



JIHOČESKÁ UNIVERZITA V ČESKÝCH BUDĚJOVICÍCH

FILOZOFICKÁ FAKULTA

ÚSTAV ANGLISTIKY

BAKALÁŘSKÁ PRÁCE

ALTERNATIVE EDUCATION: ENGLISH LANGUAGE TEACHING AT
WALDORF SECONDARY SCHOOLS

Vedoucí práce: Mgr. Alena Prošková, Ph.D.

Autor práce: Kristýna Micková

Studijní obor: AJL/ŠJ-vsš

Rolník: 3.

2024

I confirm that this thesis is my own work written using solely the sources and literature properly quoted and acknowledged as works cited.

22. 07. 2024 České Budějovice

.....

Kristýna Micková

Acknowledgment

I want to thank Mgr. Alena Prošková, Ph.D for her professional guidance, kind approach, and useful ideas for my bachelor thesis.

Anotace

Cílem této bakalářské práce je představit jeden z alternativních vzdělávacích modelů, konkrétně Waldorfskou pedagogiku Rudolfa Steinera. Bakalářská práce je rozdělena na úvodní kapitoly vycházející z odborné literatury, jejichž součástí je podrobný popis waldorfského modelu výuky cizích jazyků a filozofie jejího tvůrce. Tato část dále obsahuje seznámení se s aspekty alternativního vzdělávání, Steinerovou antroposofií a cíle waldorfské pedagogiky. Empirická část je zaměřena na porovnání teoretických poznatků o výuce na waldorfských školách s odpověďmi získanými pomocí dotazníku, který byl následně rozeslán do několika waldorfských škol v České republice. Výzkumné otázky jsou zaměřeny na aspekty související s výukovými cíli a praktickou realizací výuky cizích jazyků na waldorfských středních školách.

Klíčová slova

Výuka anglického jazyka, Waldorfské střední školy, Waldorfská pedagogika, Rudolf Steiner, vzdělávací plán, alternativní metody výuky cizích jazyků

Abstract

The purpose of this bachelor thesis is to present one of the alternative educational models, namely Rudolf Steiner's Waldorf pedagogy. The bachelor thesis is divided into introductory chapters based on specialized literature, which include a detailed description of the Waldorf model of foreign language teaching and the philosophy of its creator. This section further presents an introduction to aspects of alternative education, Steiner's anthroposophy, and the aims of Waldorf pedagogy. The empirical part focuses on the comparison of theoretical findings about teaching in Waldorf schools with the answers obtained by means of a questionnaire, which was formerly sent to several Waldorf secondary schools in the Czech Republic. The research questions address the aspects related to the teaching objectives and practical implementation of foreign language teaching in Waldorf schools.

Key words

Foreign language teaching, Waldorf secondary schools, Waldorf pedagogy, Rudolf Steiner, educational plan, alternative methods of foreign language teaching

TABLE OF CONTENTS

INTRODUCTION	10
I. Waldorf Pedagogy	12
I.1 Rudolf Steiner	12
I.2 Anthroposophy	13
I.3 Origin of Waldorf Pedagogy	13
I.3.1 Waldorf schools in the Czech Republic.....	15
1.3.2 Educational System in the Czech Republic	17
I.4 Characteristics and Basic Principles of Waldorf Pedagogy	19
I.4.1 Aims and Objectives of Waldorf schools	19
I.4.2 Division and Organization.....	20
I.4.3 Characteristics of the Curriculum	20
I.4.4 Eurythmy	21
I.4.5 School Environment	21
I.4.6 Role of the Teacher	21
I.4.7 Evaluation	22
I.4.8 Aids and Materials.....	22
II. Foreign Language Teaching in Waldorf School.....	22
II.1 History of Foreign Language Teaching	22
II.2 Aims and Objectives of Foreign Language Teaching in Waldorf Schools.....	23
II.3 Methods in Foreign Language Teaching	24
II.3.1 Communicative Method.....	25
II.3.2 The current form of Foreign Language Teaching in public schools	25
II.4 Horizontal and Vertical Educational Plan for Secondary Level	27
II.4.1 Horizontal Educational Criteria	28
II.4.2 Educational Goals of English Language Teaching According to the Vertical Plan	29
II.5 Reading and Working with Literature at the Secondary Level.....	32
II.6 Teaching the Culture	32
II.7 Theatre and Drama Education at Secondary Level	33
II.8 Conclusion	33
III. Methodology	34
III.1 Introduction and Aims of the Research	34
III.2 Research Questions.....	34
III.3 Data Acquisition	34
III.4 Profiles and Introduction of Waldorf Secondary Schools	40

III.4.1	Waldorf Lyceum in Brno	41
III.4.2	Waldorf Lyceum in České Budějovice.....	41
III.4.3	Waldorf Lyceum in Olomouc	42
III.4.4	Waldorf Secondary Vocational School in Ostrava (Poruba)	42
III.4.5	Waldorf Lyceum in Pardubice.....	43
III.4.6	Waldorf Lyceum in Plzeň	43
III.4.7	Waldorf Lyceum in Praha	44
III.4.8	Waldorf Secondary School in Příbram.....	44
III.4.9	Waldorf Lyceum in Semily	44
IV.	Analysis	45
IV.1	Data	45
IV.1.1	Curriculum and Expected Outcomes in Waldorf Schools.....	45
IV.1.2	Content, Scope, and Form of Foreign Language Teaching	46
IV.1.3	Teaching Materials and Methods.....	47
	CONCLUSION	50
	WORKS CITED	52
	LIST OF ANNEXES.....	56

LIST OF TABLES

Table 1: Seven-year developmental stages of the child in the concept of Waldorf Pedagogy, page 14.

Table 2: Types of Waldorf Schools in the Czech Republic, page 16.

Illustration 1: Educational System in the Czech Republic, page 17.

Illustration 2: System of Curriculum Documents, page 18.

Map 1: Map of Waldorf Schools in the Czech Republic, page 41.

LIST OF ANNEXES

Annex 1: Questionnaire, pages 56-58.

Annex 2: Thematic Plan Waldorf Lyceum Plzeň, pages 59-60.

INTRODUCTION

Nowadays, alternative teaching methods play an essential role in the educational scene because, unlike conventional educational methods, they often place high importance on personalized learning to meet each student's interests and needs, which may increase motivation and engagement. These methods frequently emphasize emotional, social, and physical growth in addition to academic skills, resulting in an overall focus on personal development. They aim to form a strong sense of responsibility and teamwork by encouraging creativity, collaboration, and problem-solving abilities. Alternative schools differ significantly in contrast to traditional state schools. The primary distinction is that the traditional schools generally tend to have a larger number of students in classrooms and do not apply differentiation as often, implying that there is insufficient work with the student's individuality. Unlike alternative schools, where teachers evaluate pupils rather verbally, these institutions tend to use summative evaluation, also referred to as grade assessment. If alternative schools are characterized by verbal assessment, cooperation with students, encouragement for variety, and teaching without time constraints, traditional schools are the contradiction of these attributes. (Kráčmatová) There are various reasons as to why I chose this particular topic. I have always had a passion for learning multiple foreign languages and an interest in teaching in general, therefore I wanted to explore some unique approaches at one of the alternative institutions to teaching foreign languages and see if they differed in any way from mainstream instruction that most students, including myself, are accustomed to. Furthermore, since there are few resources focusing on foreign language teaching at Waldorf secondary schools, but most of them rather discuss primary education, I aimed to develop valuable content for anyone interested in this topic or for potential teachers in these institutions.

The thesis is divided into a theoretical and an empirical part. The first chapter explores the origins of Waldorf pedagogy, Rudolf Steiner's anthroposophy, and his vision of ideal education. The chapter also provides a detailed analysis of the current Waldorf school system in the Czech Republic, examining its organization and distinctive educational approaches. It outlines the fundamental characteristics of Waldorf pedagogy, including the organizational framework of these schools, distinctive interior design, and innovative assessment methods for evaluating student progress. Furthermore, it dives into the crucial role of teachers in

Waldorf schools, setting the specific materials and resources employed in the educational process. This chapter also explains the concept of eurythmy, its implementation in the curriculum, and its expected outcomes. Finally, the overall objectives of Waldorf education are thoroughly examined, providing details into the holistic approach to child development and learning.

The second chapter deals with foreign language teaching in Waldorf schools, including a brief overview of its history and explaining objectives of English language teaching based on horizontal and vertical plan criteria for each grade in the Waldorf school's secondary level, in other words grades 9 to 12. Additionally, it describes the instructional methods along with the approach most frequently applied in foreign language teaching in Waldorf secondary schools. The chapter concludes by outlining the methods for working with texts and the frequency with which cultural studies are taught in relation to foreign language teaching.

The empirical part is based on data obtained from a survey distributed to the school management and teachers of several Waldorf secondary schools in the Czech Republic. This section begins by defining the study's objectives and research questions, followed by a brief introduction of each Waldorf secondary school. The thesis concludes by addressing the research questions by analyzing the data acquired from respondents and other additional sources while comparing the results to the data in the theoretical part.

I. Waldorf Pedagogy

At present, there are numerous alternative concepts of education available. These concepts refer to a specific educational approach, that is distinct from conventional ways of teaching, and Waldorf Pedagogy is recognized alongside others, such as Montessori, Dalton Plan, or Jena Plan, among these alternative concepts. Waldorf Pedagogy is an educational philosophy inspired by Rudolf Steiner's pedagogical approach and it is fundamental to the German educational reform movement occurring approximately between 1880 and 1940, described as "pedagogically the most productive period in the history of education." (Rýdl 16) Rooted in theosophy and anthroposophy, both initiated by Steiner, his pedagogy puts a strong emphasis on developing a child's individuality. It fosters a love for learning through a curriculum that aligns with their developmental stages, and stresses creativity and imagination. (Kasper and Kasperová 176-186)

I.1 Rudolf Steiner

Rudolf Steiner, born in 1861, was an Austrian educationist, philosopher, and founder of Waldorf education, anthroposophy, and an innovative art form known as eurhythmy. His interests went beyond education to medicine, mathematics, and descriptive geometry. ("About Rudolf Steiner And The Growth Of The Steiner/Waldorf Education Movement") Steiner studied at the Vienna Real Grammar School, where he also graduated, and then went to study at the Technical University in Vienna. Although he originally intended to become an engineer, he became increasingly drawn to philosophy, and thus he started attending lectures on this topic at the university as well. He spent his early years in an environment where contemporary technology met nature. He claims that he began to exhibit exceptional cognitive abilities already at the age of eight, which opened up the possibility for him to live from that moment on with the spiritual beings of nature.

Steiner's initial pedagogical experience was as a home tutor for the Specht family, where he was devoted to the education of their son Otto, who was a child diagnosed with hydrocephalus, a brain disorder due to which he was considered uneducable. Steiner observed that Otto was slow in his thinking, emotionally irritable, unable to concentrate for extended periods of time, and at the age of 10, he had not yet developed the basic abilities for reading, writing, and arithmetic. Steiner understood that Otto just needed to awaken his mental capabilities, and so he created a customized educational method for him, through

which the difficulties gradually began to subside. Within two years, Otto had caught up on the coursework he had missed, entered grammar school, and eventually graduated in medicine. (“Waldorf Education”) This experience gave Steiner valuable knowledge and skills that he later applied in his teaching. (“Rudolf Steiner”) He states that while preparing lessons for the boy, he first noticed how crucial a deeper comprehension of human nature is for education and teaching, which led him to the conclusion that no pedagogical goal can be accomplished without a strong anthropological foundation.

1.2 Anthroposophy

Anthroposophy is a philosophy that brings together practical knowledge with a theoretical understanding of the world. According to Steiner, anthroposophical pedagogy is a spiritual concept that views humans as a whole, composed of three parts: body, soul, and spirit, which attempts to help children, in particular, develop these components in complexity. Wiechert, in his book *The Waldorf School: An Introduction* (77), claims that “anthroposophy is a term that can be interpreted broadly as an awareness of our human nature.” Consequently, it comprises physical, emotional, mental, volitional, and spiritual development, which is to open children to higher spiritual worlds independent of their senses, as stated by Kasper in his book *Dějiny pedagogiky* (185). He also points out that it is not only the development of independent thinking but also the enhancement of physical motor skills, speech, the art of movement, or eurhythmy, as well as the encouragement of the pupil’s artistic faculties and their artistic vision of the world.

Steiner understood anthroposophy as a knowledge-based path that guides the human spirit towards the spirit in the cosmos, which is philosophically considered not the universe, but rather the contradiction of chaos. Anthroposophy forms the basis of Waldorf Pedagogy, yet, according to Grecmanová and Urbanovská (8), it is not a topic of teaching, rather, it is reflected in the educational methods. It is not just philosophy that has an impact on it; in addition, on its basis, Steiner influenced other domains of natural science and the humanities, such as pedagogy, medicine, theology, and agriculture.

1.3 Origin of Waldorf Pedagogy

The first Waldorf school was founded in September 1919 in Stuttgart, Germany, as a response to the economic and social situation in Europe following World War I. The school

took its name after the Waldorf Astoria cigarette factory, owned by Emil Molt, who was an admirer of Rudolf Steiner’s theosophical and anthroposophical beliefs and a member of the Anthroposophical Society in Germany. Molt’s vision was to implement anthroposophical principles in education and training within authentic school settings and, therefore, create a school committed to addressing the social challenges faced by factory workers.

Rudolf Steiner emphasized the need for a new approach to education in order to fulfil the needs of the future; in other words, he realized that individuals needed to be educated differently. Thus, its founding was driven by the necessity for a renewal of spiritual life and the establishment of pedagogy fully suited to the needs and interests of man. Kasper (180) mentions that prior to its opening, Steiner spoke thoroughly to teachers about the core of anthroposophical pedagogy, which is not to be governed by the external demands of the state or society nor by financial constraints. He also explained that the foundation of this so-called free education is to be solely the spiritual basis of the essence of man and the needs of the child in his seven-year developmental stages, which are summarized in Table 1 below.

Table 1: Seven-year developmental stages of the child in the concept of Waldorf Pedagogy

Phase from the age of 7	These children learn mainly by imitation; therefore, the role models of teachers and parents are essential.
Phase up to the age of 14	In this phase, the children are mature for schooling, and part of their strengths are transformed into memory strengths, even if not abstract thinking skills.
Phase by the age of 21	Their abstract thinking evolves, as well as a deeper spiritual view of the self, of the nature of man, and the world. At this stage, not only feelings and thinking are developed but also values and attitudes.

The initial Waldorf school experienced rapid growth in the number of pupils, and the number of Waldorf schools grew just as quickly, not only in Germany. At first, 252 pupils attended the school, mostly the children of employees at the Waldorf Astoria factory, and within just two years, the number increased to 540 pupils. Between the World Wars, this expansion resulted in the founding of Waldorf schools in various countries, including Germany, Austria, Hungary, Switzerland, America, Norway, England, Holland, and Portugal; for instance, in 1922 and 1923 in Essen, Germany, and Hague, Holland, and in 1925 in London, England. Nevertheless, with the rise of fascism in 1938, schools were prohibited until 1945, when pedagogical activities were resumed. As of 1996, there were 500 free Waldorf schools all over the world¹ but nowadays the number differs significantly, with more than 1100 schools and 2000 kindergartens in over 80 countries. (Grecmanová and Urbanovská 6)

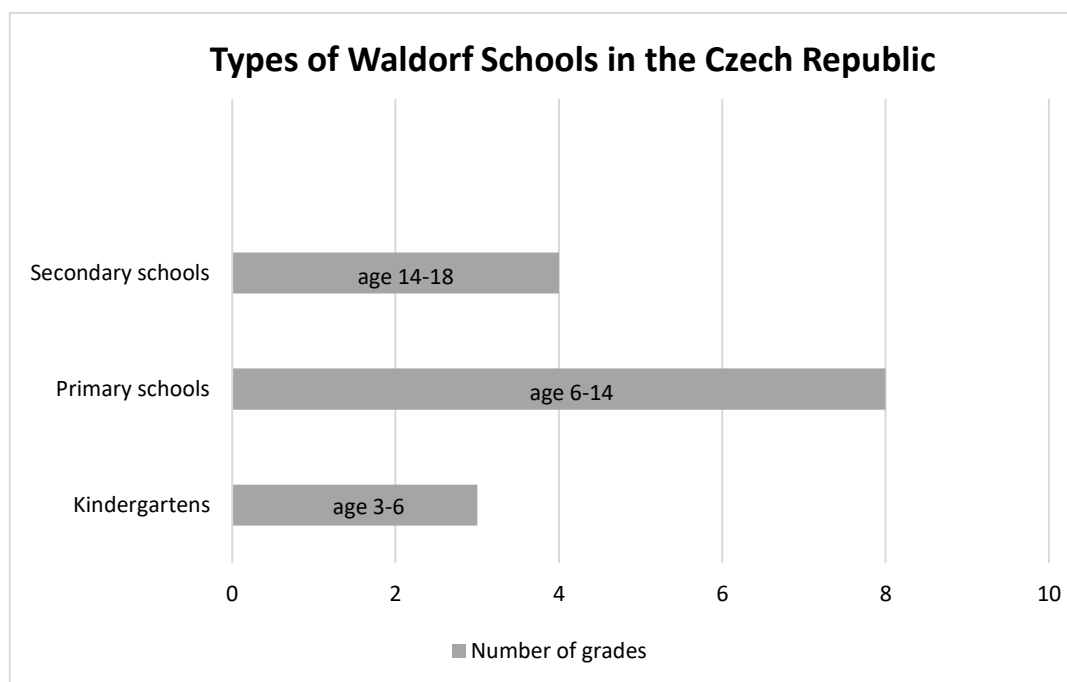
I.3.1 Waldorf schools in the Czech Republic

The establishment of the first Waldorf schools in the Czech Republic was only possible after the political shifts in November 1989. Following the Velvet Revolution, or the fall of the communist regime in 1989, Waldorf schools began to emerge in the Czech Republic. Right after this event and the establishment of a new government, the newly appointed Minister of Education, Milan Adam publicly expressed his interest in innovative pedagogical ideas from abroad in the media. Excited by this interest, Dr. Tomáš Zuzák, a Waldorf teacher, approached the head of the pedagogical department of the Free College for Spiritual Science in Dornach, Dr. Heinz Zimmermann, to present an introduction to Waldorf pedagogy to the Minister of Education. Dr. Zuzák then met with the deputy minister, Dr. V. Vrána, to whom he demonstrated the fundamentals of teaching eurythmy, which impressed him. Dr. Vrána was sent to visit and observe Waldorf schools in Switzerland, and based on his positive report, the Ministry of Education allowed Waldorf pedagogy. Subsequently, several educational institutions emerged, including primary schools, kindergartens, secondary schools, special schools, family centres, and initiatives. While most Waldorf primary schools are state-run, there are exceptions, such as the Waldorf Lyceum in České Budějovice, which is established by a public benefit corporation.

¹ "Tisková zpráva k oslavám 100 let waldorfské pedagogiky", online, 2019, https://www.iwaldorf.cz/obr/c1906001/TZ_Waldorf%20100.pdf.

²Based on the annual report of the Association of Waldorf Schools for 2019-2020 (Petr), we will now take a closer look at Waldorf schools in our country. The association's members comprise approximately 17 primary schools, 5 secondary schools, and 1 special Waldorf school, spread across more than 15 cities all over the country. Among the primary schools are 7 independent municipal schools, 2 full municipal schools that collaborate with state schools, 3 fully private schools and 2 beginner schools collaborating as well with the public schools. The secondary school members consist of 4 functioning under the "Combined Lyceum" educational programme and 1 emerging secondary school with grades 1 and 2 in České Budějovice. The final member of the association is a Waldorf school offering primary and secondary education to students with special educational needs in grades 1 through 12, which includes a two-year practical school.

Table 2: Types of Waldorf Schools in the Czech Republic



There are no official studies or descriptions of what the curriculum of Waldorf schools looks like in particular, therefore it remains only to study their school educational programmes as a primary source of information. Nevertheless, it is primarily stated that it has a supranational and non-denominational character, based on common educational concepts, meaning that

² Petr, T. "Výroční zpráva Asociace Waldorfských škol ČR za školní rok 2019-2020." *Oficiální stránky Asociace Waldorfských škol České republiky*, online, 2020, <https://www.waldorf.cz/vyrocní-zprava-za-rok-2019-20/>

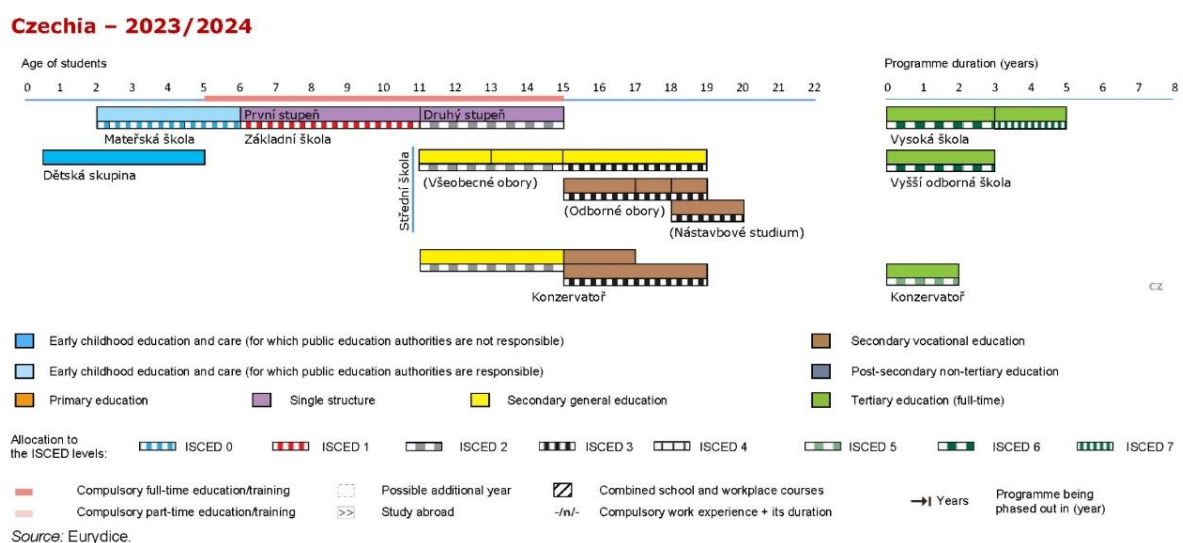
Waldorf education follows a unified educational philosophy and framework that can be globally applicable. The curriculum is of a framework nature and modifies its content based on historical, social, and state conditions. (Grecmanová and Urbanovská 16) In the Czech Republic, all schools, including alternative Waldorf schools, must correspond with the national educational standards set in the Framework Educational Programmes (FEPs); so while the Waldorf curriculum has its own unique pedagogical methods, it has to be aligned with the FEP to ensure that students receive an education that meets the national standards. Based on the Framework Educational Programmes, the schools then create their School Educational Programmes.

According to the business register (“Finmag”), the majority of Waldorf secondary schools in the Czech Republic are legally established either as funded organizations operated by territorial self-governing units or as benefit corporations. These legal statutes indicate that they function as non-profit organizations established by private individuals rather than the state. While funded organizations receive financial contributions from the state, they obtain funding from the parents of students in these schools as well.

Regarding the fact that even the Waldorf schools must follow individual types of Framework educational programmes according to the type and grade of each school, in the following chapter I shall briefly introduce the educational system in the Czech Republic.

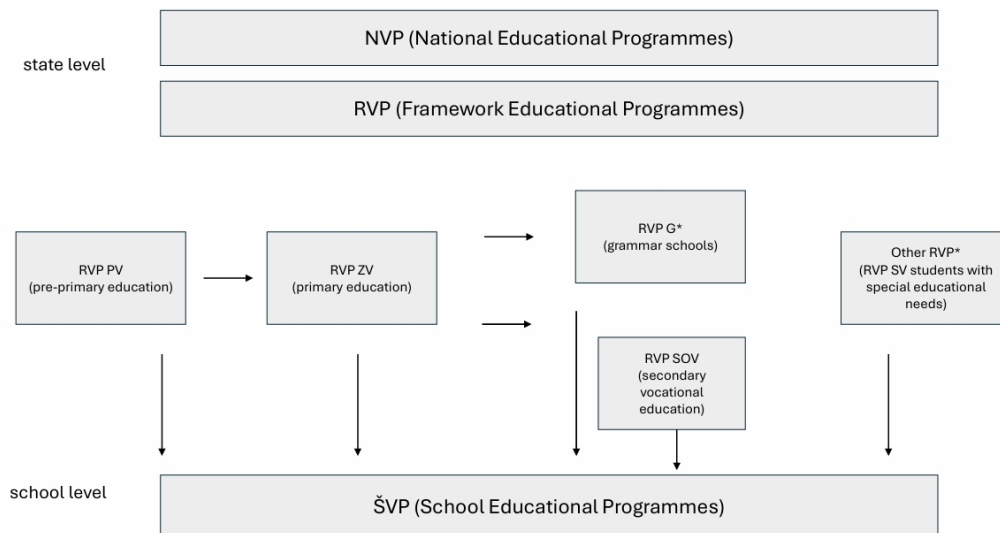
1.3.2 Educational System in the Czech Republic

Illustration 1: Educational System in the Czech Republic



This subchapter provides a brief introduction to the educational system in the Czech Republic, which is typically divided into nursery schools, primary schools, secondary schools or conservatories, and post-secondary colleges. (“The Educational System in the Czech Republic” 6)

Illustration 2: System of Curriculum Documents



According to The Educational System in the Czech Republic published by the Ministry of Education, Youth, and Sport (16-20), nursery schools, or pre-primary education, are for children between 3 and 6 years old, and they are regulated by the Framework Educational Programme for Pre-primary Education. Primary schools refer to compulsory educational institutions that children have to attend for 9 years, typically from ages 6 to 15, and they consist of two stages: the first stage comprises five grades, and the second one comprises four grades. After finishing the first stage, the children have the option to either continue to the second stage at the primary school, transfer to a multi-year secondary general school, or go to an 8-year conservatoire. The primary schools are regulated by the Framework Educational Programme for Basic Education, and on this basis, the schools then prepare their own school education programmes. Teachers normally must obtain a university qualification at the Master’s level at the faculty of education, which lasts 4 to 5 years and includes a short practical experience. Teachers in the first stage are called generalists, and those in the second stage are called specialists.

Secondary schools can be divided into several types. The first type is a secondary education completed with a school-leaving examination, also called state matura, and is further divided into secondary general schools for 4, 6, or 8 years, lyceums, secondary technical schools, and conservatories. This type of secondary education normally lasts 4 years, when children are 15 to 19 years old. The second type is a secondary education leading to an apprenticeship certificate and is very practically oriented; these schools are called secondary vocational schools and last from 2 to 3 years between the ages 15-17-18. The last type is called secondary vocational school or practical school, which is typically for 1 or 2 years. To finish secondary education, children must pass either the school leaving examination (state matura) or the final examination. Most of the secondary schools in the Czech Republic are public and therefore free of charge, but there also exist private schools where fees have to be paid. Secondary education is regulated by the Framework Educational Programme for Upper Secondary General Education, and teachers typically have to obtain a university qualification at the Master's level at the faculty of education, which includes relatively short practical experience. ("The Educational System in the Czech Republic" 22-24)

I.4 Characteristics and Basic Principles of Waldorf Pedagogy

I.4.1 Aims and Objectives of Waldorf schools

Waldorf schools strive to be schools of the present, embracing the needs of modern life while also providing education for the future (Grecmanová and Urbanovská 8). They place a high value on teaching that encourages liberty and equality as well as the physical and emotional well-being of the students. These institutions also focus on developing one's personality, abilities, and talents, in addition to igniting a material interest and free will in learning and expressing creativity. They promote self-directed learning, critical thinking, initiative, the capacity for empathy, fairness, tolerance, social responsibility, and curiosity about the world.

Generally, according to Kasper in *Dějiny pedagogiky* (186), in relation to the anthroposophical vision of a man, the objectives of Waldorf schools entail the development of the pupil's:

- inner nature and authenticity,
- body and its functions,
- feeling and emotional equilibrium,

- self-expression,
- individuality, self-discipline, and inner independence,
- social perceptions and feelings.

I.4.2 Division and Organization

Waldorf schools typically follow the general educational structure, which means that while they have their own unique and distinctive pedagogical principles and approaches, they still adhere to the broad framework set by the common educational system. (Grecmanová and Urbanovská 8) They usually consist of 12 grades in total, divided into primary levels covering grades 1 through 8 and secondary levels, which cover grades 9 through 12. These schools put into practice collaborative teaching methods, although in foreign language teaching, for example, pupils may be grouped according to their aptitude, interests, and educational needs.

I.4.3 Characteristics of the Curriculum

Lessons are divided into two categories; primary, which is focused on cognitive exercises, and vocational requiring constant practice. The primary courses take the form of a so-called epoch, which is a continuous two-hour block, i.e., 90 minutes, of one of the main subjects that usually lasts 3-4 weeks and is only then followed by the next subject. Mother tongue, mathematics, geography, history, social studies, or art, are considered the main subjects. On the other hand, vocational education covers subjects that require persistent practice, for instance, foreign languages, and the lessons last half as long as the epochs, therefore 45 minutes.

A typical school day starts with a two-hour block of one of the main subjects aforementioned, followed by a 45-minute break, and after that comes either a vocational subject of 45 minutes or again the two-hour block. Therefore, subjects focusing on cognitive exercises are taught in the early morning, while subjects with an emphasis on rhythmic repetition, such as foreign languages, are taught after the break. In the later afternoon hours, handicrafts and workshop activities are taught.

At the primary level of the Waldorf school, there is just one class teacher, whereas, at the secondary level, the pupils no longer have one; each main subject is taught by a different specialist teacher. (Wiechert 44)

I.4.4 Eurythmy

Created by Steiner, eurythmy is an art of movement that allows students to give words or sounds an embodied form, and therefore it is usually referred to as 'visible speech'; to some people, it resembles dance. Eurythmy is a regular obligatory school subject in Waldorf schools. This idea can help pupils develop their fantasy and empathy. According to Wiechert (41), eurythmy is normally taught in Waldorf schools once a week in lower classes and then twice a week from class 5 onwards; in some schools, pupils at the secondary level participate in eurythmy project weeks or earn eurythmy certificates as well.

I.4.5 School Environment

In terms of interior design, Waldorf schools provide more than simply standard classrooms or meeting areas, as specialized workrooms, libraries, theatre halls, workshops, gymnasium halls, or eurythmy rooms can be found there as well.

The incorporation of natural materials inside the school plays an important role from both an aesthetic and health perspective, as well as a philosophical one. Furthermore, the use of colours is symbolic since they should create an environment that pupils would relate to, involving hues that evoke emotions, influence behaviour, and promote harmonious awakening. (Grecmanová and Urbanovská 10) Generally speaking, the goal is to provide the children with an artistic and beautiful environment.

I.4.6 Role of the Teacher

Teachers in Waldorf schools are seen as educational artists who should be able to react promptly and appropriately. They seek to comprehend each child's unique personality and individuality, based on which they then adjust their approach accordingly. (Grecmanová and Urbanovská 13) Some of the fundamental qualities for teachers involve artistic and craft skills, intelligence, a sense of working with children, and the ability to effectively establish good connections with them.

Teaching is a regulated profession in the Czech Republic, and the requirements necessary for this profession are set out in legislation such as the Teaching Personnel Act. Generally, for secondary-level teachers in the Czech Republic, it is required to obtain an advanced master's degree in combination with or in relation to a bachelor's degree. According to the Association of Waldorf Schools in the Czech Republic, in addition to a state-recognized teaching

qualification, Waldorf teachers must finish a three-year Waldorf education through seminars in order to obtain the relevant qualification. Currently, the Association of Waldorf Schools recognizes three seminars in the Czech Republic, which are held on weekends once a month and require a reflective teaching practice, pedagogical practice, and a final thesis culminating in a presentation. The majority of Waldorf teachers study the philosophy and anthropology of Rudolf Steiner. (Grecmanová and Urbanovská 13)

I.4.7 Evaluation

In Waldorf schools, academic performance is evaluated as a reflection of a student's overall development, with an emphasis on his abilities, talents, and degree of knowledge, all of which are determined through collaborative class activities. In secondary-level classes, tests and practical exams may be utilized as evaluation tools.

Instead of assigning marks, Waldorf teachers provide verbal feedback to their students by using praises, recognitions, and prizes, and at the end of the academic year, each student receives a report card that details the achieved state of their performance in general, or in one specific subject. (Grecmanová and Urbanovská 23)

I.4.8 Aids and Materials

Regarding the materials, standard textbooks are not employed in Waldorf schools due to being considered secondary sources and believed to discourage individual study while weakening the relationship between the teacher and his pupils. As an alternative, teachers make use of their own created material, collections of texts, original documents, and statistical data. Additionally, as their own personalized textbooks, students count on their epoch notebooks, which they gradually create during their classes. (Grecmanová and Urbanovská 25)

II. Foreign Language Teaching in Waldorf School

II.1 History of Foreign Language Teaching

Since the first Waldorf school was founded in 1919, mother tongue, English, and French have been the three languages that pupils have been taught since the first grade. (Denjean 14) It was Steiner suggested the idea to incorporate two modern languages into the educational plan since the first grade.

However, learning languages at such a young age was quite unusual at the time, as foreign language teaching did not align with the spiritual essence throughout the 1920s and 1930s. At that time, the Grammar-Translation Method dominated foreign language teaching in Europe at public schools, but a number of factors led to its critique and rejection, as Europeans began to demand oral competency in foreign languages instead. (Richards and Rodgers 6) *“Teachers and linguists began to write about the need for new approaches to language teaching, and through their pamphlets, books, speeches, and articles, the foundation for more widespread pedagogical reforms was laid. This effort became known as the Reform Movement in language teaching.”* (Richard and Rodgers 9)

Nowadays, it is no longer necessary to justify early foreign language teaching, although it was quite revolutionary when the first Waldorf school was established. One or two languages are taught in two or three lessons per week from class 1, which corresponds to students at the age 6-7. (Wiechert 37)

As previously mentioned (see Chapter 1.3), after the schools were reopened after World War II, pedagogical activity and foreign language teaching, specifically English and French, were resumed.

II.2 Aims and Objectives of Foreign Language Teaching in Waldorf Schools

The overall objective of foreign language teaching in Waldorf schools is to provide pupils with individual experience of the reality of language in the psychological sense that Steiner envisioned (Kiersch 34). Among other things, Waldorf schools aspire their students to be able to speak the language fluently, live and work abroad, connect and communicate with others through partner schools, and, undoubtedly, pass their final exams successfully at the end of their studies. Additionally, they help students develop their confidence while expressing themselves in a foreign language.

Studying foreign languages has multiple purposes. There is the pragmatic, practical objective of being able to read, listen, and fully comprehend the foreign language as well as being able to communicate efficiently in both speaking and writing. The other objective is to educate the children about the customs, traditions, literature, culture, geography, and history of the people speaking the given language. The last educational goal of teaching foreign languages

is to foster a child's overall development through specific skills and to provide each student with greater insight by presenting them with various points of view of the world.

Steiner claims that only an artistic sensibility can provide access to the true process of language development, and the teachers, in their role as language users, should therefore also be artists. Thus, Steiner's attempts to revitalize the skill of expressive speech or creative speaking, his unique input to the philosophy and practice of dramatic art, and his creation of eurhythmy as a visible form of speech art. (Kiersch 33) With its focus on individual sensory experience, language teaching can be a beneficial addition to the art of living.

In the following chapters, the aims of English language teaching in Waldorf schools will be described in greater detail.

II.3 Methods in Foreign Language Teaching

Many decades ago, around the time of the Second World War and later, Waldorf school teachers practiced primarily the direct method, which was developed as a response to grammar-translation method and is taught exclusively in the target language, focusing on speaking and listening with no translation permitted. As a matter of fact, the direct method takes its name from its emphasis on directly conveying meaning in the target language. (Larsen-Freeman and Anderson 46) Despite focusing mainly on the direct method, they also employed some other acknowledged methods such as grammar-translation or audio-lingual. Regarding this, we may assume that an approach known as the intermediary or integrated method, attempting to combine these methods in the 1960s, was being used. (Denjean 16) As the intermediary method was all about combining the elements of the direct, grammar-translation, and audio-lingual methods, it not only placed a strong emphasis on proper pronunciation, communication, and listening skills but also appreciated the value of contemporary texts and literary works exploring the cultures of other nations, specifically those of the target language.

In the mid-1970s, a new communicative method was conceived; since then, language teaching has paid more attention to the immediate needs and capabilities of the individual pupil, as well as placing value on motivation, personal development, active learning, and creativity. (Kiersch 15) Richards and Rodgers claim that the 1950s through the 1980s were the most active years for approaches and methods. In the 1950s and 1960s, the Audiolingual Method

and the Situational Method emerged, but both were then replaced by the Communicative Approach in the 1970s. (Richards and Rodgers 15) Rather than emphasizing grammar as the fundamental component of language, this approach focused on communication and how to create an environment for authentic communication in the classroom. (Richards and Rodgers 71)

II.3.1 Communicative Method

Modern communicative foreign language teaching has been grounded in the studies of sociolinguistics and pragmatics since the 1970s. Communication-focused bilingual methods are more concerned with the meaning and function of language, or what are known as so-called speech acts, for instance, expressing thoughts, asking questions, giving orders, and communicating information.

In Waldorf schools, almost all foreign language teaching employs communicative methods (Grecmanová and Urbanovská 63), with the purpose of enabling students to use the language actively in everyday situations. The foundation of teaching is interactive and situational language use, as opposed to the conventional emphasis on grammar and vocabulary. These are engaging activities with meaningful content focusing on the instructional process, which employs the language as a means of communication, rather than the foreign language itself. (Denjean 11) The ability of the students to communicate effectively in the target language is the major purpose of this approach.

II.3.2 The current form of Foreign Language Teaching in public schools

Nowadays, the focus of teaching foreign languages in public schools is on improving students' communication skills so they can interact with others, respect other people's cultures and customs, and communicate on a variety of subjects with ease and efficiency. The most common method employed is the communicative approach, which emphasizes effective written and verbal communication. Some techniques used in these schools nowadays are discussion methods, heuristic situational and staging methods, and didactic games. Another popular approach is called Content and Language Integrated Learning, or CLIL, for short, which involves combining foreign language instruction and non-language content teaching, such as geography.

As previously mentioned, Waldorf schools employ original or authentic materials instead of regular textbooks, whereas traditional public schools normally use standardized textbooks that are followed by teachers in terms of topics, lesson structures, and grammar. Teaching foreign languages in public schools is often influenced by internationally recognized certifications and exams, such as the state matura or B2 First, formerly known as First Certificate in English (FCE). In these institutions, there are no predetermined approaches for foreign language teaching, but instead, teachers rather opt for their own based on the needs of the group.

Moreover, the student's progress is monitored by teachers based on the levels and descriptors of the Common European Framework of Reference (CEFR) created by the European Council ("Common European Framework of Reference for Languages: Learning, Teaching, Assessment 42-44), which is a foundation for language teaching and evaluation while being the most influential example of a competence-and-outcomes-based method in language teaching. What forms the foundation of the CEFR framework are the statements of learning outcomes at various levels of proficiency in relation to the skills of speaking, listening, reading, and writing. The descriptors define the levels as basic, intermediate, or advanced levels of language proficiency. The levels are outlined into six achievement levels, from lowest A1 to highest C2, which are split into three main areas that represent what a student should be able to perform at each level in terms of speaking, listening, reading, and writing; basic user A1 and A2, independent user B1 and B2, and proficient user C1 and C2.

In current foreign language teaching, there are also two influential methodologies, each offering distinct approaches to language acquisition, and these are Competency-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT). Competency-Based Language Teaching, sometimes referred to as Competency-Based Education (CBE), is an educational approach that centres on the learning outcomes or outputs during the language program's development, while addressing what the learners are expected to do with the language, and these outcomes are within the EU and the Czech Republic defined precisely in the CEFR. The competencies viewpoint places a strong emphasis on learning outcomes rather than inputs. (Richards and Rodgers 151) When CBE first appeared in the US in the 1970s, it promoted the idea of defining educational objectives in terms of exact, measurable descriptions of the behaviours, abilities, and information that students should have acquired

by the end of a course. The CBLT attempts to teach language in relation to the social context in which it is used, drawing on an interactional and functional viewpoint on the nature of language. (Richards and Rodgers 141-143) This approach does not imply any particular methodology of teaching, therefore, it is up to teachers to select any set of activities or teaching strategies that will help students meet learning objectives and develop their individual competencies. (Richards and Rodgers 158)

Since Task-Based Language Teaching (TBLT) suggests using the concept of “task” as the primary unit of planning and teaching, it is crucial to define the term “task” precisely in order to comprehend the essence of TBLT. It is general knowledge that a task is any objective or action that is accomplished by the use of words, like solving a puzzle, reading a map, providing directions, calling someone, writing a letter, or following instructions to put together a toy (Richards and Rodgers 224), and concerning this approach, the task is described as an activity that language learners perform with a particular goal in mind. The term TBLT depicts the use of tasks as the main organizing and instructional component.

Incorporating these two approaches into foreign language teaching may have several benefits, including increased student motivation as the approaches are related to a real-life, enhanced communication abilities by focusing on practical language use, and a better understanding of how language functions in various situations by learning the language in a particular context.

II.4 Horizontal and Vertical Educational Plan for Secondary Level

There are two types of educational plans in Waldorf schools: horizontal and vertical. The horizontal educational plan is an attempt aiming to define the mutual didactic harmony of various teaching subjects in a particular developmental stage of a child or young person. Due to its interdisciplinary character and reference to the overall composition, the horizontal plan tends to be frequently imprecise when it comes to concretizing the curriculum content or teaching materials. The vertical educational plan, on the contrary, refers more to detail and systematicity, clarifying the general outline of the horizontal plan by describing the methodological and professional aspects of individual subjects in greater detail (Richter 29).

We shall examine the horizontal educational criteria for secondary level in Waldorf schools, followed by educational objectives in foreign language teaching, particularly in English, according to the vertical plan.

II.4.1 Horizontal Educational Criteria

In the following subchapters, the horizontal educational criteria are outlined in greater detail for grades 9 through 12, as these grades form part of secondary level education.

II.4.1.1 9th grade

The educational criteria for the ninth grade that are based on the science of man are:

- structure of thinking,
- development of intellect,
- logical reasoning,
- dealing with contents that are easy to understand,
- the analytical process of understanding overall contexts,
- developing an interest in the world,
- becoming familiar with ideals and ideas.

II.4.1.2 10th grade

The educational criteria for the tenth grade are:

- objectivity and clarity in thinking and logical reasoning,
- analytical cognition in the world,
- understanding the world and its laws,
- accuracy in actions and life practice,
- developing responsibility.

The tenth grade marks the development of the first knowledge of style in foreign languages, resulting in studying an unabridged literature, allowing the acquisition of alternative ways of thinking.

A variety of linguistic concepts, such as the perfect and continuous tenses in the English language, are essential for accurate thinking. Explaining a particular phenomenon can support the ability to think in a foreign language. (Richter 50)

II.4.1.3 11th grade

The educational criteria for the eleventh grade are:

- objectivity in feeling,
- a growing capacity for judgement in the mental realm,

- support for thinking in context and procedural thinking.

In this grade, reading famous poets and dramatists is crucial when it comes to foreign languages; specifically in English, Shakespeare would be one example. (Richter 53)

II.4.1.4 12th grade

The educational criteria for the twelfth grade are:

- creating connections and internal relationships,
- inner activity and moving from analytical considerations to teleological ones
overall perspective on freedom and responsibility,
- dealing with the issues of humanity,
- overcoming boundaries, the art of asking questions, and prerequisites for lifelong learning.

In addition to learning about the key motivations of the members of the particular cultural circle in their native tongue, students in the twelfth grade should be able to comprehend the distinctive vocabulary and thought patterns of foreign languages. A young person can gain a greater awareness of their own culture and language as well as a solid qualitative understanding of the contributions made by many cultural circles to world history in this way. (Richter 55)

II.4.2 Educational Goals of English Language Teaching According to the Vertical Plan

Some of the general and important objectives of English language teaching at the secondary level of Waldorf schools are to awaken pupils' interest in the world and develop their empathy and presence of mind. To accomplish that, it is preferable that teachers possess the ability to excite the students and also have a certain sense of humour.

II.4.2.1 9th grade

Since children's emotional and imaginative lives are still developing at this age, foreign language teaching should concentrate on helping pupils develop their judgement as well as their capacity to create and apply them.

Regarding vocabulary, it is crucial to keep in mind that it only develops when linguistic desire and content are combined; students must wish to express themselves in the target language, and encouraging reading may help them think in this way. The vocabulary that needs to be

covered comes from reading, and ideally, pupils will find it interesting when the terminology is related to real-world events. The secondary-level features work with idiomatic phrase constructions, which are typically quite intense as they require the reader to be able to read between the lines.

Grammar in the ninth grade is involved in overall revision, therefore, all of the knowledge that students have already learned, whether subconsciously or partially, needs to be brought into the conscious sphere through the use of grammar. (Richter 99)

11.4.2.2 10th grade

In this grade, puberty is already beginning to subside, however, the pupils are still very emotionally closed off, so the teacher has to take into account and respect a certain taciturnity. Speaking a foreign language can help to "pronounce the unspeakable" in this situation.

Laying the foundation for methodical work is crucial since it entails mastering specific tasks that enhance students' ability to abstract and discuss in class, enabling the participation of weaker students.

In the ninth grade, the pupils developed a certain foundation, more self-assurance, and a stronger relationship with grammar, and as a result, their sense of style can now gradually develop. Well-known linguistic phenomena, such as the gerund and participle in the English language, can be discussed in this grade.

11.4.2.3 11th grade

Since this grade corresponds to students around 17-18 years old, puberty has mostly subsided for them. The construction of inner space becomes more intense, and communication is how one obtains their true essence, therefore, linguistic diversity is a requirement for intellectual diversity. Students' relationship with the world is strengthened when they are able to communicate not just in their mother tongue but also in two other languages. When interacting with people speaking different languages, they are exposed to alternative ways of thinking, feeling, and acting in response to their surroundings. The aim of foreign language teaching in the eleventh grade is not only to expand and deepen the vocabulary but also to get to know yourself through the artistic medium of language.

In this grade, dramatization is also implemented to help pupils express themselves. Regarding the presentation and recitation, it is helpful to use brief excerpts of significant scenes from dramatic works, enhancing classroom discussion; in the case of English, these would be scenes from Shakespeare. By using these exercises, it is also possible to provide a general outline of the evolution of the English language, which may be elevated with a brief overview of the historical occurrences that had an impact on the language's development.

Understanding the texts should determine the vocabulary. Working with other language components that enhance written expression is also acceptable, such as using conjunctions to transfer ideas from one phrase to another. Phrasal verbs are an effective technique to introduce students to common vocabulary items in the English language.

Examples of common formations and grammatical exercises include the gerund, participle, infinitive, and others, which improve the expressive abilities of the pupils, particularly in written communication.

11.4.2.4 12th grade

The main focus of the twelfth-year curriculum is an analysis of literature, for instance, students present one book based on their personal interests and abilities, with an emphasis on an effective artistic representation of a scene from the work. The curriculum also contains topics related to current cultural events.

By the end of the school year, students should be capable of:

- *Listening and comprehension*; pupils should be able to easily understand spoken English when discussing well-known and contemporary subjects,
- *reading comprehension*; in addition to being able to distinguish between the stylistic nuances and differences in more complex substantive and literary texts, they should be able to identify the key information in longer texts,
- *speaking*; pupils should be able to communicate clearly and in detail while using a sufficient number of idioms and colloquial phrases, as well as to read challenging texts aloud in an appropriate tone,
- *written expression*; they should answer questions, comment on well-known literary works, and express themselves clearly and in-depth on a variety of topics based on their interests. (Richter 103)

II.5 Reading and Working with Literature at the Secondary Level

In the lower grades of Waldorf schools, the pupils learned how to deal with the content of the text, but at the secondary level they now learn what is really hidden between the lines, so to speak; therefore, we could claim that working with the text at the secondary level is already flourishing.

As the students should develop an emotional grasp of the text, the actual reading of the article should occur at the end. The teacher and students should first interpret the context of the text, then conduct an analysis and reflection, meaning the simple pattern would be going from the discussion to the reading. During the discussion, it is crucial address various aspects and perspectives of the reading, which may be done using an interview format, as well as to emphasize the importance of the discussion, which means saying what the teacher wants to debate with the pupils.

To lay the foundation for working with the literature, papers based on popular scientific texts may be provided, while making them the priority, as they are student-oriented. Unlike in lower grades, at the secondary level, the teacher should recede into the background and only accompany the students while they work on their papers; the work, text, and excerpt take over the pedagogical role alone.

II.6 Teaching the Culture

In Czech, we are familiar with the term “jazykové reálie,” which we encounter while studying foreign languages. The translation of this term into English is a bit complicated; there is no definite translation that could be used, therefore, I will refer to it as “cultural realities,” as in these subjects students learn about countries of the studied language and at the same time understand their culture and traditions. (Kozušník et al.)

The teaching of cultural realities in Waldorf schools should be taught the same way as foreign languages; it should be identical. If a teacher wishes to teach this subject properly, he should be well educated and consciously connected with the spirit of the language and the nation, that is, the culture of the given country. Furthermore, he should provide lessons in which cultural studies are taught in the sense of an anthroposophical concept; consequently, the curriculum should not be applied optimally in order to avoid the opposite outcome. If possible, teachers should include every detail of cultural studies rather than transmitting only

customary, verified information, which would impair the spiritual thinking of the pupils. The teaching of cultural realities might also take the form of a project, which would make the classes more engaging as it is not part of standard curriculum.

II.7 Theatre and Drama Education at Secondary Level

At the secondary level, it has already, in a sense, transitioned into real acting. Scenes can be made correctly by focusing on details such as voice, laughter, sobbing, gestures, and so on. Teaching should ideally begin in the tenth grade, as students in the ninth or lower grades are still too young to benefit significantly from foreign-language theatre. However, it also depends on how much time the teacher would like to spend with the class on the scenes and plays; if we are talking about classical plays, then the eleventh grade is a better time to do them. Finally, given that students prepare their coursework in their mother tongue as well, it is more appropriate to perform theatre in the mother tongue in the twelfth grade rather than the foreign one. (Denjean 109)

II.8 Conclusion

It was very challenging to find information about the structure and organization of foreign language teaching for students at the Waldorf secondary schools, as there are documents and references that rather discuss the primary education of these schools than the secondary, which would be unrelated to the thesis.

Due to a lack of information, a questionnaire for the purpose of gathering more specific data was developed and distributed to the Waldorf secondary schools and lyceums throughout the Czech Republic.

III. Methodology

III.1 Introduction and Aims of the Research

The principal aim of the research is to inspect and describe in detail the content, objectives, and organization of foreign language teaching at Waldorf secondary schools in the Czech education environment. By presenting these aspects of foreign language teaching at Waldorf secondary schools, I expect to provide valuable material, particularly for future English language teachers in these types of schools, as there is a lack of resources focusing on the aforementioned secondary levels, but rather they are concerned with primary or nursery Waldorf schools.

III.2 Research Questions

The research is focused on aspects related to the practical implementation of foreign language teaching at a Waldorf school and seeks responses to the following questions:

Question no. 1: How are the curriculum and expected outcomes defined/specified in Waldorf secondary schools?

Question no. 2: What is the content and scope of foreign language teaching and what form does it take in Waldorf secondary schools?

Question no. 3: What teaching materials and methods are used in Waldorf secondary schools and how does foreign language teaching differ from teaching in public schools?

III.3 Data Acquisition

The data for the research have been acquired by a questionnaire constructed by an online survey creator Microsoft Forms that has been distributed through online administration by email to the school management (teachers and principals) at the secondary levels of Waldorf schools in České Budějovice, Příbram, Plzeň, Pardubice, Praha, Ostrava, Olomouc, and Brno.

The questionnaire focused in detail on the aspects of foreign language teaching at Waldorf secondary schools, and it contained 14 questions, of which 7 were open questions, 6 were closed questions with multiple options, and the final question was a request to send a thematic plan for the English language. The survey took approximately 15 to 20 minutes to complete. While this thesis is written in English, the survey has been created and distributed in Czech as it was meant for Waldorf schools in the Czech Republic, therefore, there was a

possibility of obtaining the responses not only from English language teachers but also from other pedagogical workers who would not teach the language. The data was further translated into English to correspond with the thesis. Now, a list of all 14 questions in Czech along with their translation into English, will follow:

Question no. 1: Jaký je typ Vaší školy? (English: What is the type of your school?)

- lyceum
- střední škola
- jiné

The closed-ended question is used to classify educational institutions into preset types, simplifying data collection, and allowing to identify the differences and features of various school types. It provides clear and simple information but does not go into profound detail on the individual characteristics of each school type. As expected, all respondents stated that it was a lyceum.

Question no. 2: V jakém městě se nachází Vaše škola? (English: Which city is your school located in?)

- České Budějovice
- Brno
- Olomouc
- Ostrava
- Pardubice
- Plzeň
- Praha
- Příbram
- Jiné

The purpose set for this closed-ended question is to gather geographic information about school locations while obtaining the essential data to identify the schools and to determine which school is responding to a certain question in this manner.

Question no. 3: Jaký kurikulární dokument na Vaší škole primárně ovlivňuje strukturu a obsah studia? (English: What curriculum document primarily influences the course structure and content at your school?)

The open-ended question number 3 is designed to identify the key curricular framework that guides a school's educational methods, allowing respondents to comment in detail about this topic. The purpose of the inquiry is to compare and possibly confirm the statements made in the theoretical section. (see Chapter I.3.1)

Question no. 4: Jaké má Vaše škola stanovené výstupní cíle pro výuku cizích jazyků? (English: What are your school's stated outcome goals for foreign language teaching?)

The question is intended to gather qualitative information about the specific goals a school expects to achieve through its foreign language teaching. This open-ended question presents details about the school's expectations and educational standards, providing a thorough understanding of the objectives and methods set up for foreign language teaching. (see Chapter IV.1.1)

Question no. 5: Směřuje výuka cizích jazyků na Vaší škole primárně ke splnění požadavků státní maturitní zkoušky? (English: Is the foreign language teaching at your school primarily directed towards meeting the requirements of the state matura exam?)

- Ano
- Ne, máme vlastní typ závěrečné zkoušky
- Ne, využíváme format jiných typů mezinárodně uznávaných zkoušek
- Jiné

The closed-ended question explores whether the primary goal of foreign language teaching in Waldorf schools is to prepare students for a specific standardized exam, determining the extent to which preparation is influenced by the curriculum document and providing information about the alignment of instructional objectives with standardized assessment requirements.

Question no. 6: Jaká je hodinová dotace cizích jazyků, konkrétně anglického jazyka, na Vaší škole? (English: What is your school's hourly allocation for foreign languages, specifically English?)

The purpose of this open-ended question is to collect data about the amount of time that teachers dedicate to foreign language teaching in Waldorf schools, emphasizing the English language teaching within the school's curriculum and allowing for understanding the hourly allocation. Additionally, the obtained data may help evaluate the intensity of English language teaching with respect to educational objectives of Waldorf schools and general national standards.

Question no. 7: Jaké výukové materiály jsou zpravidla využívány pro výuku cizích jazyků na Vaší škole? (English: What teaching materials are usually used for foreign language teaching at your school?)

- Standardní učebnice
- Vlastní materiály
- Kombinace učebnic a vlastních materiálů
- Jiné

The closed-ended question is intended to identify the specific resources and materials employed in Waldorf schools, allowing us to gain essential data to support the information provided in the theoretical section. (see Chapter I.4.8)

Question no. 8: V případě, že jsou na škole používány materiály, které vyučující vytvářejí sami, stručně je prosím popište (English: If the teachers prepare and create the materials themselves, please, describe them briefly.)

This is a supplementary open-ended question that follows the prior inquiry regarding teaching resources, aiming to obtain qualitative details about the nature and characteristics of teacher-created materials. It contributes to a better understanding of customization and innovation in instructional practices, offering insights into the relevance, creativity, and alignment of these materials with student needs and educational objectives in Waldorf schools.

Question no. 9: Jaké složce jazyka je věnována ve výuce největší pozornost? (English: What component of the language is given the most attention or importance in teaching?)

- Mluvený projev a interakce
- Čtení
- Poslech

- Písemný projev
- Gramatika
- Slovní zásoba
- Vše je rozvíjeno rovnoměrně
- Jiné

The closed-ended question seeks to discover which aspects of language acquisition, such as grammar, speaking, or vocabulary, are prioritized in instruction, helping to understand the language curriculum's focus areas, which can indicate instructional priorities and pedagogical approaches.

Question no. 10: Do jaké míry a jakým způsobem je využívána dramatizace/divadlo? (English: To what extent and in what ways is dramatization/theatre used?)

This open-ended inquiry seeks qualitative information about the use of dramatization in foreign language teaching, focusing on the frequency and methods implemented, which can enhance student engagement and language proficiency. (see Chapter II.7)

Question no. 11: Využíváte nějaká alternativní formy práce s textem nebo poslechovým materiálem? Jaké? Např. zapojení smyslů při čtení textu, užití většího objemu autentických materiálů zapojení eurytmie apod. (English: Do you use any alternative forms of working with text or listening materials? Which ones? E.g. involvement of the senses when reading a text, use of a greater range of authentic materials, implementing eurythmy, etc.)

The question is designed to obtain data about the range and creativity of instructional approaches employed in foreign language teaching. Being an open-ended question, it allows respondents to provide more detailed information and instances of alternative forms of working with texts and listening. (see chapter II.5)

Question no. 12: Jaký je podle Vás největší rozdíl ve výuce cizích jazyků na Waldorfské škole v porovnání se státními či jazykovými školami? (English: In your opinion, what is the biggest difference in foreign language teaching in Waldorf schools compared to state or language schools?)

The open-ended question is aimed at gathering the subjective perspectives of the respondents regarding the distinguishing features of Waldorf foreign language teaching, providing an understanding of recognized differences in instructional methods and outcomes between alternative and traditional schools.

Question no. 13: Jaký typ hodnocení je nejčastěji uplatňován ve výuce cizích jazyků na Vaší škole? (English: What type of assessment is most often used in foreign language teaching at your school?)

- Známkování
- Formativní hodnocení
- Slovní hodnocení (písemné)
- Slovní hodnocení (ústní)
- Hodnocení na základě předem daných kritérií
- Jiné

The question is designed to identify the most common assessment methods employed in Waldorf schools, allowing respondents to opt for one of the choices provided, such as summative, formative, or criteria evaluation. The data provided enables us to compare the assessment methods between Waldorf and traditional schools (see Introduction) and how they correspond with educational standards.

Question no. 14: Velice by mi ve výzkumu pomohlo mít k dispozici tematický plán nebo jiný typ dokumentu, kde jsou vypsána probíraná témata v cizím jazyce pro jednotlivé ročníky. Pokud jste ochotný/ochotná tento dokument sdílet, uveďte zde prosím svoji kontaktní emailovou adresu a já Vás budu individuálně kontaktovat. Je-li tento plán k dispozici online v elektronické podobě, můžete sem vložit přímo odkaz. Děkuji. (English: It would be very helpful for my research to have a thematic plan or another type of document where the topics discussed in a given foreign language for individual grades are listed. If you are willing to share this document, please, enter your contact email address here and I will contact you individually. If this plan is available online in electronic form, you can insert the link directly here. Thank you.)

This supplementary inquiry is intended to gather more specific and detailed documents that outline the curriculum topics for foreign language instruction at the secondary level of Waldorf

schools, with the goal of obtaining comprehensive information on the content and structure of language lessons as well as valuable data for in-depth analysis of pedagogical approaches. It enables direct access to primary sources enhancing the accuracy and depth of the research study.

Initially, there were three responses from schools in Plzeň and Příbram, however, two of the responses were provided by the same school in Plzeň, possibly by two different teachers. The questionnaire was subsequently modified based on the pilotage after it was noted that some respondents were unsure of what they should imagine when responding question no. 11, consequently, this specific question was clarified. The question originally inquired about alternative forms of working with text and listening, however, given the circumstances, a few instances of these alternative forms, such as involvement of the senses when reading a text, use of a greater range of authentic materials, and implementing eurythmy, were attached to the question for clarification. In the following round of distribution, another response from Waldorf Lyceum in České Budějovice was obtained, nonetheless, despite repeatedly contacting the remaining schools, it has not been possible to acquire responses from them. For the lack of information in the questionnaire, further additional sources, such as the School Educational Programme of each school found on their official website pages, were used to gather the essential data for this research. Moreover, one respondent from Waldorf Lyceum in Plzeň has provided me with their thematic plan for the English language of the 10th and 11th grades.

III.4 Profiles and Introduction of Waldorf Secondary Schools

There are 9 Waldorf secondary schools in the Czech Republic; 8 of these schools demonstrated in the map below, are those to whom the questionnaire was sent, however, one of them is missing, and it is Waldorf Lyceum in Semily.

The following subchapters provide a brief overview of each of these schools, listed alphabetically by the towns in which they are situated.

Map 1: Map of Waldorf Schools in the Czech Republic



III.4.1 Waldorf Lyceum in Brno

The Waldorf Lyceum in Brno is a contributory organization consisting of a four-year course leading to the state maturita exam, which was established in 1991, first as a nursery school, and then in combination with primary school as well. The establishment of the lyceum is relatively new, as it was only opened in 2022 when the first 30 pupils were welcomed. From the 3rd grade onwards, pupils are profiled in one of the three courses offered – humanities, technology, or science. In addition to classical subjects, it provides various art courses, excursions, and internships. (<https://waldorf-brno.cz/stredni-skola/>)

III.4.2 Waldorf Lyceum in České Budějovice

Waldorf Lyceum is a part of a school that, with its whole name, goes by Waldorfská škola České Budějovice – mateřská škola, základní škola a střední škola, o. p. s., therefore, it consists of a nursery school, primary school, and secondary school (or lyceum). It is a Czech non-state Waldorf school operated by a public-benefit, non-profit society, whose educational program is based on the principles of Waldorf pedagogy. Parents are always involved in the creation, operation, and further development of a Waldorf school, and this school is no exception.

The Waldorf school in České Budějovice began as a primary school in September 2008, and a year later, a nursery school was also established. On the other hand, Waldorf Lyceum was initially rejected by the Ministry of Education, which they justified by the fact that there were already enough secondary schools and lyceums in the region. Tomeš Vytiska, the regional

councillor for education, stated that even though the school employs unique instructional methods and a distinct approach to education, the content taught there is the same as in traditional secondary schools, resulting in his claim that establishing this school would be pointless.

Nonetheless, the parents of students at the Waldorf primary schools in České Budějovice and Písek wanted their children to continue attending the South Bohemia region's Waldorf secondary schools, and therefore, they produced a petition signed by 3200 parents. In 2017, for the fourth time, Waldorf School requested authorization to open the Waldorf Lyceum, and consequently, at the end of April 2018, the Ministry of Education approved the establishment of the Waldorf Lyceum, which opened in September of the same year.

Since its inception, the school has worked closely with the Freie Waldorfschule Chiemgau in Prien, Bavaria, with main benefit of this partnership being cooperation in the field of improving the quality of pedagogical work and joint projects.

The Waldorf Lyceum in České Budějovice was the first Waldorf secondary school in the South Bohemia Region. Its motto is to teach pupils to cooperate, not to compete. The languages taught at this school are English and German. It cooperates with other Waldorf lyceums in Příbram, Ostrava, Prague, and Semily. (<https://www.waldorfcz.cz/waldorfske-lyceum/>)

III.4.3 Waldorf Lyceum in Olomouc

The Waldorf Lyceum in Olomouc was founded in September 2010 and, like the lyceums previously mentioned, it consists of four years of study finished with a state maturita exam. It is a general secondary school where students in the 2nd grade can choose and then focus on humanities, technical, or science. The school is based on four main pillars: holistic education, because it follows Waldorf pedagogy which develops the whole person; concentrated teaching where the main subjects are taught in epochs; versatility as the school believes that all subjects are equally important; and lastly, verbal formative assessment. (<https://waldorf-olomouc.cz/stredni-skola/>)

III.4.4 Waldorf Secondary Vocational School in Ostrava (Poruba)

The Waldorf Secondary Vocational School in Ostrava, a contributory organization (unofficially Waldorf Lyceum), is a four-year state secondary school of the grammar school type ending with a state maturita exam. It was founded in the school year 2003/2004,

becoming the first and so far the only alternative secondary school in the Moravian-Silesian Region. Student exchange and multi-partner projects are the principal focus; the school is involved in a number of international projects and has many international partners working with it, recently the most important are Waldorf schools in Helsinki and Ghent. (<https://waldorfostravaporuba.cz>)

III.4.5 Waldorf Lyceum in Pardubice

The Waldorf Lyceum in Pardubice is currently still in the process of being registered and will open in September this year at the earliest. It will be a four-year course ending with a state maturita exam, with a capacity of 120 pupils; i.e. 4 grades of 30 pupils each. Teaching will take place in epochs, with the main subjects being covered in monthly blocks. The school aims at employing verbal formative assessment, encouraging students to work independently on individual projects, using exemplary teaching focused on understanding relationships, and also linking the teaching to practice through long-term placements, where students spend a total of six months during their studies on various placements and projects outside the school; the objective is for students to experience the reality of work and realize what they really need for it. (<https://waldorfpardubice.cz>)

III.4.6 Waldorf Lyceum in Plzeň

Waldorf Lyceum Dobromysl in Pilsen is currently the first and only full alternative secondary school in the Pilsen region, providing a broad general educational basis with an emphasis on internal motivation and overall personal development, with a programme lasting four years and leading students to prepare for the state maturita exam.

Throughout their studies, the school encourages the students to take initiative and develops and supports their involvement in activities, creativity, and entrepreneurship, while also guiding its students to communication, cooperation, and mutual partnership.

Its foreign partner school is the Bavarian Rudolf Steiner Schule Coburg, and so during studies, the school creates opportunities for mutual visits, joint projects, and group and individual exchange stays. In addition, it closely cooperates with other Waldorf schools in the Czech Republic. (<https://www.skoladobromysl.cz/lyceum/>)

III.4.7 Waldorf Lyceum in Praha

Waldorf Lyceum in Praha was established as an experiment in September 2006 with only one class in the 1st grade; however, the Waldorf approach was proven to be very successful and today, the school is one of the most desirable schools in Prague. It is a contributory organization that is public, therefore, students do not have to pay any tuition fees. The course lasts four years and leads to finishing the studies with the state maturita exam. The Lyceum is a member of the European Council of Waldorf Schools, which brings together more than 500 schools from 17 countries; the school thus sets itself up to be a truly European school in cooperation with many foreign schools, enabling students and teachers to attend internships and study stays. (<https://wlyceum.cz>)

III.4.8 Waldorf Secondary School in Příbram

The Waldorf school in Příbram was originally established in 1991 as a municipal school and in September 1999 it expanded to become a full nine-year primary school. Since September 2000, it has proceeded to the secondary level, and since 2015, the Waldorf nursery school has become a part of it.

Both courses leading to the state maturita and courses leading to obtaining a vocational certificate are offered at the secondary school, and since 2015, as the only Waldorf school in the Czech Republic, it has been providing a complete system of education from nursery school through secondary school, including apprenticeship. (<https://waldorf.pb.cz>)

III.4.9 Waldorf Lyceum in Semily

Waldorf School in Semily was founded as a nursery school in 1991, then a primary school in 1992 was added, and 15 years later, therefore in 2007, the Waldorf Lyceum was established as well. It is a secondary school with a general study orientation, completed with a state maturita exam after four years, providing all of the typical subjects taught both in epochs and as a 45-minute lesson, but also offering different courses such as blacksmithing, metalwork, painting, or woodcarving. (<https://walsem.cz>)

IV. Analysis

IV.1 Data

The present section provides the data obtained from the responses in the questionnaire and from additional sources, such as School Educational Programmes and thematic planes of Waldorf schools. In total, there have been 4 responses from Waldorf schools in Příbram, České Budějovice, and Plzeň (this school has provided two responses, each from a different teacher). Regarding the School Educational Programmes, each one of them was quite different. While some mainly included a list of subjects the school offers along with their hourly allocation, others instead provided a continuous text about educational goals, how those goals are verified and fulfilled, and how students' key competencies are developed. As a result, while each of them focused on different aspects of the foreign language subject, they were comparable in terms of length and brevity, with each programme reaching 200 pages or more and including detailed descriptions.

An analysis and interpretation of the results of the research questions set for this thesis is provided in the following chapters.

IV.1.1 Curriculum and Expected Outcomes in Waldorf Schools

Based on the data, it is evident that the Waldorf schools, although alternative, follow the same main curriculum documents as public schools defining state education in the Czech Republic that are binding for the creation of school educational programmes. Every school stated that they act in accordance with their School Educational Programmes that are constructed based on the Framework Educational Programmes (FEP), while also following their prepared thematic plans; these plans allow teachers to draw up a teaching schedule. These responses therefore support the statements made in the theoretical part that even the alternative schools in the Czech Republic have a curriculum of a framework nature and they follow the national educational standards set in those documents. (see Chapter I.3.1) It also resolves the doubts about the establishment of Waldorf schools; not only it is because finding this information was quite challenging, but also if any available sources mention the establishment, the responses tend to differ or are occasionally ambiguous.

The expected outcomes correspond to the FEP with the main objective to prepare students for completing the state matura exam on the level B1 according to the Common European

Framework of Reference (CEFR). In the case of the Waldorf Lyceum in Plzeň, the two responses differ; while one claims the main objective to be the B1 state maturita exam, the other, however, states that the lyceum does not correspond with this aim, but rather, they want their students to acquire the communicative abilities in the English language on the level going towards the B2 already. These counterclaims could be interpreted by the different FEPs; while for secondary vocational schools and lyceums the expected outcome is B1, for grammar schools it is B2 already. The goal of the Framework Educational Programme for the Combined Lyceum field, which Waldorf schools fall under, is to achieve the level of communicative language competencies in foreign language education corresponding to a minimum of B1 for the first foreign language (and A2 for the second). Teachers at Czech secondary Waldorf schools are included as co-authors of this publication as well.

In Příbram, this objective depends on the language, for instance, the English language aims towards the maturita exam, however, as for the other languages, such as German, it is not the case. Although there is a curriculum at Waldorf Lyceum in České Budějovice that they follow, the respondent claims that foreign language teaching is primarily tailored to the needs of the pupils, as there is a lot of diversity in the classrooms.

IV.1.2 Content, Scope, and Form of Foreign Language Teaching

The typical hourly allocation of the English language is approximately 2-3 hours a week, and the Waldorf schools are no different. Based on the responses and additional documents, most of them correspond to the hourly allowance of 3 hours a week. Nonetheless, the schools also employ the form of block teaching, or so-called, epoch teaching. The lyceum in České Budějovice is one of the instances; in the response, they state that every class has the English language with a duration of 100 or 110 minutes, and according to the hourly allocation, which is 3 lessons a week, it has these blocks of English approximately 2.5x times per semester of the school year, i.e. per half of the school year corresponding to 5 months.

The School Educational Programme of Waldorf Lyceum in Praha displays a different layout of English language lessons for the 3rd and 4th grades. In the 3rd grade, the lessons are divided into 2 hours of English language for everyone, and then 1 hour as an optional subject. In the 4th grade, the structure of the lessons is identical but instead of one hour of the optional subject, the students have two. Moreover, the SEP describes the hourly allocation for every grade not by the week, but by a year: for the 1st grade, there are 94 lessons, and for the 2nd

grade, there are 96 lessons. For the 3rd grade, it states that the English language as an obligatory subject corresponds to 56 lessons per year, and additionally, as the optional subject, there are 28 lessons. In the 4th grade, the layout of the lessons is equivalent for both, obligatory and optional subjects, which are 46 lessons per year.

The Waldorf Lyceum in Plzeň has also provided its thematic plan for the English language in grades 10 and 11. For both grades, the English subject is structured into block teaching of 4 weeks, and for each week, a grammar along with its topic is presented. This table is followed by another one that outlines the period and themes in greater detail; for each period, which is set for one or two months with two hours a week, a topic, grammar, and what text and listening will be used in this period is written down. For instance, for the period November to December in the 10th grade, the topic is personal and future plans; for grammar the students learn to express the future, to use the first conditional, and modal verbs; the text that will be used in the class is a sci-fi story, and the topic of the listening will be planning your work and your free time. The thematic plan for both grades is attached in annexes for reference.

IV.1.3 Teaching Materials and Methods

Regarding the teaching materials in Waldorf schools, the teachers employ mostly their own created materials, and, although it is not that common, there are cases where they additionally work with the standard textbooks, namely in Příbram. The materials created by teachers differ significantly as each teacher uses distinct methods and materials for each class. The lyceum in České Budějovice responded in the questionnaire that the teachers create and employ materials developing all four skills while acquiring the language, and those are speaking, writing, listening, and reading, with the emphasis on communication, interaction, and individuality. If their students have already reached the B1 level in the given language according to the CEFR, they also attempt to focus more on accuracy along with fluency. Regularly, they use original texts, such as newspapers, books, poems, or lyrics of songs, and also videos, for all levels. Their classes are thematically oriented, but they strive to develop their students' vocabulary, grammar, presentation skills, and writing as well. As for any alternative forms of working with texts and listening, they support students in connecting their personal interests with the English language; the teachers encourage them to write and recite poems, and to sing regularly, they try to make the listening as authentic as possible by using videos and excerpts with different accents of English language, and lastly, they tend to

implement a movement, games, and if possible, organize the classes outside. The lyceum in Příbram did not state any examples of their own created materials, apart from using internet sources, nevertheless, the teachers try to employ modern approaches while teaching a foreign language, for instance, methods of reading literacy, or activation methods.

The last two respondents from the lyceum in Plzeň, on the other hand, wrote many instances of the materials they normally create. The first respondent claimed that teachers provide their students with handouts consisting of a mix of activities such as practicing grammar and conversation, developing their vocabulary, working with texts or memes, while also adding links to different educational videos in the handouts. The other respondent then added the use of various magazines and newspapers, internet sources, and worksheets on several topics serving for working with texts and grammatical phenomena and their understanding, and for conversation in groups. In the response, he also included that they do not have any specific alternative forms of working with texts or listening, but as in České Budějovice, they encourage their students to write their own texts or compose poems. The lyceum points out that most of the materials are truly created by the teachers themselves, rather than just copying the materials from internet sources, however, the response also mentions how difficult and time-consuming preparing these lessons in this manner actually is. The first respondent also provided information about using a range of alternative materials helping them while creating their own worksheets, such as video materials from the YouTube platform, series, films, documentaries, or contemporary music. The worksheets then focus on and test the student's ability to understand and actively use their vocabulary and get involved in conversation on a variety of topics.

Apart from the lyceum in České Budějovice, all the respondents stated that they do not specifically use dramatization or theatre in their English classes, but instead, they just practice typical role-plays in the conversational activities. In Plzeň, they practice free conversations on given topics and guided discussions with mutual presentations in groups. On the contrary, in České Budějovice, although they also adapt the role-plays, the students practice theatrical improvisation from plays selected by teachers, pantomime, and once a half-year, students have a small theatre performance in groups.

In the questionnaire, the respondents were also inquired to state what in their opinion they consider to be the biggest difference in teaching between Waldorf schools and state or

language schools. For the lyceum in České Budějovice, it is the personal approach to students; they focus on the personal development of each individual, not on comparison with others, while encouraging their independence, self-interest, and teaching and emphasizing cooperation not competition.

The teachers in the lyceum in Plzeň think that the biggest difference is that Waldorf schools do not have predetermined use of textbooks, therefore, the teachers rather create and make use of their own materials. They also point out the fact that they can modify the materials over time according to what works, giving them the space and opportunity to implement a range of topics, that actually interest the students, such as music, computer games, comics, films, travelling, or contemporary literature. By that, they can also avoid the activities set in the standard textbooks, which they sometimes consider obsolete. The second respondent also mentioned that Waldorf schools allow the teachers to work with their student's potential and, as they prefer, not have to be tied down by exam requirements.

CONCLUSION

The objective of this thesis was to examine the status of alternative schools, particularly Waldorf schools, in the Czech Republic, and to describe in greater detail how these alternatives operate, what they offer to students, and to provide insight into foreign language teaching at Waldorf secondary schools. The responses from the questionnaire revealed interesting details about secondary education and foreign language teaching in these schools. Given the statistics, we now have an evident picture of the current status of Waldorf schools in the Czech Republic, as well as their approach to education.

Based on the data provided, it can be concluded that Waldorf schools, like public schools in the Czech Republic, adhere to the national framework, known as the Framework Educational Programme, in order to meet the educational standards. Despite this fact, it is essential to mention that they offer a modern and innovative approach to education by employing distinct methods and materials. Waldorf schools primarily attempts to incorporate the communication method, emphasizing speaking and interaction. Instead of using standard textbooks, which are rarely available in these schools, teachers create their own materials or employ a variety of alternative resources and works. Furthermore, the majority of Waldorf schools implement eurythmy and theatre or role-play, although each school approaches the dramatization in a different way.

“Ensuring equal access to education is a fundamental starting point for strengthening comparable and high-quality teaching in all schools.” (Strategy 2030+ 44) This also applies to Waldorf alternative schools that provide this, even though they have their own specifics. Nowadays, the level of educational inequality in the Czech Republic is constantly increasing; worldwide polls reveal that students’ academic performance has been declining over time, and growing disparities are the result of some institutions being retained longer than others. Due to this fact, many parents who are concerned about their children’s education are seeking alternative educational options for them, whether in public or private schools. (Strategy 2030+ 44) Furthermore, according to the article “New National Survey Reveals Parents’ Mindsets in the 2022-2023 School Year” (May Wilson), parents may be worried that public schools struggle to implement well-being in their classes, resulting in a safe environment, and therefore their children will not be able to develop to their full potential, nor will they be in a psychologically positive atmosphere. Regarding this information, we may assume that it could be one of the

reasons for the parents opting for alternative institutions for their children as well. That said, Waldorf schools as an alternative approach to education still have their place in the Czech Republic.

WORKS CITED

“About Rudolf Steiner And The Growth Of The Steiner/Waldorf Education Movement.” *Steiner Education Australia*, online, <https://www.steinereducation.edu.au/steiner-education/about-rudolf-steiner-and-the-growth-of-the-steiner-waldorf-education-movement/>.

“Common European Framework of Reference For Languages: Learning, Teaching, Assessment – Companion Volume.” *Council of Europe*, online, 2020, <https://www.coe.int/en/web/common-european-framework-reference-languages>

Denjean, A. *Výuka cizích jazyků v praxi waldorfské školy*. Asociace waldorfských škol ČR, 2013.

Grecmanová, H., and E. Urbanovská. *Waldorfská škola*. Hanex, 1996.

Jaffke, Ch. “Curriculum for English as a Foreign Language in Steiner Waldorf Schools.” *Christoph Jaffke*, online, https://christophjaffke.net/wp-content/uploads/2021/04/Curriculum-English-Class-1-12-christophjaffke.net_.pdf

Kasper, T., and D. Kasperová. *Dějiny pedagogiky*. Grada, 2008.

Kiersch, J. *Language Teaching in Steiner-Waldorf Schools: Insights from Rudolf Steiner*. Floris Books, 2014.

Kozušník, B., et al. *RVP 78-42-M/04 Kombinované Lyceum*. 2009, http://zpd.nuov.cz/RVP_3_vlna/RVP%207842M06%20Kombinovane%20lyceum.pdf.

Kráčmatová, R. “Tradiční škola vs. škola alternativní.” *Medium*, online, 2024, <https://medium.com/edtech-kisk/tradiční-škola-vs-škola-alternativní-15fc43fd26f4>

Larsen-Freeman, D., and M. Anderson. *Techniques & Principles In Language Teaching*. Third

edition, Oxford University Press, 2014.

“Lyceum.” *Waldorfská škola Dobromysl*, online, <https://www.skoladobromysl.cz/lyceum/>

May Wilson, H. “New National Survey Reveals Parents’ Mindsets in the 2022-2023 School Year.” *National PTA*, online, 2023.

Mlsová, L. “Boj o waldorfské lyceum v kraji: Úředníci stojí proti petici příznivců.” *Článek MF Dnes*, online, 2015.

“Obchodní rejstřík.” *Finmag*, online, <https://www.finmag.cz/obchodni-rejstrik>

“O nás.” *Waldorfské lyceum*, online, <https://wlyceum.cz>

Petr, T. “Výroční zpráva Asociace Waldorfských škol ČR za školní rok 2019-2020.” *Oficiální stránky Asociace Waldorfských škol České republiky*, online, 2020, <https://www.waldorf.cz/vyrocnizprava-za-rok-2019-20/>

Průcha, J. *Alternativní školy a inovace ve vzdělávání*. 3., aktualiz. vyd, Portál, 2012.

“Příručka pro Waldorfské nováčky,” online, 2018, <https://www.waldorfdedina.cz/wp-content/uploads/2020/09/Brozura-o-waldorfske-pedagogice.pdf>

“Představení školy.” *Waldorfská škola České Budějovice*, online, <https://www.waldorfcz.cz/skola/predstaveni-skoly.html>

Richards, J. C., and T. S. Rodgers. *Approaches and methods in language teaching*. Third edition, Cambridge University Press, 2014.

Richter, T. *Vzdělávací Plán pro 1. až 12. ročník Waldorfské školy: Pedagogické pojetí a Vzdělávací cíle*. Asociace waldorfských škol ČR, 2013.

“Rozvoj výuky cizích jazyků: Metodologický přístup k výuce jazyků.” *Národní ústav pro vzdělání*, online, <https://karl-schubert-kindergarten.at/en/rudolf-steiner/>.

“Rudolf Steiner.” *Karl Schubert Kindergarten*, online, <https://karl-schubert-kindergarten.at/en/rudolf-steiner/>.

Rýdl, K. *Alternativní pedagogické hnutí v současné společnosti*. M. Zeman, 1994.

“Strategie vzdělávací politiky České republiky do roku 2030+.” Ministerstvo školství, mládeže a tělovýchovy, online, https://msmt.gov.cz/uploads/Brozura_S2030_online_CZ.pdf

“Střední škola.” *Waldorf Pardubice*, online, <https://waldorfpardubice.cz/stredni-skola/>

“Střední škola.” *Waldorfská škola Příbram*, online, https://waldorf.pb.cz/?page_id=12

“Střední škola.” *Waldorfská škola Semily*, online, <https://walsem.cz>

“Střední škola.” *Waldorfská základní škola a střední škola Ostrava-Poruba, příspěvková organizace*, online, <https://waldorfostravaporuba.cz>

“Školní vzdělávací program.” *Waldorfské lyceum Praha*, online, <https://wlyceum.cz/soubory/svp-2023.pdf>

“The Education System in the Czech Republic.” *Ministerstvo školství, mládeže a tělovýchovy*, 2011, online, <https://msmt.gov.cz/file/21631>

“Tisková zpráva k oslavám 100 let waldorfské pedagogiky.” online, 2019, https://www.iwaldorf.cz/obr/c1906001/TZ_Waldorf%20100.pdf.

“Waldorf Education.” *Otto Specht School*, online, <https://www.ottospechtschool.org/otto-specht-rudolph-steiner>.

“Výroční zpráva za školní rok 2018/2019.” *Waldorfská škola České Budějovice*, online, https://www.waldorfcz.cz/obsah/dokumenty/vyrocní_zprava_ZSWMSCB_2018-2019.pdf

“Waldorfské lyceum.” *Waldorfská škola Brno*, online, <https://waldorf-brno.cz/stredni-skola/>

“Waldorfské lyceum České Budějovice.” *Školy Online*, online, 2002-2024, <https://www.stredniskoly.cz/skola/651040621.html>

“Waldorfské lyceum Olomouc.” *Waldorfská škola Olomouc*, online, <https://waldorf-olomouc.cz/stredni-skola/>

“Waldorfské školy.” *Oficiální stránky Asociace waldorfských škol ČR*, online, 2013, <https://www.waldorf.cz/skoly/stredni/>

Wiechert, Ch. *The Waldorf School: An Introduction*. Verlag am Goetheanum, 2016.

Zormanová, L. “Waldorfská škola.” *Metodický portál RVP.CZ*, online, 2016, <https://clanky.rvp.cz/clanek/c/z/20507/WALDORFSKA-SKOLA.html>

Zuzák, T. “Jak Waldorfská pedagogika v ČR začínala: Vzpomínky Tomáše Zuzáka.” *Waldorfský seminář Praha*, online, 2013, <https://waldorfsky-seminar-praha.webnode.cz/jak-waldorfska-pedagogika-v-cr-zacinala/>

LIST OF ANNEXES

Annex 1: The questionnaire

Dostupné z: Výuka cizích jazyků na Waldorfské střední škole (office.com)

Teaching Foreign Languages at Waldorf Secondary School

The questionnaire is intended for representatives of the management or teachers of Waldorf secondary schools in the Czech Republic and it aims to find out more detailed information about the form and how the teaching of foreign languages is organized in Waldorf secondary schools.

Question no 1: What is the type of your school?

- Lyceum
- Secondary school

Question no. 2: Which city is your school located in?

- České Budějovice
- Brno
- Olomouc
- Ostrava
- Pardubice
- Plzeň
- Praha
- Příbram
- Other

Question no. 3: What curriculum document primarily influences the course structure and content at your school?

- Type your answer.

Question no. 4: What are your school's stated outcome goals for foreign language learning?

- Type your answer.

Question no. 5: Is the teaching of foreign languages at your school primarily directed towards meeting the requirements of the state maturita exam?

- Yes
- No, we have our own type of final examination
- No, we use the format of other types of internationally recognized exams
- Other

Question no. 6: What is your school's hourly allocation for foreign languages, specifically English?

- Type your answer.

Question no. 7: What teaching materials are usually used for foreign language teaching at your school?

- Standard textbooks
- Own, individual materials
- Combination of textbooks and own materials
- Other

Question no. 8: If the teachers prepare and create the materials themselves, please, describe them briefly.

- Type your answer.

Question no. 9: What component of language is given the most attention or importance in teaching?

- Speaking and interaction
- Reading
- Listening
- Writing
- Grammar
- Vocabulary
- Everything is developed equally
- Other

Question no. 10: To what extent and in what ways is dramatization/theatre used?

- Type your answer.

Question no. 11: Do you use any alternative forms of working with text or listening materials? Which ones? (E.g. involvement of the senses when reading a text, use of a greater range of authentic materials, implementing eurhythmy, etc.)

- Type your answer.

Question no. 12: In your opinion, what is the biggest difference in foreign language teaching in Waldorf schools compared to state or language schools?

- Type your answer.

Question no. 13: What type of assessment is most often used in foreign language teaching at your school?

- Marking
- Formative assessment
- Verbal assessment (written)
- Verbal assessment (oral)
- Evaluation based on predetermined criteria
- Other

Question no. 14: It would be very helpful for my research to have a thematic plan or another type of document where the topics discussed in a given foreign language for individual grades are listed. If you are willing to share this document, please, enter your contact email address here and I will contact you individually. If this plan is available online in electronic form, you can insert the link directly here. Thank you.

Annex 2: Thematic Plan of the English Language for the 10th and 11th grades (Waldorf Lyceum Plzeň)

10. třída - bloková výuka (1 týden po - pá 10:30 - 12:00 hod)

Angličtina (4 týdny)

Plánované téma	Období
<ul style="list-style-type: none"> • Popis osoby, povahové vlastnosti, pocity a vazby sloužící k jejich vyjadřování • Procvičovaná gramatika: přítomný čas, přídavná jména 	1. týden
<ul style="list-style-type: none"> • Svět kolem nás (domov, město, naše země, Životní prostředí) • Procvičovaná gramatika: stupňování přídavných jmen, vyjadřování prostoru, předložky 	2. týden
<ul style="list-style-type: none"> • Písemný projev v angličtině (tvůrčí psaní, styly psaní, rozdíl mezi mluvenou a psanou angličtinou) • Anglická slovní zásoba a tvoření slov • Procvičovaná gramatika: slovosled, interpunkce 	3. týden
<ul style="list-style-type: none"> • Anglicky mluvící země (geografie, zajímavá místa, kultura a společnost, tradice a zvyky) • Procvičovaná gramatika: souhrn všech časů, slovesné vazby, trpný rod 	4. týden

Anglický jazyk (2h týdně)

Plánované téma	Období
<p>Témata: záliby, cestování</p> <p>Gramatika: opakování učiva základní školy, systém přítomných a minulých časů, přímé a nepřímé otázky</p> <p>Text: cestopisná povídka, blog</p> <p>Poslech: hobby v anglicky mluvících zemích, nejlepší místa na světě (cestovatelský vlog)</p>	září-říjen
<p>Témata: plánování osobního programu, plány do budoucna, měnící se svět</p> <p>Gramatika: vyjadřování budoucnosti, první kondicionál, modální slovesa</p> <p>Text: sci-fi povídka</p> <p>Poslech: Plánování práce a volného času, úryvek z audioknihy</p>	listopad-prosinec
<p>Témata: zprávy, média, britská a americká angličtina</p> <p>Gramatika: předpřítomný čas, slovesné vazby, trpný rod</p> <p>Text: novinové články z britského a amerického tisku</p> <p>Poslech: úryvky z britských a amerických médií; youtubeři vyučující angličtinu</p>	leden-únor
<p>Témata: cestování v čase, Život v 19. století</p> <p>Gramatika: opakování minulých časů, předminulý čas, předložky, popis místa</p> <p>Text: romantická poezie (Blake, Shelley, Wordsworth)</p> <p>Poslech: audioverze romantické poezie, dokumentární pořad, úryvek z filmu/seriálu</p>	březen-duben

<p>Témata: Nakupování, návštěva restaurace, příprava jídla /recepty</p> <p>Gramatika: vyjadřování počitatelnosti, členy</p> <p>Text: Reklama, food blog</p> <p>Poslech: Youtube video na téma nakupování/vaření</p>	květen
<p>Témata: volná/na přání</p> <p>Gramatika: shrnutí gramatiky z desátého ročníku, frázová slovesa, idiomy</p> <p>Text: Současná povídka/text na přání/texty písní</p> <p>Poslech: Současná píseň nebo muzikál (Hamilton, Lion King, Billy Elliot)</p>	červen

11. třída - bloková výuka (1 týden po - pá 10:30 - 12:00 hod)

Angličtina

Plánované téma	Období
<ul style="list-style-type: none"> Vyjadřování děje a procesu; vyprávění příběhu Procvičovaná gramatika a slovní zásoba: slovesa a slovesné vazby, předložky, opakování časů 	1. týden
<ul style="list-style-type: none"> Svět médií (noviny, televize, sociální média) Procvičovaná gramatika a slovní zásoba: trpný rod, vyjadřování názoru a souhlasu/nesouhlasu, tvoření slov 	2. týden
<ul style="list-style-type: none"> Život v USA Procvičovaná gramatika a slovní zásoba: americká angličtina a slang, rozdíl mezi britskou a americkou angličtinou 	3. týden

<ul style="list-style-type: none"> Anglicky psaná literatura Procvičovaná gramatika a slovní zásoba: přímá a nepřímá řeč, idiomy a kolokace 	4. týden
---	----------

Anglický jazyk (2h týdně)

Plánované téma	Období
<p>Témata: Jak věci fungují, technika a řešení problémů</p> <p>Gramatika: opakování časů, vyjadřování minulosti (used to/would), slovesné vazby, tázací dovětky</p> <p>Text: populárně naučný článek</p> <p>Poslech: epizody ze série "Learn English with TV series"</p>	září-Fíjen

<p>Téma: dějiny, alternativní historie</p> <p>Gramatika: předminulý čas, třetí kondicionál</p> <p>Text: Děsivé dějiny - úryvek z knihy</p> <p>Poslech: Děsivé dějiny - video</p>	březen-duben
<p>Téma: Britská a americká literatura</p> <p>Gramatika: idiomy, kolokace, formální a hovorový jazyk</p> <p>Text: úryvky z britské a americké prózy nebo poezie</p> <p>Poslech: audiopovídka</p>	květen
<p>Téma: Lidská interakce</p> <p>Gramatika: konverzační obraty, procvičení otázek, shrnutí časů</p> <p>Text: úryvek z divadelní hry</p> <p>Poslech: konverzační videa (Papa Teach Me, English with Lucy)</p>	červen

<p>Téma: Přání a preference</p> <p>Gramatika: druhý kondicionál a vyjadřování přání a preferencí, frázová slovesa</p> <p>Text: povídka</p> <p>Poslech: písně s frázovými slovesy</p>	listopad-prosinec
<p>Téma: Společnost a komunita</p> <p>Gramatika: předpřítomný čas průběhový, vyjadřování schopností v přítomném a minulém čase, vztažné věty</p> <p>Text: cestopisný článek, poezie</p> <p>Poslech: zprávy ze světa</p>	leden-únor