skills but also practise and consolidate them more thoroughly. Such activities are an effective

means of developing pupils' communicative competence and confidence in speaking (Collective of authors, 1998).

The teaching of vocabulary and grammatical structures in fifth grade continues the development of skills begun in fourth grade. However, at this stage, practice is discussed with more emphasis on conscious understanding. Grammar rules are explored and practised together as a class, allowing for interaction and collaboration between pupils. After practising together, pupils write the rules in their exercise books, allowing them to consolidate and revise their knowledge individually (Dvořáková, 2011).

5.3. Absence of textbooks

The central question of Waldorf pedagogy revolves around textbooks and workbooks. These resources are substituted by what are known as "epochal notebooks" or "Waldorf notebooks", which students create themselves. In foreign languages, such notebooks first appear in the 3rd to 4th grade (Carlgren, 1991). In these workbooks, children make illustrations while the teacher draws templates or motifs of different pictures on the board. The aim is to organise writing and drawing, such as vocabulary, into coherent thematic units, to allow words to have categories and to facilitate pupils' effective navigation of the workbook (Dvořáková, 2011). These workbooks are also constantly checked by English language teachers, who require corrections or additions where necessary (Grecmanová, Urbanovská, 1997).

According to Templeton (2007, in Dvořáková 2011), it is very demanding for teachers to independently create lesson content and maintain an overview of the curriculum, vocabulary, and expressions in individual classes. Dvořáková (2011) further asserts that for the needs of Waldorf language teachers, specialized publishing house "Pedagogische Forschungsstelle beim Bund der Freien Waldorfschulen" in Stuttgart publishes compilations and books in the series "Materials for Language Teaching at Rudolf Steiner (Waldorf) Schools." From this comprehensive collection, teachers create the content of the lesson and supplement it with activities or suitable materials from their own sources according to their discretion and preferences.

Teachers can then use, for example, the reading books published by the Stuttgart publishing house mentioned above, which are adapted in content and language to the relevant age group.

These readers are illustrated and contain a vocabulary list with example sentences and translations, a list of useful phrases and sometimes a song or poem related to the text (Dvořáková 2011).

5.3.1 The current status of the researched problematic

Formánková (2020) and Býčková (2021) discuss, among other things, the use of didactic aids in a Waldorf school in their bachelor thesis. Formánková's (2020) bachelor thesis deals with the comparison of the approach to education in Waldorf and regular primary school and Býčková's (2021) bachelor thesis focuses on the comparison of the approach to education and teaching of civic education in regular primary and Waldorf school.

According to the research of Formanková (2020) and Býčková (2020), the authors agree that no textbooks or workbooks were used during the observations in Waldorf schools. Pupils in both schools created epoch workbooks in which, according to Formánková (2020), pupils have everything they need. According to Býšková's research (2021), no teacher at the Waldorf school used a textbook in class. According to a teacher from the aforementioned research, it is harder for teachers because they do not have support materials and unified textbooks and have to invent the lesson material themselves. On the other hand, research also by Býšková (2021) states that teachers have a freer hand and the tasks for lessons are often more varied.

5.4. Absence of electronic media

Since Waldorf pedagogy does not use media in teaching, it is often considered outdated and irrational. Dvořáková (2011) argues that the exclusion of these media stems from several key reasons. Further stated that the reality presented by the electronic resources is greatly distorted, that the sensory experiences are considerably less rich than real-life contacts, and that ultimately digital mediums induce apathy in its receivers and hinder the development of imagination.

The human body normally responds to external stimuli because it maintains a reciprocal relationship with its environment and is always ready to react. However, it is unnatural for children, for example, to look at a screen and not be able to interact or respond to the content being displayed. The screen presents a constant flow of stimuli that creates an active desire in the child to engage, only to dampen it at its onset each time (Neuschütz, 1988 in Grecmanová, Urbanovská, 1997). Waldorf educators prefer interpersonal interaction and hands-on

engagement to exposure to electronic media or technology. Through various forms of expression such as art, music, movement, and practical tasks, students cultivate physical well-being, cognitive balance, confidence in practical skills, and improve executive function (Waldorf School of the Peninsula, 2024).

In modern times, it is obvious and inevitable that every child encounters electronic media. Therefore, efforts are also underway in Waldorf schools to explore ways of engaging safely and effectively with these resources. However, the principle that use should be minimised as much as possible still applies, with pupils in the primary level being completely “protected“ from electronic technology (Dvořáková, 2011).

5.5 Homeworks

Waldorf education holds the view that traditional homework often becomes unproductive busywork that overwhelms students and families. In contrast, Waldorf schools introduce homework later, typically around the third or fourth grade. This homework is designed to be age-appropriate, meaningful, and balanced, focusing on assignments that foster creativity and deepen understanding. These assignments often incorporate artistic or project-based components. This approach aims to ignite students' imagination and creativity, helping them articulate their understanding and viewpoints while cultivating a love for learning. The goal is to ensure students lead healthy, balanced lives with time for rest, recreation, free play, and family interactions (A Thoughtful Approach to Homework, 2022).

In the early years, traditional homework can limit a child's active learning by reducing opportunities for self-motivated play and socialization. Playtime is essential for developing a child's imagination and intuition. In contrast, Waldorf education is mindful of this and aims to avoid restricting children's time for social interaction, which is crucial for developing social skills such as impulse control and conflict management. By prioritizing play and social time, Waldorf schools support the overall development of children, ensuring they gain important social and emotional skills through interaction with peers and family (Homework (or the lack of it) in Waldorf Schools, 2024).

6. Teaching methods

Foreign languages are taught at Waldorf schools in a modern way, mainly through conversation. Denjean (2013) explains that speech acts are often used, which include expressing ideas, asking questions, giving commands and communicating information. Such teaching is interactive and situational and does not focus so much on grammatical phenomena but on activities and activities with meaningful content. This is common practice nowadays, with teachers focusing less on theory and more on practice, and not relying so much on grammar instruction. In this chapter, the teaching methods that can be used in Waldorf schools are presented.

6.1. Direct teaching method

Direct method is a teacher-centered approach where the teacher explicitly teaches and demonstrates concepts and skills, provides guided practice, and provides immediate feedback to ensure that students master the material (Obst, 2016). According to Waldorf teacher Hana Hradilová, this method is highly prevalent in Waldorf schools. In this case, it is not so crucial that the pupils understand fully what the teacher says. The aim is for them to develop an effort to understand, to experience intonation patterns, and to "listen" to the language. Teachers generally use only the foreign language, and occasionally the mother tongue, for example when they need to explain something in grammar.

Teachers use this method to avoid the information-receptive method, where the teacher's activity dominates and presents completed knowledge. In this way, the knowledge conveyed is static and pupils are unable to grasp the deeper contexts (Obst, 2016).

6.2. Problem-based learning methods

The problem-based didactic method consists in a pedagogical approach where teaching is implemented through problem-solving situations. The teacher presents students with a complex problem or question to which they are asked to find a solution. This approach promotes the development of critical thinking, creativity and independent problem-solving skills. (Obst, 2016).

This method is widely used in Waldorf schools, but in contrast to regular schools, teachers choose the opposite approach when working with new content (Denjean, 2013). In traditional schools, teachers typically start by explaining the rules, and students then practice applying

them (Obst, 2016). In contrast, Waldorf schools first immerse students in a new phenomenon within its context, allowing them to experience it firsthand before learning the associated rules (Denjean, 2013).

6.3. Situational methods

Situated learning methods focus on the practical application of real situations encountered in everyday life. Although they follow the requirements of the curriculum, they facilitate going beyond the boundaries of the academic curriculum within the school environment (Maňák, Švec, 2003).

According to teacher Hana Hradilová, this approach holds significant value due to its integration of subject matter with real-world relevance. It ensures that students don't merely memorize new material in isolation, but rather understand its practical application within authentic contexts and situations.

5.4. Didactic games

As already mentioned in the practical part of this bachelor thesis in the chapter of teaching methods in traditional education, didactic games fall under problem-based learning methods. However, the approach to didactic games varies considerably in Waldorf schools.

Although winning in various didactic games can boost students' confidence, losing can cause disappointment and reluctance to continue to participate (Obst, 2016). Waldorf schools certainly utilize didactic games in language instruction, but they strive to choose ones that do not emphasize one group's victory over another, ones that do not compare students with each other, but rather ones where every student or group of students has a chance to succeed and accomplish the task (Denjean 2013).

During the discussion there is an exchange of views, which promotes the ability to respect the opinions of others and to develop communication skills (Pecina, 2008).

Discussion is a prevalent feature of many conversational exercises in modern textbooks, whether it is brainstorming at the beginning of a new unit or practicing material already covered. Working in pairs, groups, or in class discussion not only promotes the ability to communicate

in a foreign language, but also facilitates a more thorough mastery of the material in a natural, non-forced way (Neubauerová, 2023).

6. Summary of the theoretical part

The teaching of English in classical and Waldorf primary schools is governed by different principles. In a classical school, teaching is subordinated to the Framework Curriculum and the School Curriculum, while in a Waldorf school, teaching is guided by the Waldorf pedagogy principle.

The structure of the lessons and the curriculum for each grade is determined in a standard primary school by the Framework Curriculum; instead, Waldorf schools develop their own curriculum that reflects the philosophy of Waldorf pedagogy and their specific pedagogical aims. Waldorf education prefers alternative didactic approaches and does not use standard textbooks or electronic resources and does not usually assign homework. This is in contrast to traditional schooling, where these tools and assignments are commonly used.

The choice of teaching methods depends on the individual approach of each teacher, with certain methods being significant for Waldorf pedagogy and the Czech Educational System.

7. Practical part

8. Research

Research can be oriented towards either quantitative or qualitative methods. While quantitative research focuses on number, frequency, or scale (Gavora 2000), I chose to conduct qualitative research for the practical part of my bachelor thesis. Methods such as interviews and observation were employed. I selected this research method due to how it provides a full and comprehensive description that is appropriate for acquiring an extensive understanding of English language learning in Waldorf and standard elementary schools.

9. Research goal

The aim of the research is to map the differences in teaching in a traditional state primary school and private Waldorf primary school. The main focus is on the diversity in the structure of lessons, the use of teaching methods, didactic aids, or how differ assigning homework.

10. Research questions

The following research questions were chosen for this study:

- How does the structure of English language lessons in Waldorf and traditional school differ in terms of the lessons assessed?
- How do assigning homework differ in terms of the classess assessed?
- How does the choice of teaching methods in Waldorf and traditional schools differ in terms of classess assessed?
- What are the differences in the use of didactic aids in the classroom in terms of the classes assessed?

11. Process

For the research, two primary schools in Olomouc were selected: the state primary school at tř. Spojenců 8 and the private Waldorf primary school. Observations and interviews were conducted at both institutions, and the visits proved to be very pleasant experiences. Both

Spojenců and Waldorf primary schools offered welcoming and friendly atmospheres, with the English teachers and the entire teaching staff being notably pleasant and helpful.

12. Research sample

The observations took place in the third, fourth and fifth grades of both schools, resulting in pupils ranging in age from 8 to 11 years. The entire research, including observations and interviews, took place in the months of March and April 2024.

Five observations were undertaken at each school, and all of them were followed by an interview with both English teachers from each school, with whom the all process was conducted. All the classes I visited and observed lasted 45 minutes, except for one class at the Waldorf school, where the fifth-grade class lasted 90 minutes. Observations were made as follows.

Waldorfská škola Olomouc:

Teacher: Mgr. Hana Hradilová

Date	Number of pupils	Grade	Lenght
13. 3. 2024	15	Fourth	45 min
19. 3. 2024	15	Third	45 min
20. 3. 2024	17	Fourth	45 min
4. 4. 2024	21	Fifth	90 min

Základní škola tř. Spojenců Olomouc:

Teacher: Mgr. Dita Šulcová

Date	Number of pupils	Grade	Lenght
20. 3. 2024	17	Fourth	45 min
20. 3. 2024	16	Third	45 min
21. 3. 2024	16	Fourth	45 min
2. 4. 2024	13	Fifth	45 min
5. 4. 2024	11	Fifth	45 min

13. Methods

12. 1. Observation

Observation has long been a fundamental and widespread method of data collection in educational settings. According to Chráska (2007), effective educational observation is characterized by its validity and reliability. Validity ensures that observed phenomena accurately match the intended focus and excludes irrelevant information. Reliability indicates that the observation is minimally affected by errors, making it reliable and accurate (Chráska, 2007).

According to Gavora (2000), observations can be categorized into direct and indirect types. Direct observation requires the observer to position themselves in a way that minimizes disturbance and distraction to others (Gavora, 2000). On the other hand, indirect observation involves working with various statements about the subject being studied, without direct interaction (Chráska, 2007). Since I personally conducted observations in both a standard and Waldorf elementary schools and witnessed the teaching processes in person, my observation falls into the direct category.

For my research I chose unstructured observation, which is characterized by the observer not having predefined observation systems. Instead, the observer specifies the goal of the observation and the environment where it will occur (Emanovský, 2013).

Before the start of each class, in Waldorf or regular primary school, the teachers introduced me to the class and described to the students why I was going to be in the class with them. Afterwards, the teaching proceeded in the classical way. During unstructured observation, I recorded the entire hour in a notebook, allowing me to capture all relevant events and behaviors without predefined categories or formats. Before beginning the observation, I prepared the necessary materials and positioned myself where I could observe the entire class without disrupting the lesson. Throughout the observation, I systematically noted everything happening in the classroom, including interactions between the teacher and students, class structure, materials and aids used for teaching, and teaching methods employed. I kept a chronological record of my observations, aiming to be objective and precise in documenting what I observed and heard. After the lesson concluded, I expanded on my notes based on what I considered

important. This method of unstructured observation provided me with a comprehensive and detailed understanding of how the lesson progressed.

At both of the chosen schools, I examined the overall structure of English classes. My focus was on identifying differences at the beginning, during, and at the end of the lessons. Additionally, I observed the teaching methods to see if there were any similarities or if entirely different methods were employed in each school. Another aspect I investigated was the use of didactic aids and how do assigning homework differ.

12. 2. Interview

Another effective research method for data collection is interview. The interviewer asks questions of the respondent and elicits their responses, gathering information about a specific topic. The interview is conducted in person with both participants present (Hendl, Remr, 2017). Before the interview begins, it is important to create a friendly atmosphere and familiarize the respondent with the topic, thus creating a safe environment for the respondent. This process is called rapport and is necessary because a hostile approach could lead to a refusal to cooperate by the respondent (Gavora, 2000).

For my research, I opted for the semi-structured interview format. In a semi-structured interview, the interviewer provides a framework with potential responses, promoting discussion and deeper exploration of topics (Chráska, 2007).

I conducted interviews with teachers who taught English classes where I carried out observations - one from a Waldorf and another from a standard primary school. This approach allowed me to elicit richer and more diverse responses through open-ended questions. Both interviews were carried out in Czech.

These following questions were asked of an English teacher at a Waldorf school:

- Do students create epoch workbooks only from grade 3-4?
- What do you think are the advantages of not using textbooks?
- What are your views on the use of electronics and electronic media in the classroom?

- How do you select the songs that are sung at the beginning of the lesson, are the songs always the same and how many are taught to the pupils?
- Do students get homework? If so, what kind of homework is given and how is it evaluated?

These following questions were asked of an English teacher at a state primary school:

- How much do you use the textbook in your classes? Do you do every exercise? Do you think there are any advantages and disadvantages to using the textbook?
- Do you try to use electronic tools in your classes? (Interactive whiteboards, tablets, audio players...) Do you think these tools are beneficial for students?
- Do students get homework? If so, what kind of homework is given and how is it evaluated?

14. Results

The data collected in this part of the thesis is based on the observations in English classes and interviews with two teachers – one in Waldorf and one in mainstream primary school. A complete transcription of the observations and interviews can be found in the appendix.

13. 1. How does the structure of English language lessons in Waldorf and traditional school differ?

Waldorfská základní škola Olomouc

In the third, fourth, and fifth grades, the beginning of each lesson followed the same routine: the pupils would stand to greet the teacher and remain standing afterwards. This practice was in place because they were preparing to start the lesson with singing or reciting rhythmic poems. This was usually followed by 3 songs or the aforementioned rhymes sung or recited by the whole class, following the teacher's lead. This activity was always accompanied by gestures and small dances corresponding to the lyrics of the song. According to the words of the teacher Mrs. Hradilová (appendix n. 4), the pupils learn an "introductory" song to start the lesson, which is the same throughout the year. The other songs usually change according to the topic being discussed or, for example, the season. Approximately 20 songs are varied throughout the year.

According to the teacher, the pupils learn them by imitation very quickly thanks to the rhythm and repetition of the words.

After the rhythmic part, the teacher primarily transitioned to activities that involved movement. As mentioned earlier in the theoretical part, Waldorf education places a strong emphasis on movement and rhythm, thus several learning tasks assigned by the teacher aligned with this principle. During my observations, the didactic movement game "Simon says" was prominent in four out of five lessons. Additionally, fourth and fifth-grade pupils frequently moved around the classroom and engaged in conversations with their classmates. For instance, in the fourth grade, students circulated among their peers asking, "What do you have?" This activity aimed to help students practice vocabulary and phrases. In addition, pantomime was often used in lessons, where pupils either performed individually in front of the blackboard or sat in a circle on the carpet and one of them performed a pantomime in the middle of the circle.

After this movement segment, in the third and fourth grades, there was a part of the lesson where students would write in their epoch notebooks. If there was time left after writing, for example in the fourth grade, they would engage in didactic games. The lesson always ended the same way in all grades – with a farewell sung together to a well-known song.

Základní škola tř. Spojenců Olomouc

The lesson in all grades always started with a greeting followed by a conversation with the pupils and their activation from the teacher's position. This introduction was always followed by a review and continuation of the previous lesson.

The review of new material from the previous lesson was usually conducted orally, with the teacher asking the students questions and they would repeat together. For example, in the third grade, the teacher would randomly call on students to say a word from the thematic unit "party." This review often continued using the blackboard. The students usually raised their hands and took turns writing on the board, while the others took notes in their notebooks. During the board work, the teacher also interacted with the remaining students, asking them questions or checking if they understood and were doing their tasks.

Sometimes, the board work was conducted solely by the teacher, who led the conversation with the students, asked questions, and wrote on the board herself, while the students copied the

notes into their notebooks. This method was used, for example, in the fifth grade, when the teacher wrote the word "verbs" on the board, and the students listed verbs they knew and categorized them together.

The lesson in the fourth and fifth grades ended with the assignment of homework, whereas in the third grade, it ended with a greeting and a wish for a good day.

13. 2. How do assigning homework differ in terms of the classess assessed?

Waldorfská základní škola Olomouc

According to Ms. Hradilová (see appendix n. 4), students in lower grades rarely receive homework in English lessons. When they do, it typically involves completing a drawing in their epoch notebook or finishing work they didn't complete in class. Students may also be asked to prepare some material for the next lesson. When assigning homework, the teacher strives to make it as creative and imaginative as possible. The teacher checks only those tasks where the pupils have to complete what they missed in class. The teacher also checks whether the pupils have prepared what they should have prepared for the lesson.

Základní škola tř. Spojenců Olomouc

Mrs Šulcová (see appendix n. 3) explains that the situation regarding homework in English classes differs between the first and second levels of primary school, with homework rarely assigned in the second level. She considers homework to be crucial, especially for younger children. For example, in third grade she assigns small homework assignments every lesson and this approach has been successful for her. The teacher believes that the homework requirement motivates pupils to open their exercise books at home and allows parents to keep track of what is discussed in class and monitor their children's progress. Mrs Šulcová emphasises that homework should be present in the primary level, as this is when the cooperation between the family, school and teachers is most intense and can diminish later on. She also points out that each pupil has his or her own pace, and some learn and practise better in the quiet environment of home, where homework allows them to review the material independently. According to the teacher, the homework is always checked, otherwise the tasks would be meaningless and the pupils would stop doing them.

13. 3. How does the choice of teaching methods in Waldorf and traditional schools differ?

Waldorfská základní škola Olomouc

In the Waldorf school, various teaching methods were used in teaching English. Teacher Hradilová often used a direct teaching method, consistently speaking only English to the students during class. In addition, she used this method mainly when giving instructions or explaining activities.

During my observation, I found that the situational method was used in the fourth and fifth grades. As mentioned in research question 13. 1, pupils typically moved around the classroom and practiced grammatical structures by simulating real-life situations. In fifth grade, students again circulated through the classroom and actively asked questions of their classmates. This process was part of the thematic unit "My friend". The teacher led them to ask questions of each other and to gather personal information about their classmates, which they then wrote in an epoch notebook. As the pupils talked, the teacher wrote on the board possible types of information found, such as "His/her favourite sport is..." or "He/she likes to eat...". The teacher was also involved in the conversation, offering advice or helping the pupils.

Didactic games, mainly pantomime, were included in the teaching in all grades. Pupils either took turns to walk in front of the board and imitate animals or other concepts, or to engage in pantomime guessing while sitting in a circle on the carpet. These activities not only facilitated vocabulary practice but also encouraged students to practice phrasal questions such as "Are you...?/Do you have...?/Can you...?" etc. Pupils helped each other to think of questions and to guess what was behind their fellow pupil's pantomime.

Základní škola tř. Spojenců Olomouc

During my observation in a typical primary school, a variety of teaching methods were used, with the most prevalent being the information-receptive method. This approach involved introducing new material through explanation and explication, and reinforcing the content learned. In the classroom, the teacher usually wrote on the board while explaining the material and engaging the students in questions. Most of the time, pupils took notes in their notebooks or wrote on the board.

During these lessons, I observed the use of non-problematic tasks such as pupils composing their own sentences in their notebooks, completing worksheets assigned by the teacher and solving problems in their textbooks and workbooks. In fifth grade, students worked on a worksheet with the topic "What's the time?". On the worksheet, they had to transcribe the times from a manual clock into a digital format. After completing the worklist, the pupils were asked to open their exercise books and transcribe the times from the worksheet in words, for example "quarter to six" or "half past two".

In addition to regular lessons, the classes I attended also included didactic games. For example, the teacher in third grade introduced flashcards with coded words that related to the current vocabulary topic "toys". Pupils exchanged the cards with their other classmates, working together in pairs to decode the words and write them down in their exercise books. Word recognition was timed and "played" for the fastest pair and thus the winner of the game.

13.4. What are the differences in the use of didactic aids in the classroom in standard and Waldorf primary schools?

Waldorfská základní škola Olomouc

The English language classes used didactic aids that supported a holistic and experienced approach. Key didactic tools were the epoch exercise books, which pupils create themselves. According to teacher Hana Hradilová, from the third grade onwards, pupils begin to draw in these notebooks, while in later grades they gradually add vocabulary and begin to write various texts and sentences. The writing is done under the guidance of the teacher, who draws pictures on the blackboard, which the pupils redraw in their exercise books. Following the teacher Hradilova's words, the main advantage of the epoch notebooks is their ability to adapt to the needs of each class. Pupils create their own notes that are personal and familiar to them. For example, in fourth grade, students worked on writing and drawing pictures on the topic "Animal family". The teacher started drawing animals like a cow, a bull and a calf on the board. Under each picture she wrote the corresponding word and added topic sentences such as "They live on a farm", "They eat grass" or "Cows give us milk". The pupils drew and then wrote down the sentences and the names of the animals. After completing their writing, the pupils went one by one to the teacher who checked their writing.

According to teacher Hana Hradilová, at the primary level of Waldorf education, the use of electronic media is completely avoided. Instead, the emphasis is on personal contact, which is considered most beneficial for the development of the pupils.

There may be many more didactic aids used in the teaching of English at the Waldorf school, but during my observations I have noticed mainly the ones I have already mentioned. As the teacher told me, lessons can include vocabulary cards, puppets and puppeteers, various art activities and other creative and interactive techniques.

Základní škola tř. Spojenců Olomouc

Fundamental to the teaching approach was the use of textbooks and workbooks, which according to Mrs. Šulcová not only provide her but also the students with a structured framework. This allows her to know what will be covered in lessons and what has already been discussed. While she supplements textbook activities with additional exercises and activities, she finds it invaluable for ensuring that students are on track with the curriculum.

In the textbook, exercises are completed as they are presented, though not necessarily all of them. Conversely, in the workbook, teacher Dita Šulcová strives to ensure all exercises are completed, as students purchase workbooks at the beginning of the year.

Additional aids used in the lessons included the use of a audio player for listening exercises and interactive whiteboards. According to Mrs. Šulcová, the use of these electronic aids is crucial, particularly for listening comprehension. This is because students are "forced" to listen to instructions or spoken words from sources other than the teacher. While she models spoken language during class, recordings or videos provide authentic speech. The goal is to understand different accents, speech rhythms, and speech assimilation. Interactive whiteboards are used sparingly, as Mrs. Šulcová believes students can sometimes be overwhelmed by modern technology. Therefore, they are used more as a reward rather than a routine tool in daily lessons.

Comparison of results

Both schools have in common that teaching starts in the first grade, therefore at the age of 6-7 years. However, there are also significant differences between the schools. In a mainstream primary school, pupils are divided into two groups for English language teaching, with each group having its own teacher, and teaching is done separately. At the Waldorf school, English language teaching is done for the whole class with one teacher. Although the number of pupils in the observed classes was the same at both schools, this is due to the fact that the classes at the Waldorf school have a lower total number of pupils.

The structure of the lessons differed significantly between the schools. In the Waldorf school, the emphasis is on the rhythm of the lessons, where each lesson includes a rhythmic introduction part, a movement part and an educational part that includes writing in epoch notebooks. In contrast, in a traditional primary school, the lesson structure has no distinctive features. Lessons begin and end with the teacher greeting the pupils and the lesson flow focuses on repetition or practice using the blackboard, book or exercise book.

Another difference is the assignment of homework. In a traditional primary school, homework is given in almost every lesson and includes various activities, often focused on writing or revision. At the Waldorf school, homework is rarely, if ever, assigned. When homework is assigned, it is usually a creative or imaginative activity.

In each primary school, the teachers used different teaching methods. At the Waldorf school, the situational method was predominant and appeared in almost all lessons. In contrast, in the classical primary school, teaching was focused on completing non-problem tasks such as working with the textbook, writing in a notebook or solving worksheets. A common element of teaching in both schools was the use of didactic games, which appeared in various forms in the lessons.

Significant differences were also evident in the use of didactic aids. In a traditional primary school, the emphasis is on working with textbooks and workbooks, which pupils often use. In Waldorf primary school, on the other hand, pupils do not have textbooks, but instead create their own epoch workbooks, which act as textbooks. The use of electronic resources is also different. In a traditional primary school, an interactive whiteboard and an audio player are

often used, from which the teacher plays authentic recordings to improve comprehension and listening skills. In the Waldorf school, no electronic resources are used in the primary school, where the emphasis is on personal contact.

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List of appendices

Appendix n. 1: Observations in state primary school

Appendix n. 2: Observations in Waldorf primary school

Appendix n. 3: Interview in state primary school

Appendix n. 4: Interview in Waldorf primary school

Appendix n.5: Tables of recommended curriculum - National Institute of Education

Appendix n. 1:

Datum: 20. 3. 2024

Počet žáků: 17

Třída: 4.

Učitelka: Mgr. Dita Šulcová

Délka hodiny: 45 min.

Hodina začíná pozdravem paní učitelky se žáky, a následné krátké konverzaci, jak se žáci mají. Následuje opakování slovní zásoby na téma “animals”. Žáci si mají otevřít sešit a napsat jméno svého spolužáka a na stejné počáteční písmeno i název zvířete (Michal – mouse). Dále se naváže na již dávno probíranou látku “adjectives”. Učitelka se ptá co “adjectives” znamená v češtině, žáci se hlásí. Po sléze si mají žáci vzpomenout na co nejvíce přídavných jmen, které znají. Žáci se hlásí a po jednom chodí psát přídavná jména na tabuli. Všichni žáci se aktivně zapojují a snaží se vzpomenout na co nejvíce slov. Po chvíli je tabule plně zaplněná. Až už žáky nenapadá žádné další přídavné jméno, po instrukcích paní učitelky začnou ke slovům napsaným na tabuli říkat opaky (hot/cold, happy/sad...). Paní učitelka začne s probíráním nového učiva navazující na přídavná jména, a tím je stupňování. Na tabuli je napsáno: “Pod. jm. + is + longer + than + a/an + pod. jm.” Podle této struktury teď budou žáci tvořit věty. Před začátkem tvoření mají žáci vyslovit slovo “than”, přičemž byl kladen důraz na správné vyslovování th sounds. Učitelka poté instruuje žáky ke tvoření vlastní věty s přídavným jménem “longer”. Žáci zapisují do sešitů, po chvíli jsou náhodní žáci vyvoláni a přečtou svoji větu nahlas celé třídě. Takové tvoření vět pokračuje s dalšími přídavnými jmény jako: “Slower”, “cleaner”, “taller” a “funnier”, přičemž jsou opět vyvoláváni žáci, aby přečetli své věty a probíhá případná společná revize. Na konci hodiny probíhá vysvětlení stupňování přídavného jména za užití “more”. Paní učitelka vysvětluje, že když se jedná o “dlouhá” přídavná jména, dáváme před něj “more”. Hodina končí zadáním domácího úkolu. Žáci se mají do příští hodiny naučit 6 přídavných jmen, které se stupňují pomocí “more”.

Datum: 20. 3. 2024

Počet žáků: 16

Třída: 3.

Učitelka: Mgr. Dita Šulcová

Délka hodiny: 45 min.

Hodina začíná přivítáním paní učitelky se žáky a konverzací s nimi. Učitelka se dozvídá, že má dnes žák narozeniny, tak mu celá třída zpívá anglicky “happy birthday”. Následuje opakování slovní zásoby z tematického celku “party”. Paní učitelka se ptá, co nesmí chybět na párty a žáci vykřikují anglická slova na toto téma (candles, cake, music, confetti, lemonade...). Učitelka při komunikaci “přepíná” mezi českým a anglickým jazykem. Žáci si mají

následovně otevřít sešit “ze zadu“ a napsat “a quiz“, dnešní datum a čísla 1-12 pod sebe. Žáci kteří spolu sedí v lavici budou pracovat spolu ve dvojicích. Každá dvojice dostane jednu kartu s příslušným číslem a s popřeházenými písmeny, a musí vyluštit, jaké slovo ze slovní zásoby “toys“ se na kartě ukrývá. Vyluštěné slovo pak zapíše do sešitu pod příslušené číslo, korespondující s číslem na kartě. Po vyluštění si žáci karty prostřídají a takto vyluští všech 12 slov. Kvíz se měřil na čas a hrálo se o to, jaká dvojice vyluští všech 12 slov jako první. Po skončení kvízu si mají žáci otevřít sešit z druhé strany jak jsou zvyklí, a nadepsat dnešní datum. Mají si do sešitu namalovat 3 okénka, do nich namalovat jimi zvolené 3 hračky, a doplnit je o příslušné anglické slovíčko. Po dokončení kreseb jsou žáci vybídnuti nad své 3 okénka nadepsat “Have you got a ____?“ Následně se paní učitelka ptá, zda žáci vědí, co to znamená česky. Žáci vykřikují, že to znamená “máš?“ Tato otázka je v sešitu doplněna i o krátké odpovědi typu “Yes, I have.“ a “No, I haven’t“. Hodina končí rozloučením se žáky.

Datum: 21. 3. 2024

Počet žáků: 16

Třída: 4.

Učitelka: Mgr. Dita Šulcová

Délka hodiny: 45 min.

Paní učitelka se po příchodu pozdraví se žáky. Hodina začíná dotazováním paní učitelky žáků, zda si vzpomínají, co dělali minulou hodinu. Někteří žáci se hlásí, přičemž je jeden vyvolán a odpovídá: “dlouhá přídavná jména“. Paní učitelka ho chválí a dotazuje se dál, přičemž mluví česky. Přichází společně se žáky k tomu, že dlouhá přídavná jména stupňujeme pomocí “more“, a už nepřidáváme příponu “er“. Paní učitelka napíše na tabuli následujících 6 přídavných jmen:

“dangerous“, “unlucky“, “intelligent“, “expensive“, “interesting“, “beautiful“ pomocí kterých mají žáci tvořit své vlastní věty do sešitu stejným způsobem, jako v předešlé observované hodině anglického jazyka ve 4. třídě. Začínají tvořit větu pomocí př. jm. “dangerous“. Po dopsání je náhodně vyvolán jeden žák, který jde svoji větu napsat na tabuli: “A tiger is more dangerous than a hamster“. Ostatní žáci jsou pak vyvoláváni, a čtou své věty. Stejným způsobem žáci postupují u zbylých 5 přídavných jmen, píšou do sešitu, následovně jde opět jeden žák psát svoji větu na tabuli a ostatní vyvolaní žáci ji přečtou před celou třídou. Po dokončení zápisu si žáci otvírají své učebnice, kde je cvičení k procvičení stupňování přídavných jmen za pomoci “more“. Žáci po zbytek hodiny plní zadané cvičení samostatně, co nestihli, si mají dodělat za domácí úkol, který bude příště zkontrolován. Hodina končí rozloučením.

Datum: 2. 4. 2024

Počet žáků: 13

Třída: 5.

Učitelka: Mgr. Dita Šulcová

Délka hodiny: 45 min

Hodina začíná pozdravy a konverzací, jak se žáci mají. Učitelka navazuje na učivo z minulé hodiny. Jedná se o určování času. Paní učitelka píše na tabuli "What's the time?" a pod tuto otázku kreslí 4 okénka, přičemž vyzívá žáky, ať jde nějaký dobrovolník do okének doplnit 4 slovní spojení, které se používají pro určování času a musí je žáci znát: (quarter to, half past, quarter past, o'clock). Žák který se dobrovolně přihlásil a spojení napsal, pak s paní učitelkou před tabulí diskutuje, jaký je rozdíl mezi "quarter to" a "quarter past". Paní učitelka vysvětluje rozdíl celé třídy, mezitím se jde žák posadit. Po chvíli rozdá učitelka žákům pracovní list, na kterém jsou ručičkové hodiny, pod které mají žáci slovně napsat, jaký ukazují čas. Žáci pracují samostatně, po chvíli se učitelka ptá, zda mají žáci hotovo. Následně si žáci společně s paní učitelkou prochází jednotlivé časy a slovní spojení, které doplnili. Na konec hodiny pracují žáci s učebnicí, kde mají spojit ručičkové hodiny s příslušným slovním spojením. Hodina končí kontrolou a rozloučením.

Datum: 5. 4. 2024

Počet žáků: 11

Třída: 5.

Učitelka: Mgr. Dita Šulcová

Délka hodiny: 45 min

Hodina začíná přivítáním a rozdáním opraveného testu, který se psal minulou hodinu. Po rozdání si mají žáci otevřít sešity. Učitelka nadepíše na tabuli nadpis "Verbs". Paní učitelka se ptá žáků, co nadepsané slovo znamená v češtině. Přepíná do češtiny a pomocí mezi-předmětových vztahů vysvětluje, že je to v Českém jazyce 5. slovní druh. Žáci následně správně hádají, že se jedná o slovesa. Poté se paní učitelka již v anglickém jazyce ptá, jaké slovesa žáci znají. Společně začínají se slovesem "být – be", přičemž paní učitelka zapisuje na tabuli a interaguje se žáky. Toto sloveso rozvíjí o přidání "am", "are" a "is", u kterých si vysvětlují, u jakých osob se jednotlivá slovesa používají. Následuje sloveso "mít – have got", u kterého si žáci společně s paní učitelkou připomínají, že u 3. os. j. č. se tohle sloveso mění na "has got". Dalším sloveso je "umět – can", u kterého si žáci osvěží, že je pro všechny osoby stejné. Paní učitelka dále vybízí žáky, ať si vzpomenou na libovolná slovesa, přičemž je budou chodit sami zapisovat. Na tabuli se objevilo několik sloves (swim, run, eat, drink, go, live, atd.), které si mají žáci vypsát do sešitu po jednom pod sebe, a napsat k nim český překlad v infinitivu. Po dokončení překladu si za každé slovo měli žáci udělat šipku a napsat sloveso ve 3. os. j. č., tedy přidáním koncovky -s (swims, runs, eats, atd.) Mezitím co žáci píšou, píše paní učitelka na tabuli:

“3. osoba jednotného čísla u sloves v základním tvaru v angličtině přibírá koncovku -s.“ Tuto poučku si pak žáci také zapisují. Následně si otevírají pracovní sešity a pomocí instrukcí od paní učitelky hledají cvičení, které se bude zaměřovat na poslechové dovednosti. Poslechové cvičení se zaměřuje na slovesa, které žáci musí pochytit v mluveném projevu a zapsat do pracovního sešitu. Kontrola tohoto cvičení vyšla přesně na zvonění, proto se paní učitelka loučí a hodina končí.

Appendix n. 2:

Datum: 13. 3. 2024

Počet žáků: 15

Třída: 4.

Učitelka: Mgr. Hana Hradilová

Délka hodiny: 45 min.

Hodina začala pozdravem žáků s paní učitelkou ve stoje, po kterém žáci zůstali stát a následovalo zpívání 3 písniček či říkanek, do kterého se zapojila celá třída. Zpívání bylo doplněno o gesta a malé tance hodící se k danému textu již zmíněných písniček a říkanek. Po dozpívání navázala paní učitelka na otázkovou frázi: “What do you have?”. Žáci měli vstát, chodit po třídě s kancelářskými potřebami (tužka, sešit, ořezávátko, guma, atd.) a ptát se svých spolužáků na to, co mají. Zároveň sami spolužákům odpovídali, co mají oni sami. Prostřídali se takto všichni žáci vzájemně, přičemž paní učitelka chodila mezi žáky a také se ptala, případně žákům radila a kontrolovala. Po skončení této aktivity si žáci sedají a mají si otevřít své epochové sešity. Paní učitelka uvede, že navážou na téma “animals” a začíná kreslit, “cow”, “bull” a “calf”. Pod každým obrázkem jsou takto uvedena anglická slovíčka. Žáci si kreslí do sešitu po vzoru paní učitelky. Paní učitelka mluví zásadně anglicky, žáci kromě vybraných slovíček, které právě probírají mluví česky. Paní učitelka doplnila výše uvedené zvířata o věty: “They live on a farm.”, “They eat grass.” a “Cows gives us milk.” Žáci si vše z tabule překresluje a zapisují. Po dokončení zápisu chodí žáci samostatně za paní učitelkou, která jim zápisy v epochovém sešitě kontroluje. Po kontrole přechází paní učitelka k pantomimě a vybírá jednoho žáka, který půjde před tabuli předvádět. Žáci se mají držet tématu “animals” a žák, který jde předvádět musí napodobovat zvíře. Před tabulí se vystřídá 5 žáků, kteří jednotlivě předvádí zvířata bez užití slov. Ostatní žáci se ptali na otázky pomocí: “Do you have/Are you/Can you” atd. Hodina končí jednou písničkou na rozloučenou.

Datum: 19. 3. 2024

Počet žáků: 16

Třída: 3.

Učitelka: Mgr. Hana Hradilová

Délka hodiny: 45 min.

Hodina začíná zpíváním 3 písní, při kterém jsou někteří žáci velice nadšení a jde vidět, že jsou v dobrém rozpoložení. Po skončení zpívání “přepíná” paní učitelka vyjimečně do českého jazyka z důvodu vyrušování dvou žáků. Po ukáznění přechází paní učitelka ke svému stolu, kde

má několik kancelářských potřeb. Ptá se žáků: “What is this?” na což žáci odpovídají: “This is pen/glue/rubber” atd. Pak chodí vyvolaní žáci po jednom k paní učitelce, která po šátkem ukryla tyto kancelářské potřeby. Žák si má zvolit jeden předmět, přičemž si první žačka zvolila glue. Spolužáci se jí ptají: “Do you have glue/rubber/pen?” atd., na což žačka odpovídá pouze “No, I don’t” nebo “Yes, I do”. Takto se vystřídají 3 žáci. Hodina pokračuje hrou “Simon says”. Učitelka zadává žákům nejrůznější úkoly, např.: “Simon says show 5 fingers/jump like a monkey/point to the window/sit on the carpet” atd. Pokud před těmito pokyny učitelka nepoužije “Simon says” a žák úkol přesto provede, musí udělat 10 dřepů. Žáci se po skončení aktivity přesouvají na koberec, kam si sednou do kruhu. Paní učitelka je uprostřed a pantomimou předvádí zvíře. Žáci se hlásí a hádají, jaké zvíře by mohla předvádět. Ptají se například následujícími otázkami: “Do you swim/Do you eat grass/Do you have long legs?” Po uhádnutí zvířete vystřídá paní učitelku uprostřed žačka, která také předvádí pantomimou zvíře. Žáci se opět snaží uhodnout pomocí otázek, např.: “Are you a big animal/Can you fly/Do you live in a Czech republic?” atd. Paní učitelka radí, jak se v případě potřeby řeknou určitá a kontroluje, zda jsou pokládané otázky správně poskládané. Takto se v předvádění opět vystřídá několik žáků. Aktivita na koberci skončila a žáci se přesouvají zpátky do lavic, kde si mají otevřít své epochové sešity. Paní učitelka upřesňuje žákům, že navážou na předchozí hodinu, kdy si do sešitů zapisovali zaměstnání. Nadepíše slovíčko “baker” a začíná pod něj malovat. Po chvíli je na tabuli pekař a slovní zásoba s ním spojená. Vedle postavy na tabuli je namalované těsto – dough a vedle něj je napsané: “He makes the dough from flour, milk, water and salt.” Všechny tyto suroviny jsou na tabuli namalované a popsány. Žáci si kreslí a zapisují. Hodina končí kontrolou jednotlivých sešitů se zápisy a zpíváním jedné písně.

Datum: 20. 3. 2024

Počet žáků: 17

Třída: 4.

Učitelka: Mgr. Hana Hradilová

Délka hodiny: 45 min.

Hodina začíná již tradičně zpíváním a říkankami. Jedna píseň pojednávala tématicky o zvířatech a farmě. Po dozpívání následovala pantomima, kdy žáci po jednom chodili před tabuli a měli pomocí gest předvést zvíře. Žák před tabulí předvádí a spolužáci se ho ptají: “Do you have a fur/Do you have paws/Are you green?”. Takto se vystřídají 4 žáci. Po skončení předvádění vysvětluje paní učitelka další aktivitu. Žáci si mají vzít svůj libovolný jeden předmět, obcházet spolužáky a ptát se jich: “What do you have?”. Přičemž se spolužák zeptá žáka také. Žáci si vzájemně odpovídají užitím: “I have a ____”. Paní učitelka chodí mezi žáky a kontroluje správnost jejich otázek a odpovědí. Po této aktivitě přechází paní učitelka ke hře “Simon says”. Dává žákům instrukce jako: “Simon says jump ten times/twist your hips/stand on your chair” atd. Pokud nepoužije v příkazu “Simon says” a žák příkaz přesto splní, musí udělat 10 dřepů. Následovně si mají žáci otevřít své epochové sešity, kde dle slov paní učitelky budou pokračovat v zapisování “animal homes”. Paní učitelka začíná kreslit na tabuli, přičemž jednotlivé obrázky doplňuje o slovíčka. Na tabuli jsou obrázky jako ohrada, chlívěk či kočičího pelíšek. Žáci si takto kreslí a zapisují příslušná slovíčka, dohromady jich bylo 6. Po dokreslení

a zapsání proběhla individuální kontrola sešitů učitelkou. Po kontrole se paní učitelka rozloučila s dětmi písničkou a hodina skončila.

Datum: 4. 4. 2024

Počet žáků: 21

Třída: 5

Učitelka: Mgr. Hana Hradilová

Délka hodiny: 90 min.

Hodina začíná zpíváním, přičemž je uvedena jedna nová píseň. Paní učitelka k ní pouští melodii, a zpívá ji žákům. Vzhledem k tomu, že se rytmus i slova opakují, jsou žáci po druhém zopakování refrénu schopni se k paní učitelce přidat. Paní učitelka následně žákům vysvětluje význam užitých slov v nové písni a vyjimečně mluví v českém jazyce. Paní učitelka následovně uvádí, že udělají “něco” pro zapojení pohybu a uvádí hru “Simon says”. Navádí žáky k plnění úkolů: “Simon says touch your neck/point your toes to the door/do a snake sound” atd. Žáci tyto příkazy plní jen tehdy, když paní učitelka použije před příkazem “Simon says”, pokud žáci splní příkaz i bez zazněního “Simon says”, musí udělat 10 dřepů. Po dokončení aktivity se žáci posadí do lavic a paní učitelka jim rozdává vytisknutý pracovní list na kterém je osmisměrka, která je na slovní zásobu “activities”. Dle slov paní učitelky si mají žáci tímto pracovním listem zopakovat slovní zásobu, kterou probírali v předchozí hodině. Každý žák pracuje samostatně, ve třídě je klid a panuje pracovní atmosféra. Paní učitelka dává žákům hodně času na vypracování. V průběhu žáky obchází a dává potřebné rady. Pro žáky kteří dokončili osmisměrku dříve má nachystanou ještě jednu, která se také zaměřuje na slovní zásobu “activities”. Až mají všichni žáci vyplněnou prvně zadanou osmisměrku, zadává paní učitelka další aktivitu. Žáci mají konverzovat se svými spolužáky a ptát se jich na jejich koníčky či oblíbené věci, které budou zapisovat do svých epochových sešitů. Paní učitelka nadepsala na tabuli nadpis “My friend”, pod který píše možné věty s odpověďmi: “My friend likes...”, “His/her favourite sport is...”, “In the afternoon he/she likes to...” atd. Žáci tedy chodí mezi sebou a dělají “rozhovory”. Po celý konec hodiny probíhá přepis vět do sešitů, přičemž všichni žáci aktivně pracují. Hodina je zakončena zpíváním pro žáky známé písně.

Appendix n. 3:

Jak často využíváte učebnice ve vašich hodinách?

„Každou hodinu určitě ne, ale velmi často.“

Děláte se žáky v učebnici každé cvičení?

„Většinou ano, záleží na tom, jak je která lekce zpracovaná. Spíše děláme všechny cvičení v pracovním sešitě, protože ten si žáci kupují.“

Myslíte si, že jsou nějaké výhody či nevýhody využívání učebnic v hodinách anglického jazyka?

„Výhody jsou určitě takové, že to učiteli, ale vlastně i žákovi dává takovou osnovu, protože je v učebnicích zahrnuto to, co musí být v jednotlivých ročnících probráno – to co je v ŠVP a v RVP. Takže mě to vede, co by měl žák v určitých obdobích znát. Nevýhody by mohl někdo vnímat v tom, že jsou učebnice limitující či omezující, ale já si k učebnici dodávám i jiné materiály a slovní zásobu, takže tohle jako problém nevidím. Spíše mi přijde, že i přes pravidelnou aktualizaci učebnic podle nejnovějších trendů a podobně, jsou učebnice zastaralé. Někdy se žáci zajímají o něco více o něco méně, proto, jak jsem již zmínila, si dodávám své materiály na podporu témat v učebnicích. Ale za mě, co se týče užívání učebnic v hodinách anglického jazyka převládají určitě výhody.“

Používáte elektronická média jako interaktivní tabule, tablety nebo audiopřehrávače v hodinách?

„Hodně často používáme poslech, nejrůznější cédéčka, videa, nebo nahrávky. Skoro v každé učebně, ve které probíhá výuka anglického jazyka, máme interaktivní tabule. Ale já je používám pouze za odměnu. Když jsou žáci šikovní a spolupracují, tak to můžu pustit. Ale oni jsou tím přehlaceni. Neustále jim pouštět videa a tak dále....., když se žáci vrátili po covidu do školy, tak nechtěli elektronická média vůbec vidět. Opravdu si vážili osobního kontaktu. Jinak je možnost si ve škole vypůjčit na hodinu tablety. Každopádně tabletů je méně, než je žáků. Kvůli možným dohadům, kdo bude tablet držet, či kdo bude klikat, je nevyužívám“

Myslíte si, že užití těchto elektronických médií je pro žáky přínosné?

„Určitě ano. Na tomhle jsme se nedávno shodly se všemi kolegyněmi, že bez užití poslechu, autentických nahrávek, videí apod. by byl v hodinách jediný model anglického jazyka ten učitel. Kdežto když pouštím nahrávky, cédéčka, nebo pouštím něco z té interaktivní tabule, tak se ti žáci snaží, a hlavně musí se snažit, poslechnout si tu instrukci od někoho jiného. Protože já jim

to všechno modeluju, tak jak na ně mluvím já, se nemluví. V těch nahrávkách to mají autenticky. Určitě je to i pro žáky do budoucna přínosné, naučí se lepšímu porozumění. “

Dostávají žáci domácí úkoly? Jaké a jak jsou kontrolované?

„Na prvním stupni dostávají žáci určitě mnohém více úkolů, než například na stupni druhém. Takže dávám. U těch menších žáků, například ve třetí třídě, dostávají žáci úkol každou hodinu, malinkatý. Protože se mi to osvědčilo. Žák musí například napsat nějakou větu do sešitu, něco si zopakovat, nebo se něco na příští hodinu naučit. Ten žák musí doma otevřít ten sešit, ve kterém je ten domácí úkol. A tím pádem už ta maminka ví, co jsme dělali, a zeptá se toho dítěte jestli tomu rozumí, jestli umí přečíst ty slova co má v sešitě a tak dál. Přijde mi, že by to tak na tom prvním stupni mělo být, že ta rodina spolupracuje nejvíc s tou školou. Pak už ne, pak už se to vzdaluje. Ale nechat to všechno jen na tom, co já do nich stihnu dostat v té hodině, mi přijde naprosto nereálný. Já klidně všechno zopakuju několikrát, ale jsou žáci kteří si potřebují sednout doma s rodičem v klidném prostředí, s individuálním přístupem. Domácí úkoly na prvním stupni jednoznačně ano. I v první třídě, kde dostanou za úkol něco vybarvit, nebo se naučit například 3 slovíčka nazpaměť. Úkoly kontroluju vždycky, protože jinak by to nemelo smysl, žáci by to přestali dělat. Vždy to projdeme s celou třídou. “

Appendix n. 4:

Vytváří si žáci své epochové sešity od třetí-čtvrté třídy?

„Ano, až od třetí. Ve třetí třídě my vůbec, nebo velmi minimálně zařazujeme písmo, takže hodně je to o tom, že děláme například abecedu, a na každé to písmenko děláme nějaký příběh například o zvířátku. Protože tématem ve třetí třídě jsou zvířata. Žáci můžou, ale nemusí si napsat ty slovíčka k tomu. Takže my ke každému obrázku napíšeme třeba dvě-tři slovíčka, ale oni si je vůbec napsat nemusí, můžou si vlastně jen nakreslit obrázek. Od čtvrté třídy si tvoříme se žáky takový slovníček, a až v páté třídě začínají psát věty.“

Jaké jsou podle Vás výhody nepoužívání učebnic?

„Tak ty děti si jednak tím sešitem vytvoří takovou svoji učebnici. Není to unifikované, každá ta třída je úplně jiná, takže to můžeme přispůsobit potřebám té dané třídy. Není to prostě neznámý materiál, je to jejich. To co si žáci vytvoří, tak k tomu mají vztah, protože to oni tvořili. Není to nějaká učebnice kterou dostanou a na konci roku ještě vrátí.“

Jaký je Váš pohled na užívání elektronických zařízení a médií v hodinách?

„Na prvním stupni zastávám názor, že by se takové pomůcky využívat neměly. Na druhém stupni už se tyto elektronické zdroje využívají, žáci se dívají na nějaká videa nebo poslouchají písničky. Na prvním stupni si myslím, že ne, že by to tam být nemělo. Ten živý kontakt je určitě cenější.“

Podle čeho vybíráte písničky a říkanky na začátek hodin? Jsou pokaždé stejné a kolik se jich žáci učí?

„Ta první průpověď na začátku hodiny je pro každý ročník jen jedna stejná a po celý rok se nemění. Pak se snažím podle toho tématu co máme, tak vybírat písničky tématicky k tomu. Tyto písničky se často mění. V každém ročníku se žáci naučí přibližně 20 písniček, to se střídá. Žáci se je učí velmi rychle, prostě se chytají. Oni jak pracují s nápodobou, tak i když někdy přijdu s něčím poprvé, tak oni se už poprvé chytanou. Tím že to má rytmus a některé věci se tam opakují, tak oni jsou schopni to chytnout velmi rychle.“

Dostávají žáci domácí úkoly? Jaké a jak jsou kontrolovány?

„Maličko. Na tom prvním stupni velmi málo, teda z té angličtiny. Občas je to nějaké dokreslení obrázku, když něco nestihnou v hodině, tak to musí dodělat doma. Nebo si něco třeba připravit do hodiny... Ale spíše jde o tvořivé a kreativní věci. V hodinách kontroluji, zda si žáci doplnili to, co v hodině nestihli a tudíž to dělali za domácí úkol.“

Appendix n. 5:

1. stupeň Ročník: třetí

OČEKÁVANÉ VÝSTUPY Z RVP ZV	DÍLČÍ VÝSTUPY Žák:	UČIVO	TEMATICKÉ OKRUHY PRŮŘEZOVÉHO TÉMATU	PŘESAHY, VAZBY, ROZŠÍŘUJÍCÍ UČIVO, POZNÁMKY
RECEPTIVNÍ, PRODUKTIVNÍ A INTERAKTIVNÍ ŘEČOVÉ DOVEDNOSTI				
Q-3-1-01	• čte a vyslovuje srozumitelně jednotlivá slova; • reprodukuje slovní zásobu ze známé tematické oblasti v přiměřeném rozsahu	Typy textů: • Pozdravy • Pokyny a příkazy ve škole • Jednoduchá žádost • Dialog • Dotazy a krátké odpovědi • Říkaný, básničky a písničky • Obrazkové knihy • Komiksy	OSV - Sociální rozvoj - Komunikace (řeč zvuků a slov, porovnávání a naslouchání)	
Q-3-1-02	• pozdraví a krátce se představí; • rozumí jednoduchým pokynům učitele; • zeptá se a jednoduše odpoví na dotaz na jméno/věk osoby; • klade krátké ano/ne otázky k ověření správnosti svého odhadu;			Poznámka: Zavedení jazykového portfolia pro každého žáka.
Q-3-1-03	• píše jednoduchá slova a věty dle předlohy a přečte je; • pojmenuje věci, které mu jsou blízké, a napíše je;	Tematické okruhy: • Abeceda • Číslovky 1 - 12 • Základní barvy		
Q-3-1-04	• reaguje na jednoduché, každodenně užívané příkazy a žádosti; • rozumí pomalému a správně vyslovovanému dialogu;	• Školní potřeby a třída • Vybraná domácí zvířata • Nálady a pocity • Obličej a tělo - základní smysly • Rodina • Můj pokoj • Oblečení • Dětské nápoje a jídlo • Hračky • Osobní údaje • Dny v týdnu		ČJL: Respektování základních komunikačních pravidel.
Q-3-1-05	• s pomocí učitele vyhledá slovíčka ve slovníku učebnice.	Jazykové prostředky: • Člen neurčitý a základní podstatná jména • Pravidelné tvolení množného čísla podstatných jmen • Základní přídavná jména • Osobní zájmena • Základní číslovky • Rozkazovací způsob • Kladná a negativní odpověď • Sloveso „have got“ v otázce a odpovědi • Sloveso „like“ v kladné větě a otázce • Hlásky a jejich výslovnost, slovní přízvuk • Pravopis • Předložky místa nebo času		

Obrázek 1: Učební osnovy AJ pro třetí ročník ZŠ (Národní ústav pro vzdělávání, 2013)

1. stupeň Ročník: čtvrtý

OČEKÁVANÉ VÝSTUPY Z RVP ZV	DÍLČÍ VÝSTUPY Žák:	UČIVO	TEMATICKÉ OKRUHY PRŮŘEZOVÉHO TÉMATU	PŘESAHY, VAZBY, ROZŠÍŘUJÍCÍ UČIVO, POZNÁMKY
RECEPTIVNÍ ŘEČOVÉ DOVEDNOSTI				
Q-5-1-01	• rozumí smyslu přiměřeně obtížných nahrávek; • rozumí hledané informaci v nahrávce; • rozumí jednoduchým pokynům učitele a reaguje na ně;	Typy textů: • Pozdravy • Jednoduchá žádost a jednoduché poděkování • Jednoduché pokyny a příkazy ve škole • Jednoduchý popis • Pohlednice • Jednoduchý e-mail, dopis, SMS • Jednoduchý dotaz • Říkaný, básničky a písničky • Jednoduché obrazkové knihy • Jednoduché návody • Komiksy	OSV - Sociální rozvoj - Komunikace (cvičení pozorování a empatické naslouchání)	ČJL: Rozeznávání druhů slov.
Q-5-1-02	• vyhledává známá slova a věty v jednoduchých textech; • přiřazuje známá slova a věty k obrázkům;			Poznámka: Zahájení vyplňování vlastního výrobeného jazykového portfolia.
Q-5-1-03	• přečte nahlas a srozumitelně krátký text obsahující známou slovní zásobu;			
Q-5-1-04	• v jednoduchých textech, které jsou doplněny obrázky a jsou o známých tématech, vyhledá požadovanou informaci; • správně odpoví na otázky k jednoduchému textu;	Tematické okruhy: • Abeceda • Číslovky 1 - 20 • Můj dům: místnosti a nábytek • Město • Počasí • Čas: hodiny, dny v týdnu, měsíce v roce • Zábavy a volný čas • Zvířata v zoo • Školní třída a škola • Základní jídlo, potraviny a chutě • Základní geometrické tvary • Osoby narození a vybraných svátků • Děti a mládež v anglicky mluvících zemích		
Q-5-1-05	• vyhledá neznámá slova v obrázkovém slovníku;			
PRODUKTIVNÍ ŘEČOVÉ DOVEDNOSTI				
Q-5-2-01	• napíše pohlednici a jednoduchou zprávu kamarádovi;			
Q-5-2-02	• jednoduše popíše obrázek; • zopakuje z paměti básničku či říkanku;			
Q-5-2-03	• vyjádří jednoduché základní informace, které obměňuje s použitím osvojené slovní zásoby;			
INTERAKTIVNÍ ŘEČOVÉ DOVEDNOSTI				
Q-5-3-01	• pozdraví a rozloučí se; • zeptá se na čas a odpoví, kolik je hodin; • jednoduše o něco požádá a poděkuje.	Jazykové prostředky: • Člen určitý a neurčitý • Určování počitatelnosti s „much/many“ • Podstatná jména • Vybraná přídavná jména • Tázací a přivlastňovací zájmena • Základní číslovky • Vazba „there is / there are“ • Sloveso „can“ v kladných větách, v otázce a v záporu • Předložky místa • Kladné a záporné příkazy • Otázky na zjištění pozice věcí a osob • Určování času, otázky na čas	MKV - Lidské vztahy (význam kvality lidských vztahů, tolerance, empatie)	M: Struktura: hodiny, dny, měsíce, roky.
		Slovesa „to be / to have“ • Přítomný čas prostý • Slovosled kladné a záporné věty • Otázka, krátká odpověď kladná i záporná • Základní fonetické znaky • Spojování hlásek do slov a jejich výslovnost • Pravopis - základní pravidla psaní slov		

Obrázek 2: Učební osnovy AJ pro čtvrtý ročník ZŠ (Národní ústav pro vzdělávání, 2013)

1. stupeň

Ročník: pátý

OČEKÁVANÉ VÝSTUPY Z RVP ZV	DÍLČÍ VÝSTUPY Žák:	UČIVO	TEMATICKÉ OKRUHY PRŮŘEZOVÉHO TÉMATU	PŘESAHY, VAZBY, ROZŠÍŘUJÍCÍ UČIVO, POZNÁMKY
RECEPTIVNÍ ŘEČOVÉ DOVEDNOSTI				
CJ-5-1-01	- nalezne známá slova a věty v jednoduchých textech, např. o rodině a volném čase; - rozumí krátkým a jednoduchým pokynům v textu;	Typy textů: - Pozdravy - Blahopřání - Pohlednice z prázdnin - Leták a plakát - Krátký neformální dopis - Jednoduchý e-mail, dopis, SMS - Jednoduchá žádost - Jednoduché pokyny v textu - Řídky, básničky a písničky - Jednoduché obrázkové knihy - Jednoduché návody - Komiksy		
CJ-5-1-02	- rozumí krátkému textu s obrázky, např. letáku, plakátu, blahopřání - vyhledá informace k jednoduchému tématu v časopise nebo na webové stránce; - pochopí obsah a smysl jednoduchého dialogu a nahrávky;		OSV - Sociální rozvoj - Komunikace (sdělení v různých situacích, aktivní naslouchání)	M: Aplikace jednoduchých početních operací v oboru přirozených čísel, porovnávání větších, menších.
CJ-5-1-03	srozumitelně vyslovuje jednoduchý čtený text se známou slovní zásobou;		MKV - Multikulturalita (specifické rysy jazyků a jejich rovnocennost, naslouchání druhých)	M: Struktura: hodiny, dny, měsíce, roky.
CJ-5-1-04	- v jednoduchém textu vyhledá požadovanou informaci; - vytvoří odpověď na otázku na základě jednoduchého a známého textu;	Tematické okruhy: - Číslovky 1 – 100 - Domov a rodina - Město a venkov - Názvy povolání - Lidské tělo - Volný čas a záliby - Roční období a počasí - Čas: hodiny, dny v týdnu, měsíce v roce - Zvířata ve volné přírodě - Škola a vyučovací předměty	VDO - Občanská společnost a škola (participace žáků na životě školy a místní komunity)	
CJ-5-1-05	neznámé slovo vyhledá v anglicko-české a česko-anglické části tištěného slovníku;	- Čas: hodiny, dny v týdnu, měsíce v roce - Zvířata ve volné přírodě - Škola a vyučovací předměty	VMEGS - Evropa a svět nás zajímá (zvyky a tradice národů Evropy)	
PRODUKTIVNÍ ŘEČOVÉ DOVEDNOSTI				
CJ-5-2-01	- vyplní osobní údaje ve formuláři; - odpoví na krátkou jednoduchou zprávu; - napiše blahopřání, pohlednici nebo krátký neformální dopis kamarádovi;	- Jídlo a potraviny - Vánoce, Velikonoce a jiné svátky - Děti a mládež v jiných zemích Evropy	VDO - Občanská společnost a škola (participace žáků na životě školy a místní komunity)	
CJ-5-2-02	- ústně i písemně reprodukuje hlavní myšlenky textu s pomocí obrázku nebo osnovy; - na základě poslechu krátké konverzace shrne její obsah písemně i ústně;	Jazykové prostředky: - Člen uříčtý a neurčitý - Množné číslo podstatných jmen - Přívlastkové přídavná jména - Zájmena ukazovací a přívlastkové		ČJL: Sestaví osnovu krátkého příběhu, např. vyprávění s jednoduchým dějem.
CJ-5-2-03	svými slovy vyjádří smysl textu;	- Základní a řadové číslovky - Sloveso „to be, to have, can“ v oznamovací větě, v otázce a v záporu, plné a zkrácené tvary - Přívlastková slovesa pro každodenní činnosti - Předložky času a místa - Otázky s „who/what/when/where/how/why“ - Pořádek slov ve větě a v otázce - Přítomný čas prostý - Přítomný čas průběhový - Základní fonetické znaky - Základní pravidla výslovnosti slov - Pravopis osvojených slov a tvarů		Poznámka: Pravidelně doplňování do jazykového portfolia.
INTERAKTIVNÍ ŘEČOVÉ DOVEDNOSTI				
CJ-5-3-01	- mluví krátkými větami v zadané roli, pozdraví, zeptá se a odpoví na otázky a rozloučí se; - mluví o tom, co má a nemá rád, co se mu líbí a nelíbí.		OSV - Sociální rozvoj - Poznávání lidí (vzájemná poznávání ve skupině a třídě, vyvarování se chyb při kontaktu s lidmi)	

Obrázek 3: Učební osnovy AJ pro pátý ročník ZŠ (Národní ústav pro vzdělávání, 2013)

Resumé

Tato bakalářská práce se zabývá výukou anglického jazyka na prvním stupni základních škol. Práce představuje kurikula pro jednotlivé třídy Waldorfských a klasických základních škol, analyzuje strukturu hodin, výukové metody, používané didaktické pomůcky a zadávání domácích úkolů. Byly provedeny rozhovory a pozorování na dvou základních školách, za účelem porovnání výuky anglického jazyka. Výsledky ukazují, že ve výuce angličtiny na klasických a Waldorfských základních školách lze najít jak podobnosti, tak rozdíly.