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**THE POTENTIAL OF TEACHING AND LEARNING
ENGLISH OUTDOORS**

Prohlášení

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podpis

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ABSTRACT

This research was presented quantitatively and portrayed the potential of teaching and learning English outdoors in the Czech Republic. As a part of the quantitative research, a questionnaire survey was conducted with the aim to find out the present perspective and experiences of English teachers and students from the Faculty of Education on this phenomenon. The study concerns the perspectives of English teachers on the potential of teaching and learning English outdoors. Thus, the perspective of students from the Faculty of Education, the perspective of teachers from classical schools and the perspective of teachers from two of the most widespread alternative schools in the Czech republic; Montessori and Waldorf schools. The results show that the experiences and opinions of English teachers and students from the Faculty of Education on teaching English outdoors are rather diverse. In spite of that fact, the majority (86%) of respondents are interested in getting more information about this phenomenon.

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INTRODUCTION

According to statistics and recent studies, not only university students, but also young pupils are experiencing a lot of stress from exams, tests, and too much homework which make the learning experience less enjoyable. As a reaction to the current education situation in the Czech Republic, apart from reformatory alternative schools such as Montessori and Waldorf schools, many new alternative schools have recently arisen. These schools reinforce cooperation, they foster healthy a relationship towards nature and they emphasize the importance of responsibility for one's action. Above all, they stimulate joy and a positive attitude towards learning. Nevertheless, these feelings of satisfaction and fun while being a part of the learning process do not have to necessarily occur only at alternative schools.

From my personal study experience in Norway, where I took part in the semester-long course "*No Reason to stay inside*", I was shown the way how to experience joy and fun while being outdoors and learning at the same time. Norwegians might call it *friluftsliv*. The concept of *friluftsliv* is based on a deep respect for nature and according to Norwegians; it presents the way how to avoid the destruction of nature through commercialization of outdoor activities and sports. In order to comprehend such a complex phenomenon, essential components of *friluftsliv* are presented in the theoretical part. Eventually, it is *friluftsliv* and its aesthetic perception of nature's beauty that directly influenced the Czech *turistika* and therefore the concept of today's outdoor education in the Czech Republic. Furthermore, the theoretical part introduces the concept of outdoor education with emphasis on the respect of nature. As an example from practice, another Scandinavian concept will be introduced: the school-based outdoor teaching which emphasizes the importance of local outdoor environment '*udeskole*'. In addition, the theoretical part suggests CLIL and task-based teaching as approaches apposite for teaching English outdoors and it indicates the possible implementation of TBA into CLIL.

During my time practice-teaching in Norway, I had the opportunity to spend a few weeks as a part of 6.A class, both as the observer and the teacher. On the basis of my observations, I can claim that children in Norway spend lot of time learning outside, within frames of different subjects and they are taught with methods, which would be considered alternative in the Czech Republic. The main language of the course I took part in was English and that inspired me to research an unexplored topic in the Czech Republic and thus the potential of teaching and learning English outdoors. I dare to call this topic 'unexplored',

because even though I went through Waldorf education all my primary and lower secondary school, I have five years of teach practice experience from different schools, the implementation of English lessons outdoors is rather anomalous.

Therefore, in the practical part, a questionnaire survey was conducted to ascertain the current opinions and experiences of teachers in the Czech Republic on learning English outdoors. The research is based on this main objective: *To establish the current perspective of English teachers in the Czech Republic on teaching and learning English outdoors and to discuss the benefits and obstacles for implementation of English lessons outdoors.* The focus is on the distinction of opinions on this phenomenon among teachers from classical schools and teachers from alternative schools. Furthermore, the perspective of a student from the Faculty of Education is added, because those who work with young children and adolescents have a great responsibility to influence how next generation behaves and thinks.

From the introduction of the book *Nature true home of Culture*:

“...if a sport at the higher level is continued to be accepted as a positive cultural element, it must demonstrate that it can exist within an ecological framework. Sport must find its way back to its original values.” (Dahle, 1994, p. 3)

THEORETICAL PART

1 OUTDOOR EDUCATION

Much research has been done in order to prove that outdoor activities improve well-being also that the natural environment reduces stress and depressions. Outdoor activities gained their popularity because they go along with the change of our lifestyles and they fulfil the needs of people (Neuman, 2004, p. 7). We have free time, we care more about our environment and we feel that we need more activity in our lives. Further to these lifestyle changes, the issue of the indispensability of well-educated instructors and teachers in the outdoor education have arisen (Gilbertson, Bates, McLaughlin & Ewert, 2006, p. 4). Thereby, educators who are competent to design effective outdoor lessons and to establish learning opportunities are essential to help solve arising problems. These educators are further connected with nowadays established practice of outdoor education. Regarding these problems; Neuman (2004, p. 14) proposes that on one hand “we try to control the development of outdoor activities in order to protect our natural environment” and on the other hand “there is need to form outdoor education so that people get interested in spending their free time outdoors.” He calls our world “the world of consumption” and claims that “nowadays we even consume experiences.” This could be the reason why we always have the need to create newer sports and activities.

According to the research objective (*the potential of teaching and learning English outdoors*) it is essential to discuss how the term outdoor education is understood and how it has developed in the Czech Republic. Therefore, the purpose of this chapter is to define the term outdoor education and to outline its development in the Czech Republic.

1.1 The definition of outdoor education

Outdoor education (henceforth OE) is as an umbrella term which includes all forms of education about outdoor, prominently adventurous education and environmental education (Priest in Gilbertson, Bates, McLaughlin & Ewert, 2006, p. 4). Gomboc (2017, p. 3) further presents that there are also other outdoor activities possible in the frame of outdoor education: Nature studies, outdoor game, outdoor adventure education; and environmental or experiential education. Following definitions demonstrate the diversity of how the term outdoor education can be understood from different perspectives.

Neuman (2004, p. 18) defines outdoor education as “a process of learning through experiences, which takes place outdoors” and the educational and learning sources are interpersonal and intrapersonal relations together with relations to natural sources. Another

complex perspective on outdoor education is offered by Priest (Priest, 1986, p. 13), for whom outdoor education is a matter of many relationships. He suggests that OE includes six following points:

1. It is a method for learning.
2. It is experiential.
3. It takes place outdoors.
4. It requires the use of all senses (it is holistic).
5. It is based upon interdisciplinary curricula.
6. It is about relationships involving people and natural resources.

(Priest, 1986, p. 13)

From above, outdoor education is a place, a subject and a reason for learning. Thus it can be all from “scaling a major Himalayan peak, to taking school children outside the classroom for their learning or to bird watching” (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 4). “The approaches to learning, such as environmental or adventurous education are parts of outdoor education” (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 4). To illustrate the position of outdoor education, there is Priests’ model of the tree:

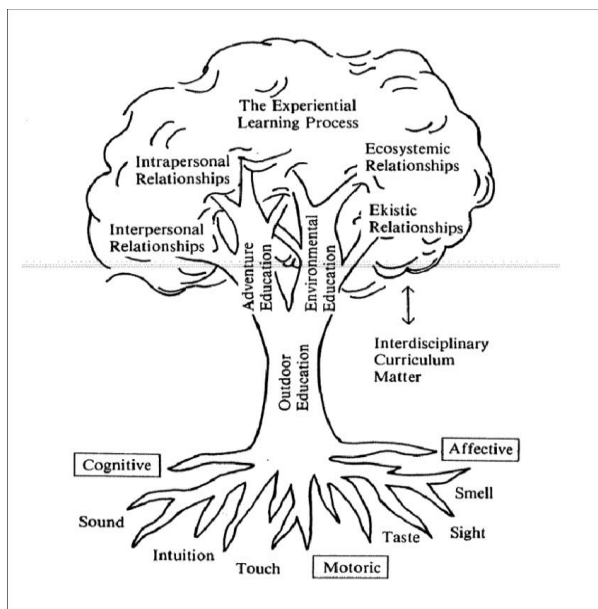


Figure 1: Outdoor Education Tree. Source: Priest, 1986 from *Journal of Adventure Education and Outdoor Leadership*, p.23-25

Last but not least, outdoor education is a method that accentuates direct; multisensory; experiences; which take place in the natural environment. Therefore, it is the combination of learning in-and-through nature what defines outdoor education (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 4). It is the physical setting what distinguishes outdoor education from other forms of education. Not merely these authors, but also Gelter (2000, p. 77-90) and Pederson (2010, p. 9-13) claim that the natural environment creates various learning opportunities and it implies the usage of different skills, knowledge and senses. Pederson (2010, p. 9-13) points out that some educators and instructors suggest that outdoor education should be based on indigenous people practices, for they believe that their way of living is in a close relation to the natural environment, which has the consequential impact on sustainable living.

Nonetheless, the different styles of outdoor practice, both ‘local, simple nature-life’ and ‘global, high-tech adventure’ are potential outcomes. The human-nature relationship cannot be understood as predictable cause effect explanations (Pederson, 2010, p. 9).

1.2 Adventure education

Adventure education (henceforth AE) is considered to be a part of outdoor education thus, in order to distinguish it from other forms of outdoor education and to differentiate it from friluftsliv, the main principles must be mentioned.

Education based on adventure is the way to partially solve today’s educational process issue, where the lack of activity, wandering, and discovering is prominent. In order to be capable of discovering new ways and solutions, of overcoming uncertainty and undertaking risks, the pedagogical theory should reflect these needs and react to them (Neuman, 2004, p. 16). The principal meaning of adventure education is “overcoming obstacles or dangers, which confront us during our personal growth.” In addition, “overcoming danger brings a new quality to our lives” (Neuman, 2004, p. 16-17). Alternatively, AE does not have to be connected only with outdoor activities: Gilbertson et al. highlight the importance of wilderness-like setting (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 8-9). AE is used for teaching physical skills which enable us to travel in the natural environment. In addition, it supports self-confidence and self-awareness and strengthens the sense of community. (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 9).

AE can be defined as “a variety of self-initiated activities, utilizing an interaction with the natural environment, that contains elements of real or apparent danger, in which the

outcome, with uncertain, can be influenced by the participant and the circumstance” (Ewert, 1989, p. 6). Prouty (2007, p. 4), perceives adventure education as “direct, active, and engaging learning experiences that involve the whole person and have real consequences. The definitions of experiential education and adventure education are merging and becoming less distinguishable because the element that makes experiential education an adventure is not just how active or physically risky the activity is, but what the learner’s overall state of mind is. If learners are out of their comfort zone and are actively engaged in learning, then we are increasingly likely to describe that as good adventure education.” In other words the differentiation and separation of adventure education from experiential learning has become rather difficult.

Neuman (2004, p. 16) exhorts teachers and instructors who are working with youth to involve the elements of adventure and experiences into their educational process. Adventure situations help, especially for young people, to find themselves, and to strengthen their self-esteem. The same perspective is held by Wurdinger, who claims that “the purpose of adventure education is to help people learn more about themselves and the world they live in” (Wurdinger, 1994, p. 26). In addition, “challenges can work as prevention and adventure activities are good alternative for searching out dangerous activities” (Neuman, 2004, p. 16).

1.3 Environmental education

Many people over the years expressed their concern about the protection of the natural environment, among them writers such as Henry David Thoreau, and John Burroughs or wildlife ecologist Aldo Leopold. Nevertheless, the person who started the environmental education movement was Wisconsin Gaylord Nelson, who introduced Earth Day in 1970 (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 6-7). Contemporarily with Nelson, (1969) the movement of educators in the US started to define the concept of environmental education (henceforth EE), namely: Professor William Stapp from university Wisconsin and Robert Roth, the professor from Ohio University (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 6-7). “*Environmental* education is aimed at producing a citizenry that is *knowledgeable* concerning the biophysical environment and its associated problems, aware of *how* to help solve these problems and *motivated* to work toward their solution” (Stapp, 1969, p. 30). Roth further developed this definition: “environmental education is the education about ecological concepts and their effects on humankind. Its purpose is to “increase an understanding and appreciation toward the interaction of man and the natural environment” (Roth, 1969, p. 195). Meanwhile one perspective suggests that “environmental education prevents and solves

environmental problems” the other perspective claims that it is “learning that increases awareness and appreciation of the natural world” (Gilbertson, Bates, McLaughlin & Ewert, 2006, p. 7). This perception is called the “green” approach in Europe. Gilbertson et al. claims that even though all the definitions of EE may seem confusing, there are some common themes. Firstly, the result of environmental education should aim to increase the knowledge of the natural world in order to grow awareness of the natural world. Secondly, it focuses on environmental problem solving and, last but not least, it uses scientific concepts, but it not a form of scientific education (Gilbertson, Bates, McLaughlin & Ewert, 2006, p. 7).

According to Kirubakaran (2007, p. 1-3), there are five main principles of EE. Primarily, it must involve everyone because the care of the natural environment is our common responsibility hence, government, media, industry, educational process, community groups as well as individuals should be involved. In addition, environmental education should be lifelong. We learn from our past mistakes, we develop better technologies, and our ability to respond effectively improves, therefore there is the need of regular refreshment of our knowledge and skills. Furthermore, “holistic appreciation of the context of environmental problems” is necessary (Kirubakaran, 2007, p. 2). Therefore, there is an issue arising, where the formal educational system struggles, whether to teach environmental education separately or incorporated it into other subjects. This can differ situation by situation but the re-orientation of the formal education towards sustainability is highly advisable. Last but not least, EE must be practical and in harmony with social and economic goals.

1.4 Outdoor education in the Czech Republic

Even though there is insufficient evidence about the closer connection of *frilufstliv* and the outdoor education in the Czech Republic (Martin, Turčová & Neuman, 2007, p. 203), there are some indirect signs of influence. Guth Jarkovský, the Czech promoter of sport, the president of the Czech Turistika Club, and the co-author of the Olympic Charter emphasizes in many of his texts, the same values and features which *frilufstliv* has. The aesthetic experiences and the possibilities of educational experience through nature are the most prominent (Martin, Turčová & Neuman, 2007, p. 203).

To better understand the philosophical roots of the Czech outdoor education, Greek *kalokagathia* philosophy and its concept of “harmonious development of outward merits and an inner world based on spiritual, moral principles” must be mentioned (Martin, Frank & Zounková, 2004, p. 7). The word *Kalokaghatia* consists of two words: *kalos* which means

beautiful and *agathos* – benign. These principles of *kalokaghatia* are the basis of the Czech outdoor education.

Not only philosophical roots are important but educational roots are as well and they lead to the work of the Czech educator. In Europe he is called “The Teacher of Nations,” Jan Amos Komenský. Even though he wrote more than 400 years ago, he is still considered to be accountable for the foundation and the development of experiential education and outdoor education (Martin, Frank & Zounková, 2004, p. 4). He believed that mind, body, and soul should be educated in harmony. Furthermore, he spread the thoughts about the interconnectedness of learning and direct experience in nature. Above all, for him, education was a way of life itself (Martin, Turčová & Neuman, 2007, p. 198).

Looking back in the 19th century, two great and important movements were founded: *Sokol* (1862) and *Turistický klub* (1888). *Sokol* organized different influential trips at the prominent historical places in the Czech Republic, which later led to the nationalist movement. The renewal of national self-confidence and identity after the long Austrian-Habsburg rule and German influence was of significant importance (Martin, Turčová & Neuman, 2009, p. 21). *Turistický klub* further developed already practised *turistika* activities, which involved skiing, biking, canoeing, or travelling on foot, as well as learning about nature, local history, and theatre (Martin, Frank & Zounková, 2004, p. 4). Guth-Jarkovský tried to define the first official definition of the term *turistika* in his book *Turistika-turistický katechismus*. According to him, *turistika* is “travelling for fun with the aim of learning about nature and its beauty” (Martin, Turčová & Neuman, 2009, p. 21). Highlighted must be, that even though travelling can be a part of *turistika*, its primary focus is on the aesthetic perception of nature.

At the beginning of the 20th century, scouting movement based on the Baden-Powell’s philosophy started to spread all across Western Europe and it had a great impact on the Czech pioneers. The founder of the Czech scouting was a teacher, A. B. Svojsík, As important and influential as Baden Powell was for England, Jaroslav Foglar was significant for the Czech Republic.

Jaroslav Foglar (1907-1999) is recognized as a writer, educator; journalist, and scouting leader. Foglar’s work and thoughts influenced many people in the Czech Republic (Chodilová, 2015, p. 7-8. Through the positive role model of the always honest young boy, Mirek Dušín (a character from his famous cartoon series *Rychlé Šípy*), he influenced many

children's thinking. In harmony with philosophical meaning of original *turistika* and *frilufstliv* concepts, he cultivated moral, ethical; and aesthetic values linked together with nature (Jirásek, Martin, Turčová 2004, p. 113-116).

Together with *Sokol* and *turistika* activities, the Czech education in nature (Výchova v přírodě) is closely connected. It focuses on being in nature with the aim to “learn about its beauty through cultural and educational experiences” (Martin, Turčová, 2004, p. 81). It further supports the idea, that it is the experience what is the source of fun. After the Second World War, the Communist Party all developing concepts of outdoor education were slowed down due to the suppression of all opinions, which were not in unison with socialist view (Martin, Franc, Zounková, 2004, p. 5-7). In spite of that fact, some educational and ecological movements started to obtain importance: among them *Brontosaurus* movement or non-profit organization *Vacation School Lipnice*. After the important year of 1989 (the Velvet Revolution), many different institutions, experiential programmes, trade union recreation groups, and commercial organisations with outdoor aspects began to be founded (Martin, Franc, Zounková, 2004, p. 6).

1.5 The role of the teacher in outdoor education

In order to fully exploit the benefits of environmental surrounding and to provide a salutary lesson, a teacher or lector equipped with a set of skills and experiences is of great consequence. The personality of a leader or teacher who leads the course or class may influence the whole game and all participants. Therefore, Neumann (2004, p. 38) indicates that an experienced person who leads the event or course is the core of learning process in OE. Furthermore, there are different roles of a leader and important is that the role of the leader changes during the lesson. In addition there is a list of possible roles which are changing during the learning process, among them: referee, instructor, player, animator, coach or adviser. Even though the teacher leads at the beginning, later, he usually becomes a supporter and observer.

A leader should accept the less teacher-centred role and approaches the learning in a positive and non-dominating way. Furthermore, the teacher or leader must identify an experience, where the students feel committed and where they find interest (Wurdinger & Carlson, 2010, p. 13). This identification of experience must be based on the audience types, their maturity, knowledge, and skills (Neuman, 2004, p. 38). There are following steps how to become from an instructor a facilitator and even though these steps are crucial for experiential

learning, since outdoor education uses the experiential learning as a method, the steps are valid for both. In order to become a facilitator, the leader should: explain the purpose of the lesson and “share personal thoughts with the students”. In this way, students know that the teacher is learning from the shared experience too. In addition, students should have enough time to “experiment and discover solutions on their own.” Furthermore, the course objectives should be tied to the direct experiences and course activities; also the provision of meaningful and relevant resources is seen as a tool to help students succeed. Last but not least, it is recommended to clarify the role of the instructor and the role of the students. (Wurdinger & Carlson, 2010, p. 13)

One of the major aspects of OE is the setting where the lesson occurs. Due to the weather conditions and changes, outdoor classes can be inconsistent and have many variables. Hence, the professional instructor must be prepared to proceed with whatever situation may arise (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 16). In addition, in the frame of what we call *professionalism*, the leader should know his or her topic into depth, have skills, know his or hers participants; and he or she should have professional responsibilities, such as planning and organizing lessons, communicating with students, equipment, material etc. (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 16-24).

According to Neuman (2004, p. 39), the work of a leader can be divided into five stages. First, goals must be determined. Second, the means by which the goals should be reached must be set. During the third phase, all activities and materials must be prepared and the place where the lesson occurs shall be verified. In the fourth phase, it is the leading of the lesson itself. The weight is put on the positive environment for learning which must be created primary by the lector or teacher. The last stage is the most prominent: it is time for reflection and evaluation. Here it is essential to speak with participants and have their feedback.

Having a look at all the aspects of being a successful and professional educator, the knowledge of the topic which we teach, the skills to teach the topic and professional responsibilities are high on the list. No less important is the personal presentation, language, and communication style (Gilbertson, Bates, Mclaughlin & Ewert, 2006, p. 23-24). Becoming a professional outdoor educator is a process that requires time and it is essential for teachers and leaders to know their current position and the aim where they are heading.

1.6 Benefits of outdoor education

A complex perspective on this topic offers *A Review of Research on Outdoor Learning* (2004). Rickinson et al. present analyse on this research, emphasizing that although there have been many positive outcomes of outdoor education, they can vary according to different programs. Nevertheless, after wide measuring of the outcomes, the following evidence has been presented: (1) promotion of positive self-image, including self-perception, self-efficacy, confidence, and independence. (2) Intrapersonal and social skills such as communication skills, teamwork, and social effectiveness. (3) The development of general and specific academic skills, (4) the improvement of fitness, (5) the improvement of both long-term memory and short-term memory, (6) the opportunity to experience nature and (7) the reinforcement between affective and cognitive knowledge. Furthermore, positive outcomes also influence teachers: it strengthen both teachers' confidence and understanding of environmental issues (Rickinson et. al., 2004).

The benefits of outdoor education have been researched in many projects. One of the studies, made by Fiskum and Jacobsen (2012) aimed on reduction of aggression and other behaviour problems, proves the positive outcome for outdoor learning. Cooperative play, motivation, mood benefits, enjoyment, and real life experiences contribute to reduction of aggression. Other studies prove that when students leave their comfort zone and face challenges they achieve better understanding towards themselves as well as to others (Leikes et al., 2015, p. 1-10, Gomboc, 2017, p. 1-157).

An essential perspective on outdoor education is the one of students themselves. Gomboc (2017) in her thesis compares different studies made by experts to prove that diverse outdoor settings and different leisure activities outdoors evolve positive feelings within children. In the summary of the study: *Where does weekly outdoor education lead to: the potential of joy and satisfaction*, she claims that by learning in nature, students interrupt their school routine and experience joy and freedom. In addition, by learning in nature children can experience the connection with nature and experience all forms of life, which can help them to look at the world with new eyes. Furthermore, almost three-quarters of respondent's emotions about learning in nature were positive. The interpretation of these emotions is: general feelings of joy and satisfaction. These outcomes are verified by Fiskum and Jacobsen (2012) who made a similar conclusion in their research and thus that nature has a high potential for bringing joy and laughter into the learning process (Fiskum & Jacobsen, 2012, p. 39-51). These positive results were verified by Leikes et al. (2015, p. 1-10) who emphasize

that through outdoor education students perceive nature as a place for adventure and play. In addition, they associate it with freedom from rules, worries, and structure. Nature is seen as a place for recreations and fascination; a place which deserves respect and creates contrast with everyday living.

Probably the most important aspect of outdoor education for students is the opportunity to have fun and feel joyful (Gomboc, 2017, p. 14).

1.7 Obstacles of outdoor education

“There is a lot written about the problem of declining opportunities for outdoor education... There is, however, considerably less published research into the factors (both real and perceived) that might help to explain such trends.”

(Rickinson et al., 2004)

Although OE is usually perceived as a “positive phenomenon”, it is not frequently used in practice. One reason for that can be high demands for academic knowledge and the increased focus on tests which stands upon curriculum requirements (Gomboc, 2017, p. 14). Another reason can be that teachers consider classical classroom education more effective than OE (Skaugen & Fiskum, 2015, p. 16-31). In the study the outcomes show that among the most significant barriers there are, time, place, infrastructure, human resources, and pedagogical preparation mentioned. Rickinson and others (2004) make the same point and claim that the lack of time is on the top of the obstacles list. In addition to this obstacle there is the unprofessionalism of teachers in teaching outdoors, fear about safety and health, and lack of resources and support.

An interesting study about *High school teachers' experience of the educational potential of outdoor teaching and learning* has been conducted. The results show that most of the teachers think that the intrinsic motivation is the most prominent to overcome obstacles for teaching outdoors. Without this motivation, most of them would not even leave the classroom. The research claims OE to be time consuming. Thus, some of the teachers think of classroom education as a more effective way to teach. Nevertheless, most of the respondents confirmed, that they had enjoyed outdoor teaching and they want to continue due to their own satisfaction. This research was essential for many of the teachers as they re-thought their teaching and they decided to look for new ways to teach. (Fägerstam, 2013, pp. 56-81)

Another alternative offers a study based on *Urban youth's experience of nature*. Here the outcomes show that the greatest obstacle is the discomfort connected with stepping out of the comfort zone, while being in outdoor educational processes. Children involved in this study were aged 14-19 and the environment where the educational processes took place varied from the local environment to more challenging environments such as woods, streams and trails. On the negative side, urban youth associate nature with fear, danger, dirt, disgusts and discomfort. They lack modern facilities, they feel too hot or too cold, they sit in wet cold grass, they get itchy from dust and sweat, get bitten by insect, step into animal droppings, experience different smells, or lack drinking water (Leikes et al., 2015, p. 1-10).

Summary

In this chapter, beside the discussion on different perspectives of OE, the development of outdoor education in the Czech Republic was presented with the stress on possible connections between the Scandinavian concept of *friluftsliv* and the Czech concept of outdoor education. The ancient Greek philosophy, *Kalokaghatia* creates the roots of the outdoor education values in the Czech Republic, but it is *friluftsliv* that inspired and influenced *turistika* for its aesthetic perception of nature's beauty. The ideas of the *Kalokaghatia* philosophy were further transformed into practice by significant Czech educators. In addition, Jan Amos Comenius, and Jaroslav Foglar, two great and influential personalities, who had substantial merit in the development of outdoor education in the Czech Republic, were introduced.

Beside the development of OE in the Czech Republic, benefits and obstacles for teaching outdoors were discussed. As the greatest benefits of outdoor education, the joy of learning and the opportunity to have fun are on the top of the list. Among the obstacles for learning, is for learners to step out of their comfort zones, whereas for teachers it is the lack of intrinsic motivation. Last but not least, the set of skills and abilities which evince the professionalism of the teacher or lector of outdoor education to exploit the benefits of the natural environment were presented.

2 EXPERIENTIAL EDUCATION AS A METHOD FOR OUTDOOR EDUCATION

Experiential learning (EL) had been viewed as a method and philosophy throughout many centuries, long before it was transformed into education. We can perceive this term as “learning that occurs through an authentic experience” (Gilbertson, Bates, McLaughlin, & Ewert, 2006, p. 9). Furthermore, it refers to learning through exploration, discovery, learning through action, or to learning through experience (Giesen, 2011). Essential is that just through experience; learning does not necessarily have to occur: “It is the reflection process which turns the experience into experiential education” (Martin, Frank & Zounková, 2004, p. 12). This chapter introduces different points of view on this problematic made by significant educators and philosophers throughout the centuries. Furthermore, this chapter presents essential principles which build the base for experiential education in order to better understand its position and feasibility within the frame of outdoor education.

The term experiential education (EE) was coined by its founder John Dewey (1859-1952), who believed that “learning through the direct experience was the strongest form of learning” (Gilbertson, Bates, McLaughlin, & Ewert, 2006, p. 36). The groundwork for learning theories about “learning by doing” was provided not only by Dewey but also by other significant education psychologists as Carl Rogers (1902-1987) or David Kolb. Dewey’s concept of experiential education focuses on problem solving and critical thinking. Rogers claims experiential learning to be “significant” in comparison with what he called “meaningless” cognitive learning. Kolb highlights concrete learning experiences and thinks of them as critical to meaningful learning and he is well known for his Learning Style Inventory (LSI), which helps to identify preferred ways of learning.

In order to better outline what experiential education highlights, I point out a few definitions. For Luckmann (1996, p. 7), the highly respected sociologist and professor “experiential education is a process through which a learner constructs knowledge, skill, and value from direct experience.” Association for Experiential Education (henceforth AEE) shares the similar perspective, it claims EE to be “a philosophy and methodology, in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values” (Association for Experiential Education, para. 2). Based on this definition they state twelve principles for EL. The following four points summarize the twelve principles:

1. EL occurs when experiences are supported by reflection, critical analysis, and synthesis and that requires student's initiative, decisions making and his or her responsibility for results.
2. Throughout the experiential learning process, the student is engaged in investigating, experimenting and problems solving and that intellectually, emotionally, socially, soulfully, and physically.
3. The results of the learning are personal and they form the basis for future experience. Furthermore the outcomes are unpredictable so both the instructor and student may experience success, failure, adventure and risk-taking.
4. The instructor's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students and insuring physical and emotional safety. Furthermore, he or she should recognizes and encourages opportunities for learning because the learning experience includes the possibility to learn from natural consequences, mistakes, and successes.

These points create the core of experiential learning and they claim great demands on teachers and instructors. It is essential to guide the students to reflections in order to derive the meaning of experience, and so to the whole value of experiential education (Gilbertson, Bates, Mclaughlin, & Ewert, 2006, p. 36).

Summary

In this chapter, chosen definitions and perspectives on experiential education in order to demonstrate the complicatedness and complexity of this concept were presented. Experiential learning was clarified as the method for outdoor education with the stress on the reflection process which turns just the experience into the real experiential education.

3 SCANDINAVIAN CONCEPT OF FRILUFSTLIV

Many studies dealing with interconnectedness of man and nature have been done and many authors have elaborated this topic. Nevertheless, some authors, most notably Faarlund (1994), point out the issue of today's established practice of outdoor education and see it as a part of the threat towards free nature: "Consequences of the devastating practice of modernity are obvious." He is not the only one; Nansen (1992, p.21) claims that through the commercialization of outdoor activities and a stance toward nature as to *ras extensa* "it is no surprise that the world today is in the throes of an ecological crisis" (Nansen, 1992, p.21). Thus, a question arises: "Must outdoor activities in the future continue to be a part of problems we face?" Gore (2006). Regarding these authors, an approach to nature matters and it forms an integral part of my research.

3.1 The definition of frilufstliv

The Scandinavian concept of Frilufstliv, deeply rooted in Norway and Sweden, is a life style and philosophy grounded in respect for nature. To have an official Norwegian definition: "Friluftsliv is abiding and being physically active in the open air in leisure time, with the purpose of environmental change and nature experience."¹

Nevertheless, the word itself cannot be translated into English as it is a specific term, connected with particular place and culture. Frilufstliv can be literally translated as "free-air life" and it is originally rooted into Norwegian tradition, landscape, and culture. Therefore, it is not possible to uproot the term into other geographical and historical context. In spite of the fact, more and more authors and researchers have started to use the concept of frilufstliv in English written texts, referring to its specific relation to Scandinavia.

Through the commercialization of outdoor activities, frilufstliv has recently received more superficial meaning. In Norway though, frilufstliv is deeply rooted into the souls of the people and it is an important part of most people's lives (Gelter, 2000, p. 76). Understanding of the term frilufstliv and its real life practice is personal and thus unique. Gelter (2009, p.78) thinks of frilufstliv as "an ability to be absorbed by a place," which is a skill, needed to be trained. Many people living in the cities have lost this ability thus, talking with them about

¹ White paper for Parliament Nr. 39, 1986, translated by Elgvin, T. in the work: *College student's conceptions of Henrik Ibsen's Friluftsliv for my thoughts of 1859.*

“feeling myself as a part of a landscape” can be difficult. According to the founder of Deep Eco-philosophy Arne Næss: “deep experience of nature creates deep feelings leading to deep questions and a deep commitment for nature” (Gelter 2000, p. 78).

For professor and Nobel Peace Prize bearer Fridtjof Nansen (1994, p.6-7) *friluftsliv* is a way from the crowd and from the accustomed. The way how to get out into nature. The body as well as the spirit should be involved in physical activities. Faarlund sees *friluftsliv* as a way of joy. Through revival of understanding nature, we can find the way out of the ecological crisis (Faarlund, 1994, p. 21-26).

Even though it might seem that *friluftsliv* has the same goals as environmental education; it doesn't use any aids, equipment, or institution, only nature itself. The difference from outdoor education (OE) is that OE has a specific goal and that is: a place, a subject, and a reason for learning (Gelter, 2000, p.80-82). To mention adventurous education, which can be sometimes confused with *friluftsliv*, adventure education values risk, safety, challenge, and adventures which must be mentioned here (Backman, 2010, p. 32-36). Contrarily, *friluftsliv* stands in opposition position to these values. *Friluftsliv* can be compared to a game, where we need a fantasy and imagination in order to shift us to another level of consciousness (Gelter, 2000, p. 90). Furthermore, *friluftsliv* contributes to “environmental awareness, historical, and cultural understanding of the development of landscapes, and above all; to questioning our lifestyles in modern society” (Gelter, 2000, p. 90).

3.2 Two concepts of *friluftsliv*

Friluftsliv can be understood from two points of view: the original concept of ‘*genuine friluftsliv*’ and the newly developed concept of ‘*post-modern friluftsliv*’. The original *genuine friluftsliv* was described by Fridtjof Nansen in his speech “for young people” in June 1921. *Friluftsliv* is suggested as an option for avoiding crowds of tourists and the way how to ‘get out’. From this point of view, “*friluftsliv* is neither just an outdoor activity such as: climbing, hiking, fishing or canoeing nor is it about conquering nature or using it for its resources” (Gelter, 2000, p. 80-82). *Genuine friluftsliv* can be seen as “a philosophy about personal development, thus a lifetime process of growing self-esteem, social capabilities, and survival skills, and attitudes towards the more-than-human world” (Gelter, 2000, p. 83). According to Arne Næss, influential Norwegian Eco-philosopher, *friluftsliv* can be a way to develop the strong emotional experiences that are essential for building a foundation for a Deep Ecology Philosophy (Gelter, 2009, p.6).

The second concept of '*post-modern frilufstliv*' has been influenced by commercialization of outdoor activities and which focuses on outdoor activities instead of focusing on relations with nature. As Faarlund (2004, p. 62) writes "people who are not familiar with traditional travel through free Nature" treat Nature as *res extensa*. Descartes' worldview on Nature as a machine led to loss of free nature standing. Hence, in culture, where free nature has lost its position it is common that people start to seek the way how to release their aggression and stress. An effect of this action, it is nature that becomes the victim (Faarlund, 1994, p. 21). Some authors describe this situation as a moment, when nature becomes an arena or a playground (Gelter, 2009; Henderson & Vikander, 2007).

An alternative perspective describes these terms as '*general frilufstliv*' and '*deep frilufstliv*'. '*General frilufstliv*' is here simply an outdoor activity whereas '*deep frilufstliv*' borrowed the word "deep" from deep ecology, which deals with deeper ecological answers and questions (Kubala, 2002).

The authors mentioned above claim that today, we seek nature mostly with the aim of recreation or with the aim of exploring natural resources; we collect experiences or we want to have an aesthetic experience. Furthermore, we go into nature with the aim of education: to learn about nature such as a school excursion or we search for sacral experience such as meditations or reflection. All these activities can be nowadays considered to be a part of general idea of "*post-modern frilufstliv*".

3.3 The roots of frilufstliv

Values of frilufstliv result from the European Deep Romantic Movement from the 18th century. It was a reaction against industrialization and urbanization led mainly by artists: poets, painters, and musicians (Faarlund, 1994, p. 21-28). Frilufstliv was the way how to reconnect with old Scandinavian outdoor tradition (Gelter, 2000, p. 79). The legendary polar explorer Fridtjon Nansen (1861-1930) was a strong leader and an inspiring person. With the goal to reach the North Pole, he crossed all of Greenland on skis. As a Nobel Peace Prize holder, he inspired many Europeans with his main belief, that free nature was our true home. He is the one who contributed to Norwegian identity and culture. Among others, Sven Hedin, Roald Amundsen and Adolf Nordenskiöld were other influential people, who contributed to Norwegian identity.

In the beginning, frilufstliv was a project of the middle-class and through poetry it was introduced to the upper-class (Gelter 2000, p. 79). The term friluftsliv was first used by

the famous poet Henrik Ibsen in the poem “Paa Vidderne” in 1859 (Kubala, 2002). The poem can be translated as “On the Heights” and it was written from his own experiences about living in nature. Another important poet was Bjørnstjerne Bjørnson, who expressed the sense for Norwegian mountains through their national anthem (Faarlund, 1994, p. 23). Attempts to express the relation with nature were made by other artist as well; the painter Theodore Rosseau and the musician Kierulf Nordraak can be taken as an example.

Owing to these people, friluftsliv began spreading. Different tourist organizations were found and people started to travel into nature. It was emphasized that friluftsliv should take place in free and uncivilised nature, not restricted by civilization. Thus, Norway became a symbol of real connection with nature and people from all over Europe started to travel; to experience this unique connection (Gmitro, 2017, p. 9).

3.4 The values of friluftsliv

As already mentioned above, Norwegian tradition of friluftsliv originates from the 18th century cultural protest and thus, the basic values of friluftsliv are the values of the European Deep Romantic Movement: *Nature worth/Human worth* (Faarlund, 2009, p. 11). These values seem to be important throughout all subjects and within many cultures and educations. When looking at the official definitions of friluftsliv, the values as: experiences of nature, resistance to competition, health, or cultural perspectives on the landscape can be found. However, there are also others. Backmann (2010, p. 26) suggests: “cooperation, environmental awareness, simplicity, folksiness, free and uncivilised nature, fostering of character, resistance towards consumption, and commercialism, ecological perspectives, and mindfulness.”

Furthermore, in relation to old Scandinavian traditions, the environmental awareness is of great importance. Sandell (2007, p. 81-101) suggests that through the teaching of friluftsliv we lead children to appreciation of nature and to better environmental awareness. An important highlight is made by Brügge et al. (2007, p. 81-101) who mention the possibilities of integrating school subjects when teaching friluftsliv. It can also be seen as “a pedagogical method that is said to involve the different senses and thereby contributes to a deeper learning” (Backmann, 2010, p. 35).

Regarding the involvement of different senses, an interesting study has been made. Gelter (2000, p. 84-90) deals with Gardner’s description of seven intelligences. These intelligences have “evolved to optimize human survival in the complex natural world.” Living

in an urban world, some of these intelligences are suppressed and some of them are given more importance and in this way, mental disharmony is created (Gelter, 2000, p. 86). By practicing friluftsliv, where one must involve all the senses, and according to Gardner also intelligence, body and mind, we fulfil our basic human needs. Based on this study, urban life does not stimulate all of our senses and all of our intelligences.

Most of the values mentioned above are also expressed in outdoor and adventurous education. Nevertheless, when talking about outdoor education, the focus is on technical movement skills. Within the frame of adventurous education the value of risk and challenge are prominent. None of these can be found in literature about friluftsliv (Backmann, 2010, p. 32-34).

3.5 Friluftsliv's development in the frame of education

The study "*Friluftsliv as Bildung*" claims that looking back, to the 1990's, formal education in friluftsliv was regarded as strange and unnecessary. Ordinary people in Scandinavia were living and farming close to nature and skills to survive were taught in everyday life within each family. However, the values, knowledge, and skills of living close to nature started to disappear only one or two generations later, which was what created the need for formal education. In this way, learning these skills has become a part of the national school curriculum (Peterson, 2007, p. 1-15).

According to this research, despite friluftsliv's placement in the curriculum, its practice was usually reduced to just one day-hike per year. During the 1960's Nils Faarlund set up a private college called "Norwegian Seminar of Nature-Life and Mountaineering". A year later, Norwegian University of Sport and Physical Education in Oslo was established and friluftsliv was introduced as a subject, which was developed into a one year program at the time. At the turn of the 21st century, friluftsliv gained its position in everyday school praxis, especially among the younger ages.

Nowadays, principles of 'uteskole' and friluftsliv are "more and more seen as "counterweight to a variety of learning difficulties and unhealthy lifestyles for example; hyperactivity, inactivity, obesity, concentration problems, learning disability, and social difficulties" (Peterson, 2007, p. 14).

3.6 Frilufstliv and its present position in the curriculum

What happens with the original concept of frilufstliv when it meets the specific interests of academic and pedagogical institutions? The context for frilufstliv has significantly changed and even though some of the frilufstliv activities are still performed, it is no longer done just for pleasure (Aadland, Arnesen & Nerland, 2009, p. 3). Nevertheless, its importance within the frame of education was emphasized by “The Knowledge Promotion Act” in autumn of 2016, which was the latest reform in the 10-years compulsory school and in the upper secondary education and training. Friluftsliv is one of the three main subject areas in PE in lower and upper secondary school and it stands opposed to adrenaline outdoor activities. Frilufstliv aims at physical but also personal and social development.

The (Lk-06) curriculum in Norway has been reduced and the values of frilufstliv have been changed in a more technical direction (Aadland, Arnesen & Nerland, 2009, p. 7). It focuses on concrete goals and their measurability instead of on aesthetic dimension and aims connected with experience in nature. Lk-06 thus requires local interpretation and therefore frilufstliv’s implementation will differ from school to school. Furthermore, it leaves much more room for individual teachers which leads to great differences when it comes to the practice of frilufstliv (Aadland, Arnesen & Nerland, 2009, p. 3-6). The survey in Norway was done, in order to find out the approach of teachers towards frilufstliv and its implementation. The outcomes show that the majority of PE teachers feel highly competent to teach frilufstliv. The reason for this could be that most of the teachers practice frilufstliv in their free time. The study also shows that even though over 80% of teachers have suitable areas nearby their school, high competence and skills in teaching frilufstliv, over 90% of them spend less than 40% of their teaching time in the PE main subject area of friluftsliv. This could be because teachers dedicate too many lessons to sports subjects and as a result, pupils do not have an opportunity to fulfil the aims of frilufstliv after the 10th grade (Aadland, Arnesen & Nerland, 2009, p. 1-13).

Summary

In this chapter I presented a holistic perspective on learning, providing an explanation of the Scandinavian philosophy called frilufstliv. I highlighted the importance of frilufstliv’s values in order to cultivate the inner values within children, such as environmental awareness and appreciation of nature. Furthermore, I discussed the development of frilufstliv within the frame of education and I defined its position in the current curriculum. I stressed

that when looking at the official translation of friluftsliv made by the Norwegian government for the Lk-06 curriculum, the term is established as “outdoor life.” However, by this translation, certain values which are part of the term friluftsliv are lost. These values are the core of this study therefore, it was necessary to mention in this chapter, where the roots of these values are and thus, in The European Romantic Movement. Furthermore, an overview of these values was presented and their importance for children’s development was emphasized. In addition, indispensable was to state friluftsliv’s position in a modern curriculum because due to the new curricular reform, the values of friluftsliv have been changed in a more technical direction and instead of the focus on straight connection with nature; the focus has been shifted on concreteness and measurability of the goals.

4 SCANDINAVIAN CONCEPT OF UDESKOLE

In this chapter the Scandinavian concept of ‘udeskole’ is presented. The Danish name for this concept is called *udeskole*, Norwegians call it *uteskole* and in Sweden they refer to *utomhuspedagogik*. It can be described as Scandinavian outdoor education bound to the local environment with the stress on regular basis. From semantics perspective, udeskole consists of two words and thus: outdoor, and teaching (Bentsen, Mygind & Randrup, 2004, p. 20).

Udeskole is a relatively new form of outdoor education in Scandinavia. It refers to the method of teaching but it can also be viewed as a movement to redefine the school and its theory (Bentsen, Mygind & Randrup, 2004, p. 14). This school-based outdoor teaching emphasizes the importance of local outdoor environment and uses it as an integrated part of the school system (Bentsen et al. 2010, p. 3). The roots for *udeskole* come from Norway, where (as previously mentioned in *friluftsliv*) natural surroundings and cultural settings are used as an “outdoor” classroom (Bentsen, Mygind & Randrup, 2004, p. 14). An alternative definition describes udeskole as “compulsory educational activities, which take place outside the walls of the school and they are done on a regular basis (i.e. every week or every other week)” (Bentsen, Mygind & Randrup, 2004, p. 14).

According to the studies done in Denmark, (Bentsen, Mygind & Randrup, 2004, Bentsen et al. 2010) an increased interest in udeskole has been shown. Not only private, but also public schools have started to practice udeskole and thus, in the form of weekly outdoor learning. In addition, many studies about the positive impact of outdoor education have been done (Faarlund, 2004, Gelter, 2000, Pederson, 2010) and regarding Scandinavia, most of them resulted successfully. Bentsen et al. (2010, p. 4) point out that practice of udeskole can add “variation and value to daily school life” and that “outdoor learning and classroom teaching can complement each other”. Among the research-based benefits of udeskole and outdoor learning, primary improvements in concentration, increased motivation, and higher levels of physical activity are the most significant (Bentsen et al. 2010, p. 3). Furthermore, Scandinavian studies have proven that children, who were taught in a forest or another natural setting, improved their social relations, joy, and their level of well-being.

The practice of udeskole depends on several factors because it is, as any other outdoor education, bound to the time and place. In addition, there are barriers for regular practice of udeskole. Among them: time, money, and lack of knowledge are the most prominent

(Bentsen, Mygind & Randrup, 2004, p. 18). Furthermore, studies have proven that the quality and the distribution of udeskole depend on the individual teacher and that the distribution of udeskole is random, according to the size and type of the school (Bentsen, Mygind & Randrup, 2004). Norwegian and Swedish studies indicate that most of the teachers who practice udeskole are enthusiastic and experienced with friluftsliv and other outdoor activities (Bentsen, Mygind & Randrup, 2004, p. 14). However, in present, there are no special qualifications required of teachers and leaders who are involved in outdoor education and udeskole (Bentsen, 2004, p. 63-66).

Summary

As already mentioned above, udeskole is a relatively new phenomenon thus, the impact of its practice on children hasn't been evaluated properly. There is just an insufficient amount of international studies and literature dealing with this type of education, and most of the sources are in the form of student thesis and studies. However, the outcomes from studies made in Scandinavia show that the greatest benefits of udeskole practice are improvements in concentration, increased motivation, and higher levels of physical activity. Furthermore, udeskole is recommended as a complement for classroom teaching because it can add value to the everyday school life. On the contrary, the biggest obstacles for regular practice of udeskole are considered to be: the lack of time, knowledge and money. In addition the quality of udeskole lessons depend on individual school and teacher. Overall, there is a need for further research, which would support the development of this concept.

5 CLIL AS THE WAY FOR TEACHING ENGLISH OUTDOORS

This chapter suggests CLIL (Content and Language Integrated Learning) as a method of teaching foreign language through other subjects. Applying CLIL method on the main objective of this study, it is outdoor education and outdoor activities which are ‘the subject’ through which ‘the foreign language’-English is to be taught. Therefore, this chapter clarifies the concept of CLIL and furthermore, the problems and benefits connected with teaching CLIL.

5.1 Understanding of CLIL

The broadly used definition of CLIL approach is already stated above. However, to see different perspectives and to be able to make one’s own judgement about what CLIL is, further definitions are presented. One perspective claims that: “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Mehisto, 2008, p. 9). Furthermore, the combination of subjects and languages is manifold; therefore all students can study for example, mathematics or biology in English or German. This approach should prepare students for future life challenges and for use of English functionally and with purpose. In addition, CLIL motivates students to learn more languages at once (Melichárek, 2013, p. 9). Another alternative definition which is offered by European Commission website (2013), who claims CLIL to be a useful tool: “It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners.” Furthermore, “it provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings.”

Bentley (2010, p. 6) claims that when the teaching and learning is primarily focused on the subject content (content-driven CLIL), it is called ‘*Hard CLIL*’ or ‘*Strong CLIL*.’ Language must be “relevant as much as it is needed to progress in the learning of content, but there is, and must be, language awareness, more specifically at the level of discourse and functional language. Hard CLIL happens when at least 50% of the curriculum is taught in the target language. On the contrary, there is the term ‘*Soft CLIL*’ or ‘*Weak CLIL*.’ This version happens when the primary focus of teaching and learning is on the target language (language-driven CLIL). Soft CLIL happens when some of the curricular topics are taught during, for example: summer camp or a language course (Melichárek, 2013, p. 21). In addition, Bentley

(2010, p. 6) mentions the *'mid-way'* between the above mentioned models. That happens when a school teaches “a modular CLIL programme where a subject is taught for certain number of hours in the target language.” Furthermore, there are many types of CLIL activities which can be done either among schools or in a classroom, for example language showers. It is a short activity, done mostly all the time in CLIL language, aimed for young learners. It includes use of game, songs and movement and its aim is to prepare learners for further language learning or just to make them aware of the existence of different languages. As another example of CLIL-style activities can be a student exchange, CLIL camps, work-study abroad, local or international projects or family stays (Melichárek, 2013, p. 21).

Last but not least, there are many expressions used for the description of CLIL and many terms which are working within the area of Content and Language Integrated Learning. It can be considered as an “umbrella term” for other forms of language teaching when using language as a medium of instruction. As examples: Content-Based-Instruction (CBI), Content-Based-Language Teaching (CBLT), English as a Medium of Instruction (EMI), Dual Language Programs or English Across the Curriculum.

5.2 Problems and benefits of CLIL

Starting with the benefits of CLIL, improvement of learners' skills in both curricular subjects and the target language are the most significant benefits which must be mentioned. Also essential, is the growth of learners' self-confidence in the target language. Furthermore, those students who start CLIL at primary schools are “more sensitive to vocabulary and ideas presented in the target language and they reach higher level of English than those reached in ETC courses” (Bentley, 2010, p. 5). Another useful benefit of CLIL is that it improves the level of authenticity in the class. This task can be challenging for many language teachers to achieve but it is essential for successful learning (Coyle, 2010, p. 11). One of the essential benefits of CLIL is motivation. Students learn the language with meaningful purpose and it motivates them for learning even more languages. In addition, Coyle (2010, p. 11) indicates that not only learners but also teachers must be motivated. As importantly “CLIL not only promotes linguistic competence, it also serves to stimulate cognitive flexibility” (Coyle, 2010, p. 11). On the top of the list for CLIL benefits is that it synthesizes the knowledge which learners learn from different approaches (such as bilingual education or different language programmes) and thus is flexible.

Issues connected with teaching CLIL are varied. First of all, understanding of the term itself can be problematical. “It is hard for an English speaker to conceive of learning another language like German“ writes Mehisto (2008, p. 20). Although CLIL requires certain knowledge of language in order to “understand the subject and communicate ideas” (Bentley, 2010, p. 11), its primary goal is to understand the content of a subject and not the grammatical structures. The second language is used as a medium of instruction for other curricular subjects such as math or P.E. Secondly, the lack of trained teachers for CLIL teaching represents a big problem. The reason for it could be that many countries and their institutions for teachers training do not train teachers specifically for CLIL teaching (Mehisto, 2008, p. 21-22). Furthermore, the outcomes from the study *Teaching English through civics (CLIL approach)* shows that even though there are lessons on CLIL at the Faculty of Education in the Czech Republic, primary and lower secondary school teachers in the Czech Republic do not know what CLIL is nor how to teach it (Melichárek, 2013, p. 23). According to the findings of this study, it is because of the lack of time, motivation, and materials.

Summary

Nowadays, demands on knowledge of languages are increasing and the ability to communicate at least in one foreign language is matter of course. Therefore, CLIL can be considered as an innovative way of teaching in a real-life context. In this chapter, different perspectives on CLIL were presented in order to provide basic information about what CLIL is. Furthermore, the main problems and benefits of CLIL were presented. One of the biggest benefits of CLIL is that it enables the synthesis of knowledge from varied educational programmes and thus is flexible. CLIL can be taught according to how much time restrictions from low-intensity to high-intensity and furthermore for short-term high-intensity. The general problem connected with teaching CLIL is that because it is a relatively new phenomenon, not all teacher-training prepares teachers for teaching CLIL and so many teachers are not at all aware of CLIL and its possibilities.

6 THE TASK-BASED APPROACH

A growing impact on foreign language teaching and learning in recent years has been the Common European Framework of References for languages (henceforth CEFR). It presents levels of language proficiency which are to be reached when learning foreign language and so it helps students and teachers to measure progress. It was CEFR which introduced the action-oriented approach which is meant to be implemented with school curriculums. In this chapter the task-based approach will be presented with the stress on a task. An important part of this chapter deals with the implementation of task-based teaching into CLIL lessons.

6.1 A task

6.1.1 Understanding of the task

To understand the meaning of a task-based approach, it is necessary to discuss the meaning of the task. The official definition of task, given by CEFR is, “any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved. This definition would cover a wide range of actions such as moving a wardrobe, writing a book, obtaining certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class newspaper through group work” (CEFR, p. 10). In the study *Integrating the task-based approach to CLIL teaching*, the task is suggested to be a workplan which involves: the engagement of the cognitive processes, involvement of any of the four language skills, and real-word processes of language use, focus on meaning and the communicative outcomes are clearly defined (Tardieu & Dolitsky, 2012, p. 8).

6.1.2 Different types of tasks

Furthermore, there are different types of tasks to be distinguished. However, there are many ways how to classify a task, therefore, the classification made by the founder of the task-based approach (henceforth TBA) Prabhu is given. A.S. Prabhu developed and popularized the concept of task-based language learning when he was teaching in India. He thought about this approach as being more effectual than the traditional ‘Present Practice Product’ approach. According to him, there are three main types of tasks: information-gap,

reasoning-gap, and opinion-gap. The information gap activities “a transfer of given information from one person to another – generally calling for the encoding or decoding of information from or into language” (Prabhu, 1987, p. 46). This can be the use of information from a text in order to fill a table. Reasoning-gap activity involves “deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns” (Prabhu, 1987, p. 46). This activity needs the comprehension of learners and the ability to judge the given information. Opinion-gap activities involve “identifying and articulating a personal preference, feeling, or attitude in response to a given situation” (Prabhu, 1987, p. 46). This requires the ability to express personal opinions, feelings, and preferences. An example of such an activity can be story telling or a discussion.

Except for different types of tasks stated by Prabhu, there are seven main task types of task-based learning activities (Workman, 2014, p. 52). These tasks can take just 10 minutes within a lesson or they can be project-long tasks. First, is brainstorming or fact-finding tasks. Second, it is sorting and ordering which includes sequencing and classifying. Furthermore, it is matching and comparing tasks, comprising finding similarities and differences. Problem-solving is another task dealing with logical, real-life problems with incomplete processes and texts. In addition it is the sharing of personal experiences, opinions, and reactions.

6.2 Task-based language teaching and CLIL

Prabhu developed the following model for task-based learning (henceforth TBL) which was: pre-task→task→marking. In practice, there was no grammar syllabus, instead of that there was a series of tasks. Within the ‘*pre-task*’, the teacher establishes the level of difficulty of the task and determines the relevant language. Furthermore, he or she presents the core of the task. During the ‘*task*’ students need to rely on themselves and work together in order to complete the task. In the ‘*marking*’ part, students are given feedback so they know how they had done at the task (Workman, 2014, p. 49). In order to test the above mentioned model for TBL, Prabhu’s English lessons in India were taught only through a series of tasks. At the end of the year when there was the testing of English grammar knowledge among many schools, he compared the results of his class with other students and he found that the outcomes were equal. In addition to the grammar tests, testing based on ‘real-life’ tasks had been arranged, where his class showed significantly better outcomes than the rest of the students. Many studies have been done to prove that language acquisition is possible through

meaningful, communicative use of language (Workman, 2014, p. 52). Prabhus' work influenced many approaches to teaching languages, among them content-based teaching. Thus, it can be stated that Prabhu influenced the development of CLIL.

With the implementation of task-based approach into CLIL classes deals Tardieu and Dolitsky (2012). First of all, the importance of this new perspective on language learning made by CEFR is emphasized. This perspective is called the '*plurinlingual approach*.' CEFR suggests, that in a global context, the aim of language education is no longer just "to achieve the mastery" of languages in isolation. The stress is put on "the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact" (CEFR, p. 4). Based on this perspective, the study suggests that CLIL classes are seen as an opportunity to "connect the official language of the school to another language and develop language awareness as well as code-switching strategies" (Tardieu & Dolitsky, 2012, p. 10). In addition, the conclusion of the study shows that the task-based teaching fits to a CLIL class under following conditions:

1. Subject and language teachers work together
2. Teachers adopt task-based approach and they offer to students the content and language input needed to complete the task
3. Teachers adopt positive evaluation for both content and language, and they encourage students to communicate the content in foreign language

All above must be done in order to successfully implement task-based teaching into CLIL classes and to build the student's confidence about their skills and abilities.

Finally, why should CLIL and TBLT be the tools for teaching English outdoors? Firstly, both of the approaches are in the accordance with the goals of the Framework Educational Program (henceforth FEP) and thus with the key competencies such as, communicative, learning, problem-solving, and personal key competencies. Additionally, it is the challenge which is at the core of problem solving activities and at the core of TBLT, in which problem-solving competence seem to be crucial. Without a challenge, expansion of the

student's comfort zone is not possible. Furthermore, CLIL and TBLT both respect the holistic development of the student's language knowledge. In addition, through these approaches different games and activities with certain language aims can be practiced, in a different environment than in a classroom.

Summary

This chapter offers a perspective on foreign language learning and the task-based approach. It is described what the task is, and how the original concept made by Prabhu has developed. Furthermore, it engages with the types of task-based activities which can be used when teaching foreign language through TBA. The second half of the chapter deals with the implementation of TBA into CLIL classes. It has been suggested that in accordance with the needs of learners in today's multilingual and multicultural world, that bilingual or plurilingual learning should replace second language learning. Furthermore, TBA is possible to implement into CLIL under certain circumstances. On the top of the list of these circumstances stands the cooperation between content and language teachers.

7 SUMMARY OF THE THEORETICAL PART

The theoretical part dealt with the concept of outdoor education with emphasis and respect to nature. Therefore, except for discussing different aspects of outdoor education, Scandinavian *friluftsliv* philosophy was introduced. *Friluftsliv* was suggested, not only as the way for respectful treatment of nature when practicing outdoor activities, but also as the possible pedagogical method which involves different senses and leads children to appreciate nature and thus to better environmental awareness. Furthermore, it was described how *friluftsliv* inspired and influenced *turistika*, which is the part of outdoor sports in the Czech Republic. In addition, an example from practice, where school-based outdoor teaching emphasizes the importance of local outdoor environment and uses it as an integrated part of the school system, the new form of outdoor education called ‘*udeskole*’ was presented. Last but not least, CLIL and task-based teaching approaches were suggested as apposite for teaching English outdoors and it was indicated how to possibly implement TBA into CLIL.

PRACTICAL PART

8 INTRODUCTION TO THE SURVEY

8.1 Survey design

This investigation is based on a quantitative survey, conducted on teachers of primary and lower secondary schools. The study concerns the perspectives and experiences of English teachers on the potential of teaching and learning English outdoors. The quantitative work was accomplished through a questionnaire. The investigated objective was taken from four different perspectives (see Research sample). In the introduction of the questionnaire, I provided respondents with the basic information about the purpose and aims of my survey and I assured them that their answers will remain confidential for ensuring more truthful data (see the questionnaire in Appendix 1). In the questionnaire these types of questions were used:

- Open-ended questions
- Close-ended questions
 - Dichotomous questions
 - Multiple-choice questions
- Contingency questions

The total number of the released questionnaires was 128. According to the official websites ‘Association of Waldorf schools in the Czech Republic²’, there are 14 primary and lower secondary Waldorf schools in the Czech Republic. The official websites of Montessori schools³ present 52 of Montessori classes and primary and lower secondary schools from the Czech Republic. The questionnaire was distributed via-email to all of these schools. For the distribution of questionnaires for students from the Faculty of Education and for some of the classical school teachers, internet survey software was used.⁴ The link with the online questionnaire was sent to 35 students and 27 classical school teachers. Seventy-one filled-in questionnaires were returned. Thus, the return rate was 55%.

8.2 Survey aims

As already mentioned above, the primary aim of the survey is to find out the present perspective and experiences of English teachers and students from the Faculty of Education

² <http://iwaldorf.cz/>

³ <http://www.montessoricr.cz/>

⁴ <https://www.surveymonkey.com/en/>

on the potential of teaching and learning English outdoors. Furthermore, to find out if the teachers are interested in teaching English outdoors. In addition, to ascertain if the teachers think that teaching English outdoors has some obstacles and benefits. Another goal is to discuss if the teachers think that by learning outdoors, children develop their language competency as much as in the classroom. Last but not least, if the teachers feel competent to teach outdoors.

8.3 Survey sample

My survey is based on a questionnaire which was conducted for teachers of English and future teachers at primary and lower secondary schools in the Czech Republic. Due to my personal interest and experience with alternative education, I compare perspectives of teachers from classical schools and teachers from chosen alternative schools. The classical schools chosen for this questionnaire are placed all over the Czech Republic. The chosen alternative schools are Waldorf schools and Montessori schools. The questionnaire was sent to all the Montessori and Waldorf schools in the Czech Republic. The last group of respondents were students from the Faculty of Education and thus from Palacký University in Olomouc and from university in Hradec Králové. Together 71 responses were gathered. Out of that, 23 answers are done by teachers from classical schools; 12 answers are from Waldorf schools teachers, 17 responses are from teachers from Montessori schools and 19 answers are from students from the Faculty of Education.

8.4 Survey questions

As I have already mentioned in the beginning of the thesis, the main survey objective is to establish the current perspective of English teachers in the Czech or Republic on teaching and learning English outdoors and to discuss the benefits and obstacles of teaching and learning English outdoors. In the frame of my survey, five main questions were established:

1. *Which benefits and obstacles does learning English outdoors have, according to English teachers and according to students from the Faculty of Education?*
2. *Do the English teachers and students from the Faculty of Education think that while learning English outdoors, pupils develop their language competency as much as in the classroom?*
3. *What the barriers of teaching English outdoors for English teachers and students from the Faculty of Education in the Czech Republic are?*

4. *How competent do the English teachers and students from the Faculty of Education feel about teaching outdoors?*
5. *Are the English teachers and students from the Faculty of Education interested in getting to know more about teaching and learning English outdoors?*

My primary interest was to find out if there is a different perception on this problem among teachers from classical schools, students of English from the Faculty of Education at university and teachers from chosen alternative schools.

9 SURVEY RESULTS

First of all, returned questionnaires were reviewed and those which were not filled-in properly were removed. The remaining valid answers were implemented into the survey. The analysis of data was conducted in MS Excel in the form of graphs. The four individual survey groups will be further presented under following acronyms:

- WS teachers = Waldorf School teachers
- MS teachers = Montessori School teachers
- CS teachers = Classical School teachers
- Students = University students from the Faculty of Education

9.1 Personal experiences with outdoor classes

9.1.1 Within the frame of different subjects

The full version of the inquired question from questionnaire is: *Have you ever experienced a lesson outdoors during you primary and lower secondary school, upper secondary school or universtity?* The figure below shows the answers to this question, done by all the respondents:

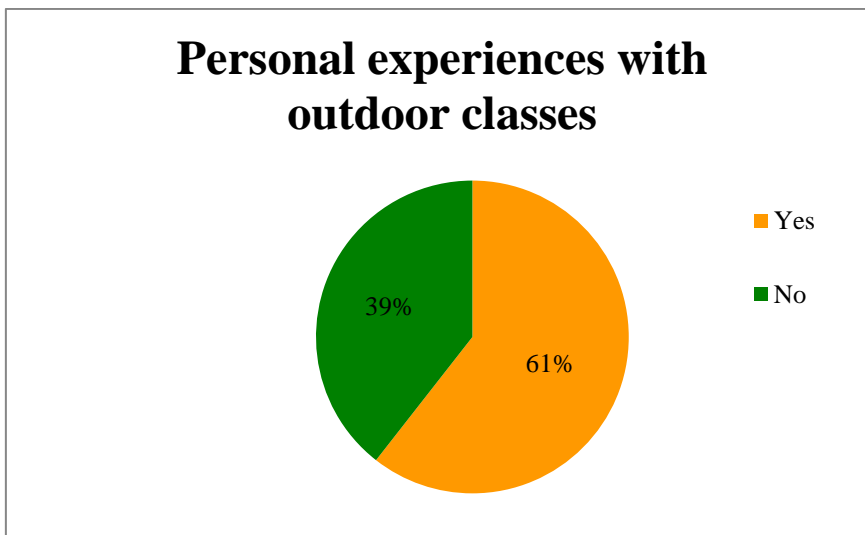


Figure 2: Personal experiences with outdoor classes. Overall answers.

The result from figure 2 shows that more than one-half of respondents, (43 respondents), have experienced a lesson outdoors, whereas 28 of respondents have never experienced it. A supplementary question for those, who have experienced a class outdoors

was, what type of school and lesson it was, where they gained this experience. Here I can present only a small sample because only one-half (21) of respondents who experienced an outdoor class answered to this question. All of the respondents have this experience from both primary and lower secondary school and only one respondent experienced an outdoor class at university. A few of the respondents who experienced an outdoor class at primary and lower secondary school state that they gained this experience also later at upper secondary school. The most common subjects for realization of an outdoor class is according to respondents: biology, physical education, and art lessons. A few teachers experienced an outdoor class within a mathematics lesson, Czech language lesson, or English lesson. The following figure shows the answers by individual survey groups.

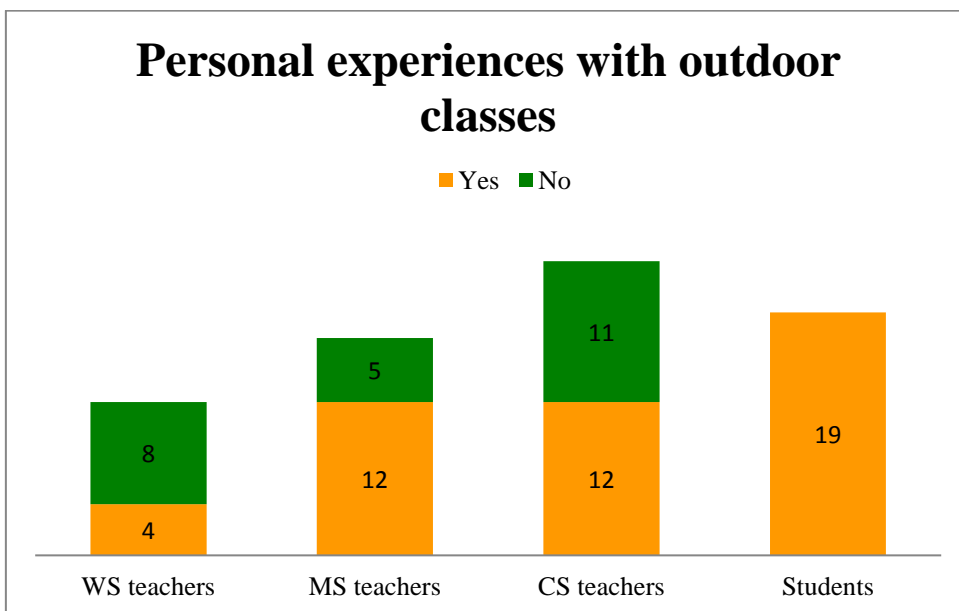


Figure 3: Personal experiences with outdoor classes. Individual survey groups' answers.

The most distinctive finding is that there was not a single 'No' answer by students from the Faculty of Education. That means that on the contrary to all other teachers, all the respondents from the Faculty of Education have experienced an outdoor class. The answers by teachers from classical schools are equivalent in 'No' as 'Yes' answers. There were rather different answers by teachers from alternative schools. Two thirds of Montessori school teachers experienced an outdoor class whereas almost two thirds of Waldorf teachers have not.

9.1.2 Within the frame of an English lesson

The full version of the inquired question from questionnaire is: *Have you ever experienced an English lesson outdoors during you primary and lower secondary school, upper secondary school or universtity?* Figure 4 below demonstrates the answers of all respondents:

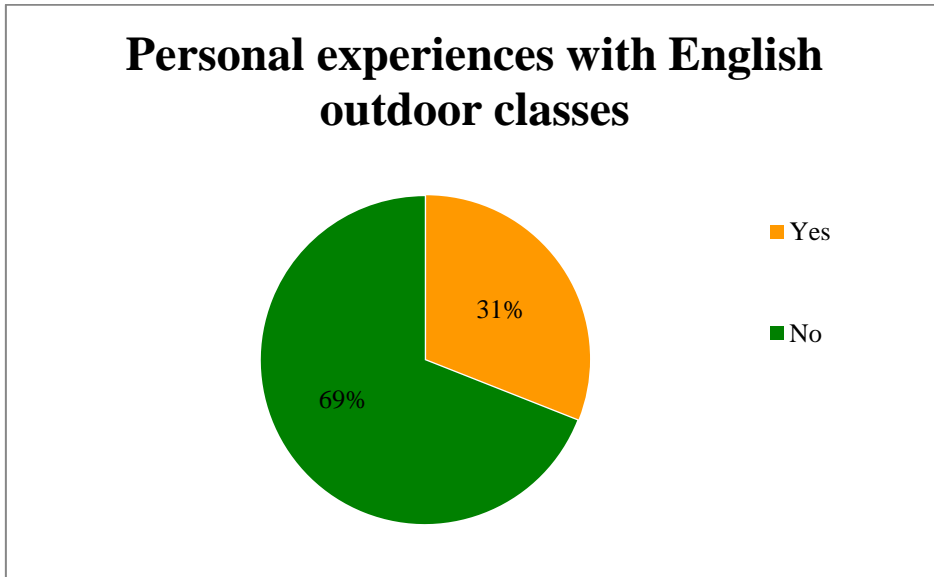


Figure 4: Personal experiences with English outdoor classes. Overall answers.

On the contrary with the first question, where many teachers experienced some lesson outdoors, only 22 teachers (31%) experienced an outdoor English lesson. For the supplementary question about which type of school they experienced it in, I gathered an innsufficient number of answers: from private language schools, primary schools, and universities. The remaining respondents, (49 teachers) have never experienced an English lesson outdoors.

9.2 Experiences with teaching English classes outdoors

The full version of the inquired question from questionnaire is: *Have you ever taught some of your English lessons outdoors?*

The answers are presented on the figure below:

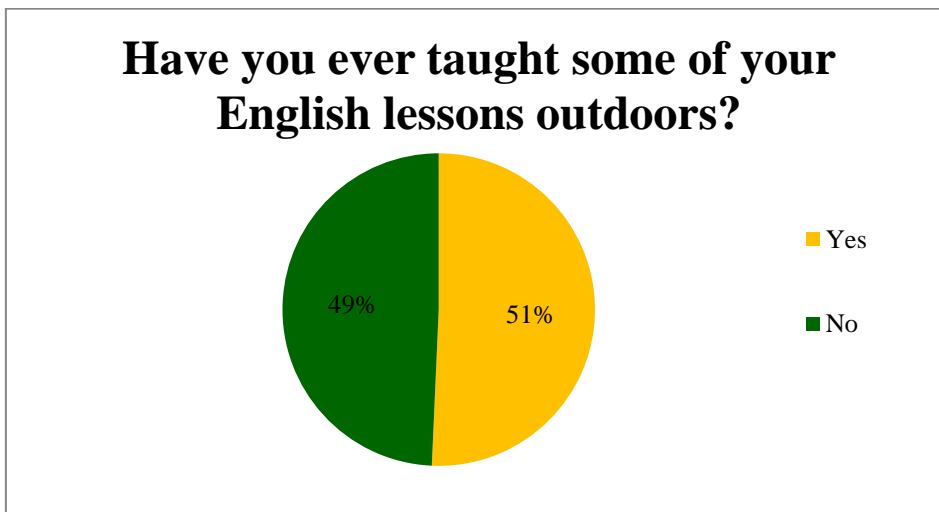


Figure 5: Have you ever taught some of your English lessons outdoors? Overall answers.

Taking into consideration the number of 'No' answers from preceding question about personal experience with English lessons outdoors, the finding from figure 5 is very equal. The figure indicates that 35 teachers answered that they have never taught an English lesson outdoors and 36 of them answered that they have.

The following figure demonstrates the answers given by individual survey groups:

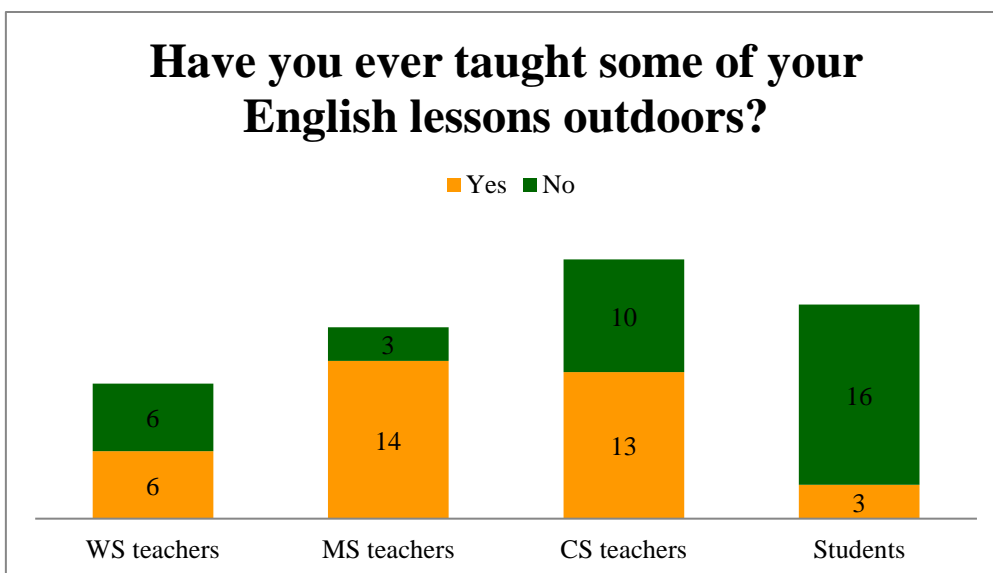


Figure 6: Have you ever taught some of your English lessons outdoors? Individual survey groups' answers.

The answers of teachers from Waldorf schools are half-and-half: six respondents answered that they have already taught some of their English lessons outdoors and six

answered that they have not. Most of the teachers from Montessori schools have already taught English outdoors and only three respondents have not. The ‘Yes’ and ‘No’ answers of teachers from classical schools are very equally distributed – 13 teachers have experience with teaching English outdoors and 10 of them are not. From those who have taught English outdoors, over 30% of respondents claim that they do it regularly, hence once a term. Over 20% of teachers teach English outdoors at least a few times a year. There was only one answer that said the teacher teaches English outdoors once a week. Over 40% of teachers who tried to teach English outdoors like to do it time to time, but it is rather occasionally. More teachers in open-ended questions claimed that they prefer to teach during the summer time than in winter and that one of the reasons what inspired them to teach outside was nice or too hot weather. Other supplementary open-ended question was what inspired teachers to teach outdoors. Except for nice weather, it was the scout experience, more experienced teachers and different alternative movements in school teaching.

9.3 The opinions on the benefits of learning English outdoors

The full version of the inquired question is: *Do you believe that learning in nature has some benefits?* Only two respondents replied in a negative way. For the rest, 69 teachers whom think that learning in nature has some benefits, another question was stated: *What do you think the greatest benefits of learning in nature are?* Respondents were allowed to choose more options. The figure below shows teachers’ overall answers:

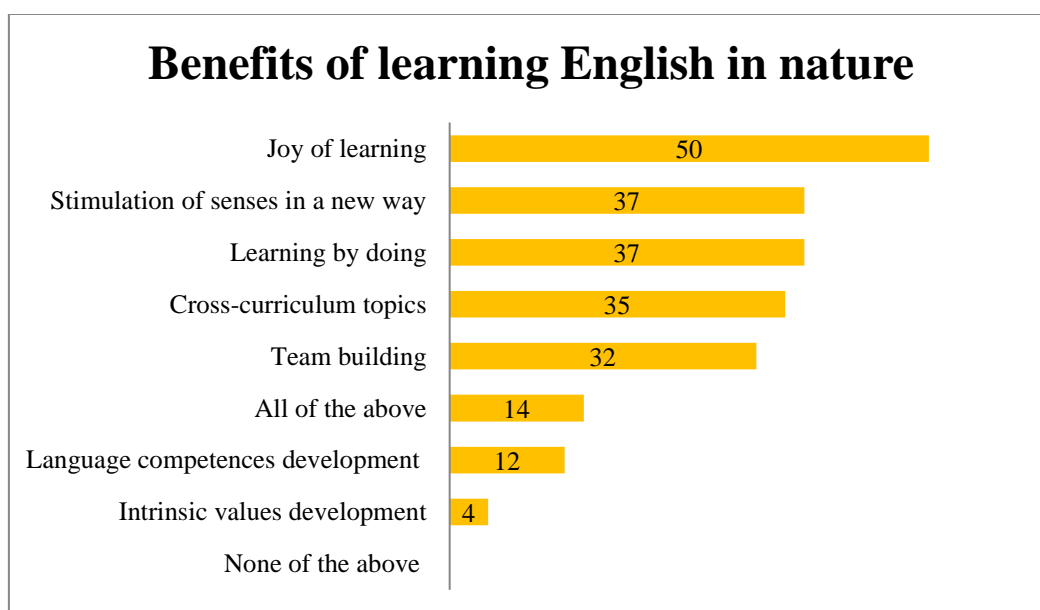


Figure 7: Benefits of learning English in nature. Overall answers.

The answers from figure 7 show, that most of the teachers (50) see joy of learning as the biggest benefit. The same number of answers (37) was given for the benefits of learning by doing and the positive role of environmental surroundings which stimulates senses in a new way. According to the findings, many teachers think of team building (32) and cross-curriculum inclusion (35) as having great benefits for learning outdoors. On the other hand, there were only 12 answers by teachers, who think that children develop their language competency when learning outside. In addition, only four teachers think that while learning outdoors the intrinsic values of a child are being developed. Quite a low number (14) of answers were given to all the benefits mentioned in the graphs. Therefore, according to the findings, teachers think not all of the benefits are valid at the same time when learning outdoors. There was no answer to 'None of the above' so according to the graph, all teachers think that learning outdoors has some benefits. At the supplementary answer 'Other', there were three answers that a great benefit is the fresh air itself.

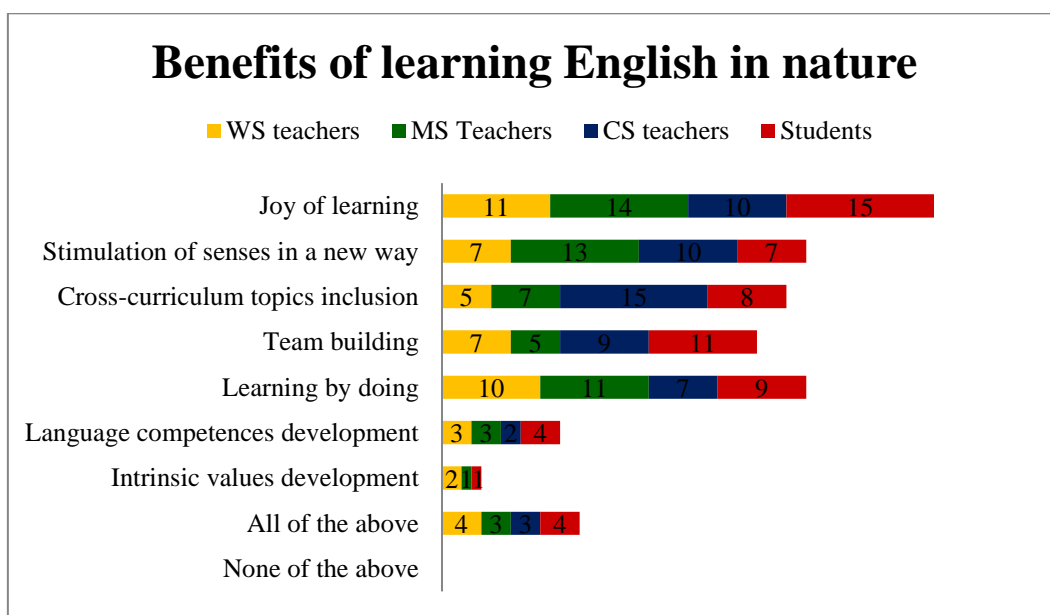


Figure 8: Benefits of learning English in nature. Individual survey groups' answers.

From the findings above, joy of learning is the most important benefit for all the teachers. It is the most significant benefit for teachers from Waldorf schools, which 11 out of 12 respondents chose this option. Furthermore, 14 out of 17 Montessori teachers and 15 out of 19 students picked this option. One half of classical school teachers think of joy of learning as an important benefit. The second most chosen option was stimulation of senses in a new way. This option was chosen by most of the Montessori teachers (13), by more than one half of Waldorf school teachers, by almost one half of classical school teachers but only by seven

students. The benefit of cross-curriculum topics inclusion was appreciated mostly by classical school teachers (15). Only five Waldorf school teachers, seven Montessori school teachers and eight students voted for this benefit. On the contrary, team building seems to be the most important for students, 11 of them chose this option. However, not even half of classical school teachers (nine), just slightly more than half of Waldorf school teachers (seven) and hardly one third of Montessori teachers think of team building as an important benefit. From another point of view, learning by doing is highly important for teachers from alternative schools because most of Waldorf teachers and Montessori teachers chose this option. Nonetheless, almost one half of students and barely one third of classical school teachers voted for this option. Research shows that not many teachers think of outdoor English learning as a good way to develop the language competency of children. In addition, only four Waldorf school teachers, four students, three Montessori school teachers and three classical school teachers think, that all mentioned benefits are valid when teaching outdoors. For an overview of benefits, see chapter ‘Benefits of OE’ (pages 16-17) in the theoretical part of the thesis.

9.4 The opinions on the obstacles of learning English outdoors

The full version of the inquired question is: *Do you think that learning in nature has some disadvantages?* Most of the respondents (67) answered ‘Yes’ and only four respondents answered ‘No.’ For those who think, that learning English outdoors has some disadvantages, there was this following question stated: *What do you think the greatest disadvantages of learning English in nature are?* Respondents were allowed to choose more questions. The following figure demonstrates the answers made by all respondents.

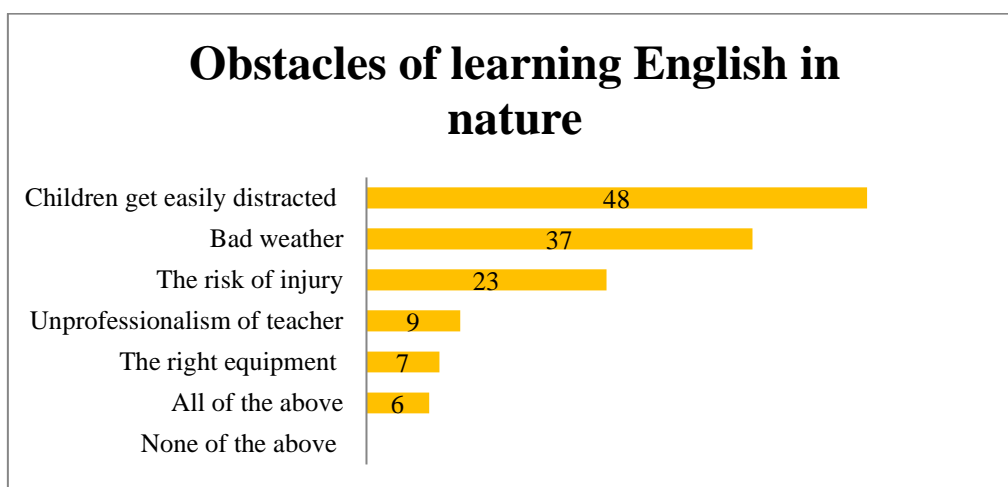


Figure 9: Obstacles of learning English in nature. Overall answers.

The results in figure 9 show that most of the teachers think that the biggest obstacle for learning English outdoors is that children get easily distracted and they do not concentrate on subject-matter. The second most selected option is bad weather. Following, the most selected option is the risk of injury. However, not even one-third of respondents selected this disadvantage. Only very few teachers think of themselves as an obstacle for learning English outdoors. In addition, only seven respondents thought that the right equipment can be an obstacle for learning outdoors. Just six teachers think that all of the obstacles mentioned above are valid when learning English outdoors. The figure below demonstrates the answers made by individual survey groups.

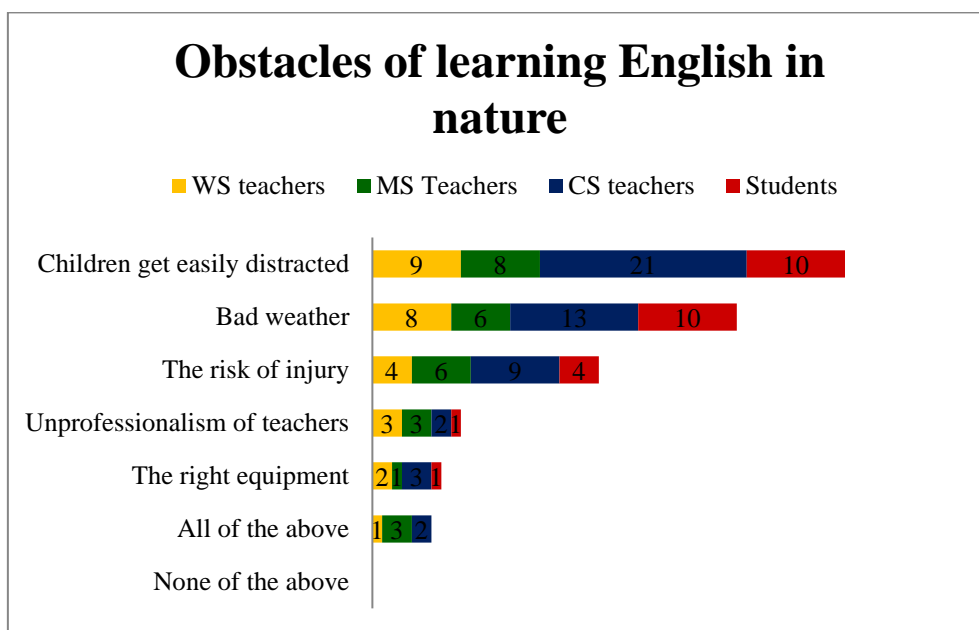


Figure 10: Obstacles of learning English in nature. Individual survey groups' answers.

According to the figure above, most of teachers think that while learning English outdoors, children get easily distracted and they stop concentrating on the subject-matter. This opinion is shared mostly by teachers from classical schools, where 21 of them chose this obstacle as important. Teachers from Waldorf schools share a similar opinion because two-thirds of them selected this option as well. On the contrary, less than one-half of Montessori teachers and students think of this as an obstacle for learning English outdoors. The second most voted for obstacle is bad weather. Especially teachers from classical schools and students think about it as obstacle. Teachers from Montessori schools do not find bad weather as a big obstacle, as only one-third of them picked this option. In contrast to Montessori teachers, two-thirds of Waldorf school teachers consider bad weather as a problem for learning outdoors. Obstacles of OE were discussed in the theoretical part, see pages 17-18.

The result shows that from obstacles of OE only seven respondents chose unprofessionalism of teachers as an obstacle. To be aware of what the professionalism of the teacher involves, see chapter ‘The role of the teacher in OE’ (pages 14-16).

9.5 Language competency development

The figure below shows the answers by all teachers for the question: *Do you believe that by learning in nature, children develop their language competences as much as in the classroom?*

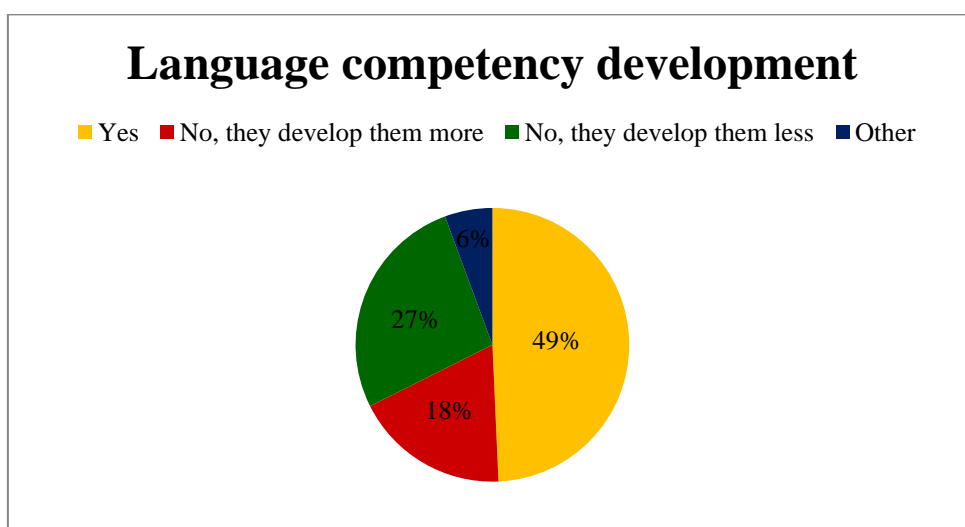


Figure 11: Language competency development. Overall answers.

Almost one-half of all teachers think that by learning in nature, children develop their language competency as much as in the classroom. However, almost 30% of respondents do not think so. They are convinced that by learning English in nature, children develop their language competency less than in the classroom. On the contrary, almost 20% of respondents think that learning English in nature develops their language competency more than in the classroom. Only a few teachers chose ‘Other’ as an option. They state that either, they have no personal experience, so they cannot answer this question, or they doubt the development of writing skill. One answer suggests that the development of language competency depends on the teacher and the pupils, and not on the surroundings.

On the figure below, we can see the answers of individual research groups on the same question.

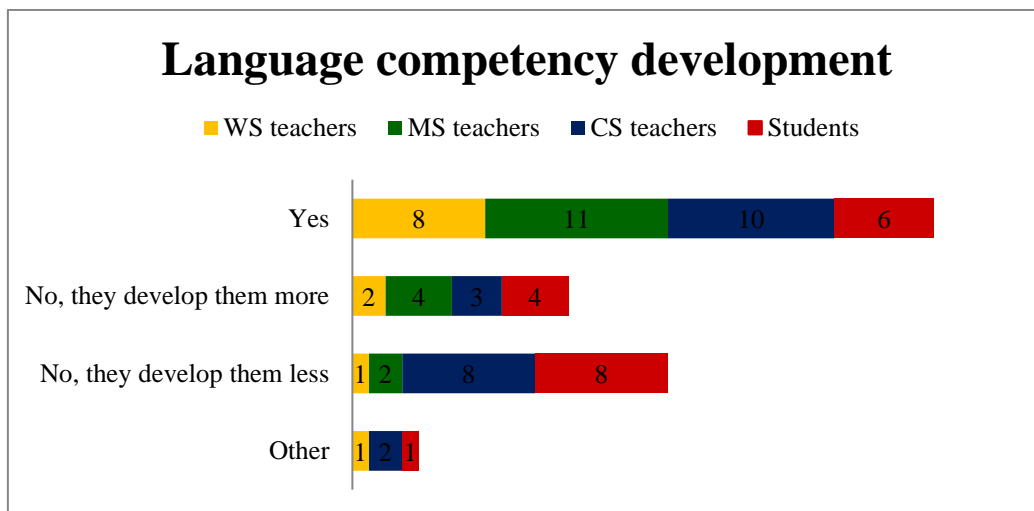


Figure 12: Language competency development. Individual survey groups' answers.

The results in Figure 12 shows that almost one-half of teachers think that by learning in nature, children develop their language competency as much as in the classroom. This opinion is supported mostly by alternative school teachers because only two Montessori teachers and one Waldorf teacher think that language competency are being developed less outdoors than in the classroom. That means that except for three alternative school teachers, the rest of the survey group think of the outdoor English learning as about competency developing. On the contrary, one-third of classical school teachers and students think that by learning in nature, children develop their language competency less than in the classroom. 'Other' option was already discussed above. The development of language competency when learning English through some other subject (outdoor activities), was discussed in chapter 'Problems and benefits of CLIL' (see pages 36-37).

9.6 Intrinsic values and qualities

9.6.1 Development of intrinsic values while learning outdoors

The results in figure 13 present teachers' answers on the question: *When learning in nature, which intrinsic values and qualities of a child are being developed the most?* Teachers were allowed to choose more options.

The specification of particular options is explained below the figure.

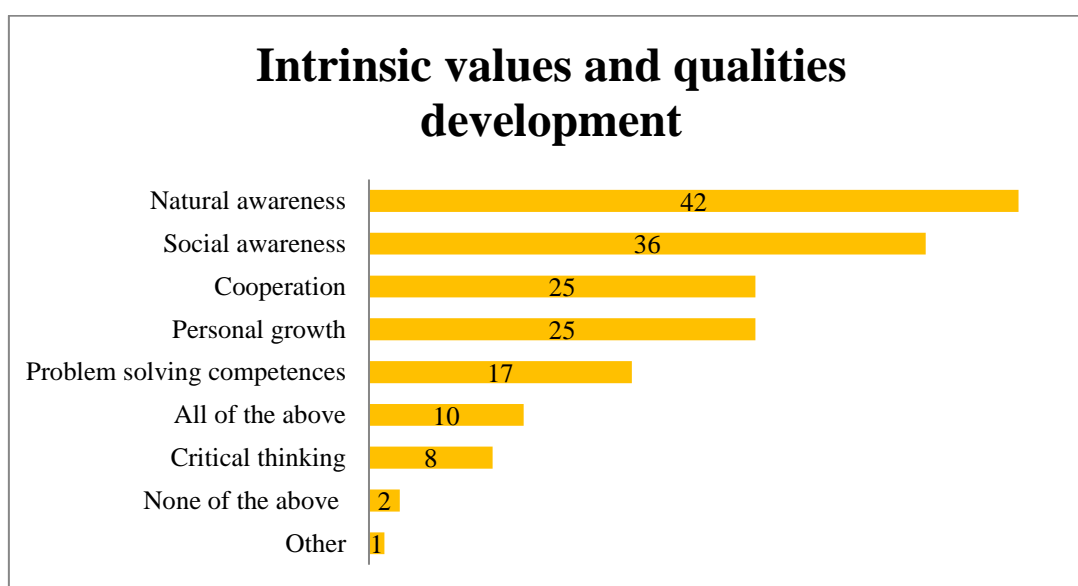


Figure 13: Intrinsic values and qualities development. Overall answers.

The findings in figure 13 show that more than one-half of teachers think of the natural awareness of the child as the value most developed when learning English in nature. To specify the option ‘*natural awareness*’ as an example: awareness of the need for sustainable use of the world’s natural resources, appreciation, wonder and respect for nature... Exactly one-half of teachers chose the social awareness of the child as the value most developed when learning English in nature. To specify the term ‘*social awareness*’: trust, care, tolerance and the ability to give and accept help or support. The same amount of teachers think of personal growth and cooperation, instead of competitiveness, as important values which are cultivated when learning in nature. The example of ‘*personal growth*’: self-independence, self-confidence, self-esteem and self-reliance. On the contrary, not even 20% of teachers think that while learning English in nature, problem solving competence is a value which is developed. A few (10) teachers think that all of the above mentioned values and qualities are being developed when learning English in nature. Only eight teachers think that critical thinking is being developed. Two teachers think that none of the above mentioned values and qualities are being developed and one teacher chose ‘*Other*’ as an option. The answer ‘*Other*’ was specified by a supplementary sentence that “it depends on what and how we teach children”.

From the figure below, we can see the answers given by individual survey groups:

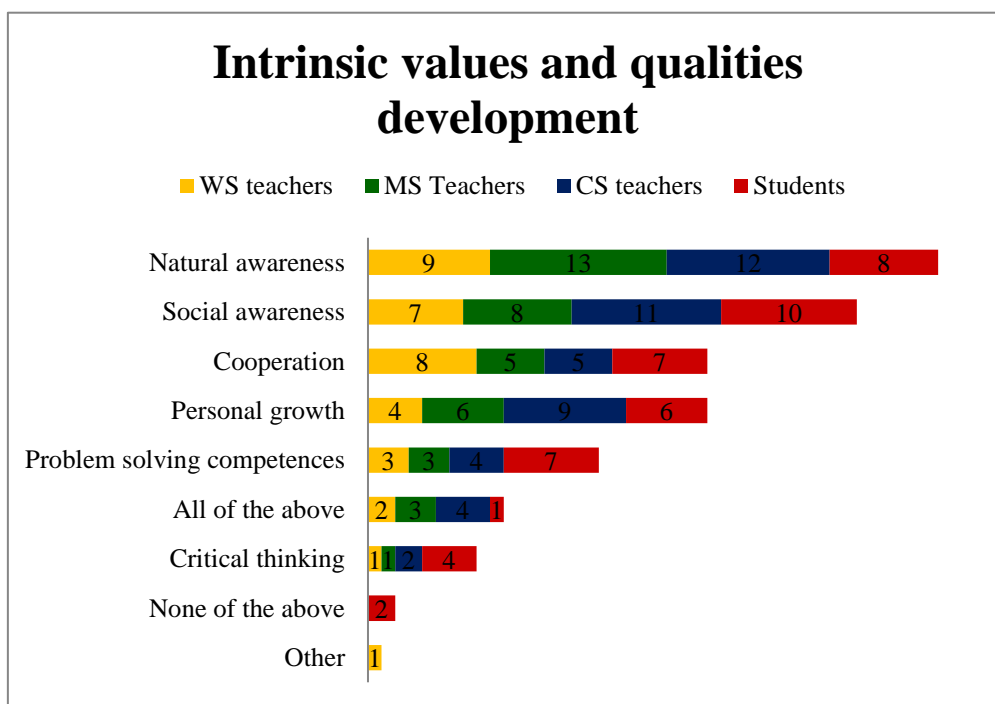


Figure 14: Intrinsic values and qualities development. Individual survey groups' answers.

The findings shown in figure 14 show that two-thirds of Waldorf school teachers think, that by learning English in nature, natural awareness is developed the most. The same opinion is shared by Montessori teachers, as almost all of them (13) voted for this option. One-half of classical school teachers and one-third of students think this value is an important one. The second most voted for value is social awareness (more above). Almost one-half of classical school teachers and more than one-half of students think that social awareness is an important value which is developed while learning English outdoors. In addition, more than one-half of Waldorf school teachers and one-half of Montessori teachers have the same opinion. Especially Waldorf school teachers think of cooperation as a value which is developed a lot during learning in nature because two-thirds of them voted for this option. Furthermore, seven of the students share this opinion as well. On the contrary, only five Montessori teachers and five classical school teachers consider this value to be developed when learning outdoors. Some teachers believe that personal growth is a value which is developing while educating outside: especially classical school teachers (nine), in addition also six students, six Montessori teachers and four Waldorf school teachers. Mostly students think problem solving and critical thinking are developed when learning in nature. Two students think that none of the above mentioned values or qualities are developed.

9.6.2 The importance of intrinsic values for real-life use

The results shown in figure 15 present teachers' answers to the question: *When learning in nature, which intrinsic values and qualities of a child are the most important for 'real-life use'?* Teachers were allowed to choose more options.

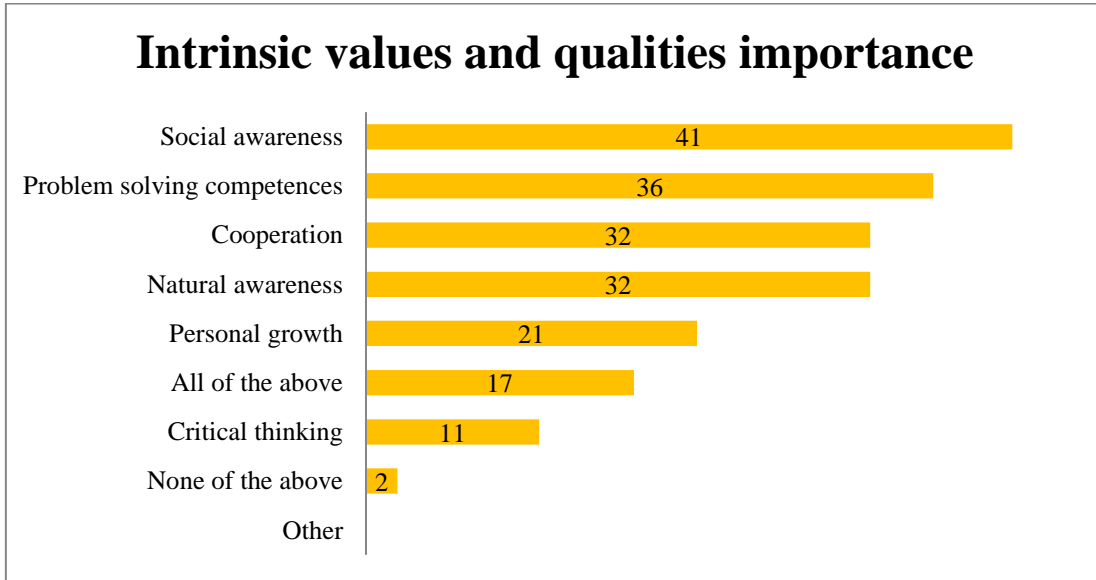


Figure 15: *Intrinsic values and qualities importance. Overall answers.*

The findings in figure 15 show, that when talking about 'real-life use' of the values and qualities gained while learning in nature, social awareness is the most important for 41 teachers. As already mentioned above, social awareness stands for trust, care, tolerance, and the ability to give and accept help or support. The second most voted option is problem solving competence (36). The same number of teachers (32) think of cooperation and of natural awareness as important values, which are being developed when learning English outdoors. In comparison with the preceding question (*When learning in nature, which intrinsic values and qualities of a child are being developed the most?*), where natural awareness was the most voted for option, when talking about 'real-life use' this value shares third place. One-third of teachers think that personal growth is an important value when talking about 'real-life use.' 17 teachers think that all of the above mentioned options are important values but only 11 of them think that critical thinking is an important value for 'real-life use.' Only two teachers do not think that any of the above mentioned qualities are useful for the real life.

On the figure below, we can see the answers of individual research groups.

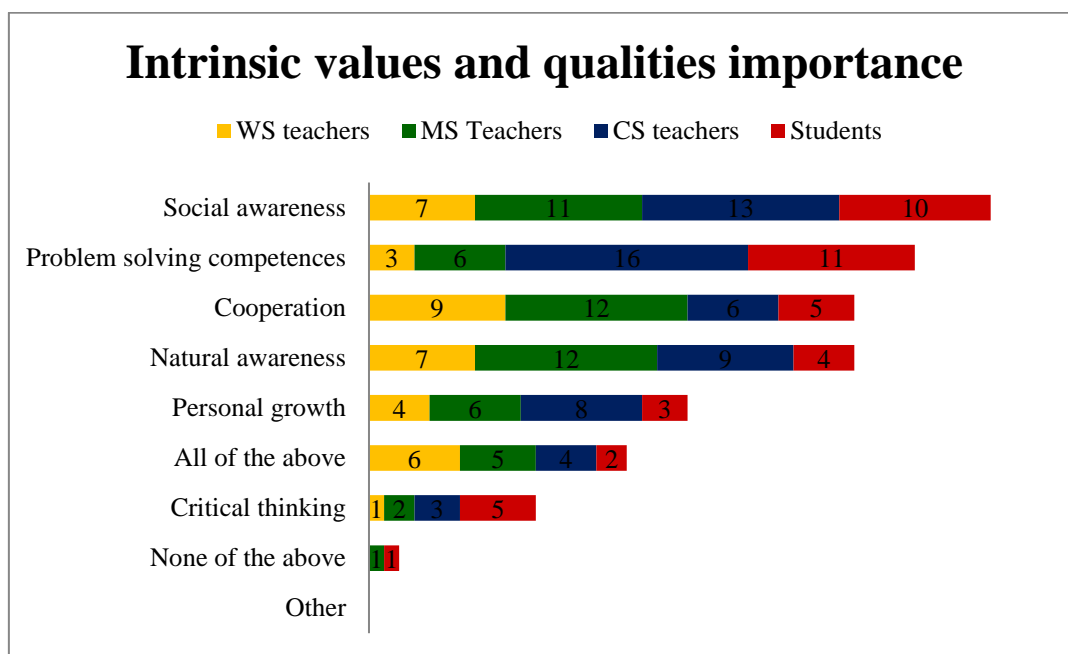


Figure 16: Intrinsic values and qualities importance. Individual survey groups' answers.

The results in figure 16 show that social awareness is highly voted for by all four respondent's groups. On the contrary, problem solving competency are mostly voted for by classical school teachers and students. Only very few (three) Waldorf school teachers and one-third of Montessori teachers voted for this value. Nonetheless, cooperation is considered to be a 'real-life' useful value, selected by most of both alternative school teachers. In contrast, only six classical school teachers and five students voted for cooperation. Natural awareness also seems to be more important for alternative school teachers than for classical school teachers and students. Over one-half of Waldorf school teachers and almost all Montessori school teachers voted for this value to be important for 'real-life' use. On the other hand, about one-third of classical school teachers and just four students agree with them. Personal growth and critical thinking is from the teachers' perspective generally not as important as the above mentioned values. Nevertheless, critical thinking was mostly selected by students.

The values which can be developed when learning outdoors, with regards and respect to nature, are discussed in chapter 'The values of friluftsliv' (see pages 29-30).

9.7 Competency to teach outdoors

The results in figure 17 present teachers' answers to the question: *How competent do you feel about teaching outdoors?*

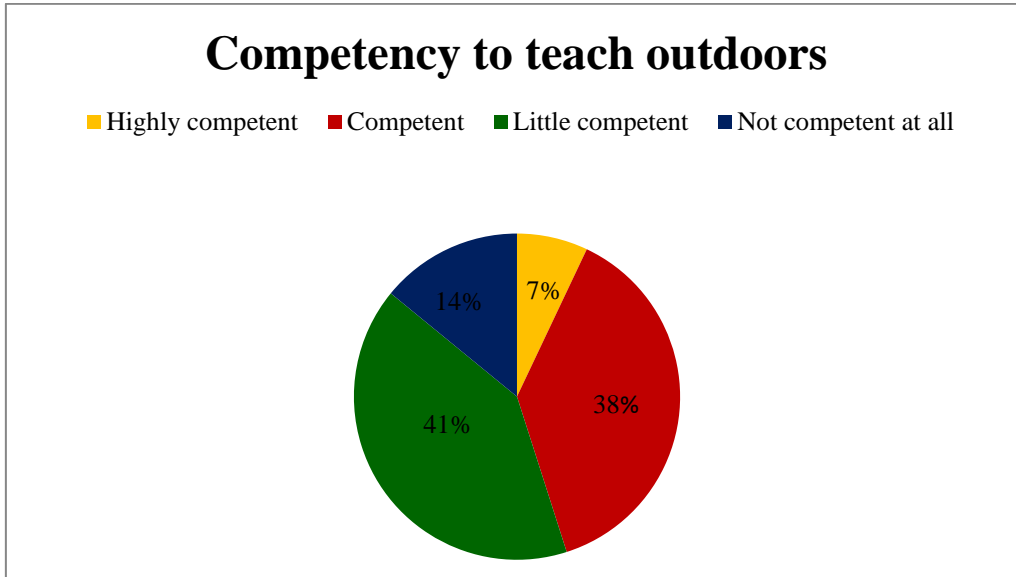


Figure 17: Competency to teach outdoors. Overall answers.

From all respondents only 7% (five respondents) of English teachers and students feel highly competent to teach English outdoors. 41% (30 respondents) feel little competence and 38% (26 respondents) feel competent to teach outdoors. Only 14% (10 respondents) do not feel competent to teach outdoors at all. The figure below shows the answers by individual survey groups.

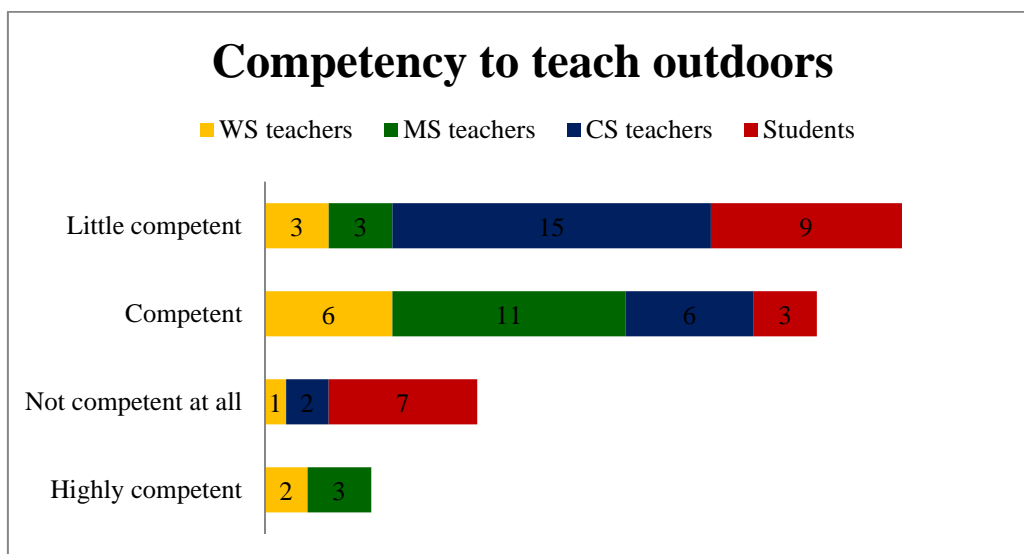


Figure 17: Competency about teaching outdoors. Individual survey groups' answers.

The figure above shows that more than one-half of teachers from classical schools (15) feel little competence about outdoor teaching. Furthermore, not even one-half of students (9), just three Waldorf school teachers, and three Montessori school teachers feel little competence for teaching English outdoors. On the contrary, most of the alternative school teachers feel competent about teaching outdoors, almost two-thirds of Waldorf school teachers, and more than one-half of Montessori teachers feel competent. Just three students feel competent to teach outdoors and that is why many of them (seven) chose the option ‘not competent for teaching outdoors at all’. Also, one Waldorf school teacher, and two classical school teachers said they do not feel competent to teach outdoors. None of students or classical school teachers feels highly competent to teach in nature, whereas three Montessori school teachers and two Waldorf school teachers do feel so. More information about the role of the teacher and his competency in OE are to be found in the theoretical part, see pages 18-19.

9.8 Personal interest in teaching English outdoors

The next question from the questionnaire is: *Are you interested in getting to know more about teaching and learning English in nature?* The findings show that 86% of respondents want to know more about this phenomenon. In addition, only 14% of teachers are not interested about getting to know more information about it. Furthermore, from teachers who have already tried to teach outdoors, 75% of them want to try it again and only 15% do not want to teach outdoors anymore.

A supplementary question for those who teach outdoors regularly was: *How do you think that teaching outdoors influences the relationships between you and your children?* To this question, there is only a small sample of answers. A few teachers answered that because children like to learn outdoors they ‘gained extra points’ from them. All the teachers who answered this question claim, that they enjoy teaching outdoors and children like to learn outdoors as well, hence they always have fun together. Nonetheless, a few teachers add, that the teacher-children relationship is ‘a long-term process’ which needs time to be built. This process needs to be built during lessons indoors as well and so just learning outdoors cannot influence this relationship. Another answer was that while teaching outdoors, there is usually a positive learning-climate and a good temper, so the teacher has the possibility to try different learning methods which are difficult to implement indoors. Furthermore, the development of trust and cooperation was emphasized within the answers.

9.9 The barriers for teaching outdoors in the Czech Republic

The last question from the questionnaire was: *What do you think the barriers for teaching in nature in the Czech Republic are?* Teachers were allowed to choose from? more options. The graph below shows the answers from all the respondents.

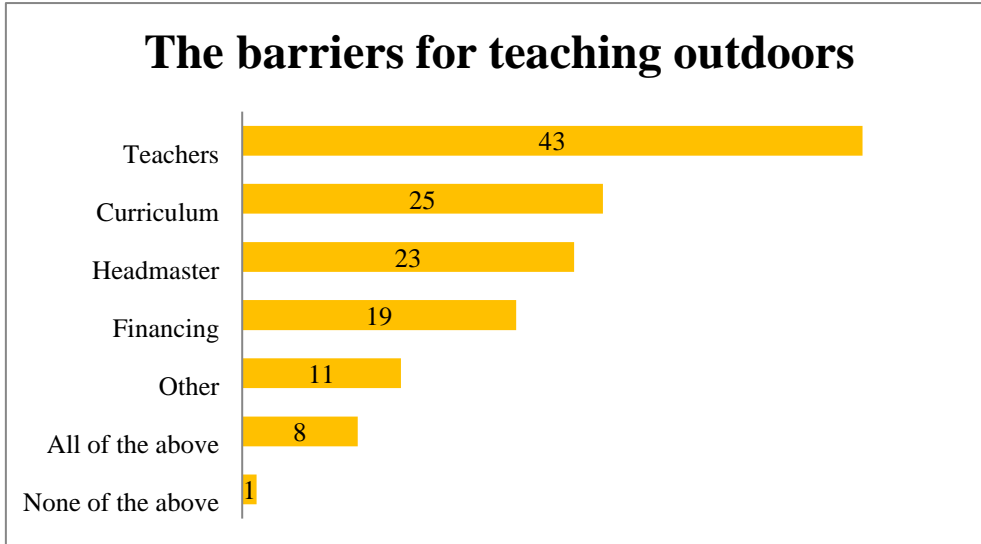


Figure 18: *The barriers for teaching outdoors. Overall answers.*

The results in figure 18 show that most of the respondents think that teachers (further specified as *'teachers and their enthusiasm and education'*) are the greatest barrier for teaching outdoors. The second most voted option is the curriculum and very close to this option there is the headmaster and his or her approach to this phenomenon mentioned. Less than one-third of respondents think of financing as a barrier for teaching outdoors. There were other options of barriers mentioned: behaviour of children, lack of suitable places for teaching outdoors, time-tables, short lessons, parents, legislation, and a generally conservative approach of society.

The graph below shows the individual research groups' answers.

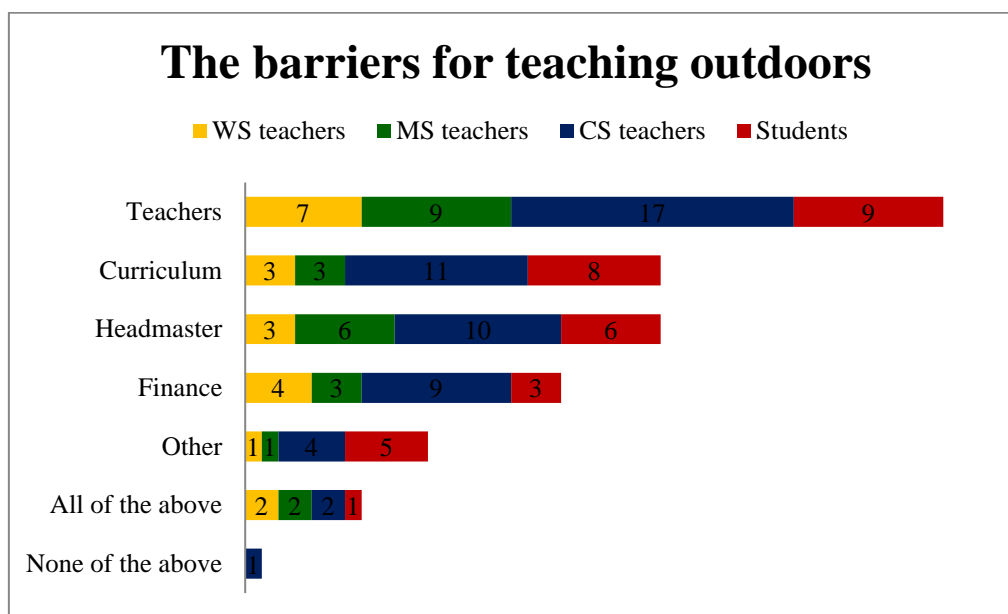


Figure 18: The barriers for teaching outdoors. Individual survey groups' answers.

The results in figure 18 show that most of the respondents from classical schools think that the greatest barrier when teaching outdoors is teachers themselves. The same idea is shared by Waldorf school teachers as more than one-half of them chose this option as well. Almost one-half of students and Montessori teachers think the same. Not many alternative school teachers think of curriculum as a barrier for teaching outdoors in comparison with teachers from classical schools. Furthermore, eight students think that the curriculum is a barrier for teaching outdoors. Headmasters seems to be a barrier for almost one-half of classical school teachers and more than one-third of Montessori teachers, whereas most of the Waldorf school teachers do not consider headmasters as a major barrier. Almost one-third of students think that headmaster could be a barrier for teaching outdoors. Financing is a barrier for nine classical school teachers, four Waldorf school teachers, and only three Montessori school teachers, and three students. Among respondents who answered 'other' are five students, four classical school teachers and only one Montessori teacher and one Waldorf teacher. Two of the teachers from every research group and one student think that all the barriers mentioned above are valid when teaching outdoors. Only one classical school teacher did not think that any of above mentioned values are valid when teaching outdoors. For an overview of obstacles and barriers for teaching English through OE, see the theoretical part, pages 21-22.

10 SUMMARY OF THE RESEARCH

In this chapter, the predetermined research questions will be answered with regards to the individual survey groups.

1. Survey question: *Which benefits and obstacles does learning English outdoors have, according to English teachers and according to students from the Faculty of Education?*

The results show that the majority of teachers think that learning English outdoors has some benefits as well as some obstacles. Comparing the answers on the benefits, the most significant difference is that alternative school teachers and the students from the Faculty of Education do not consider cross-curriculum inclusion as such an important benefit, as not even one half of them chose this option. On the contrary, it is the most important benefit for classical school teachers. The most prominent benefit of learning English outdoors for alternative school teachers and students is the joy of learning. When discussing obstacles of learning outdoors, the most significant obstacle common for all research groups is the fact that children get easily distracted and they do not concentrate on the subject-matter. Albeit, the high demands on professionalism of teachers, only a few teachers and students think that the professionalism of the teacher can be an obstacle for teaching outdoors.

2. Survey question: *Do the English teachers and students from the Faculty of Education think that while learning English outdoors, pupils develop their language competency as much as in the classroom?*

Only 27% of respondents think that language competency is developed less when learning English outdoors compared to learning English in the classroom. The majority of the alternative school teachers think that when learning English outdoors, language competency is developed as much, or more, as when learning in the classroom. On the contrary, almost one half of the classical school teachers and one half of students do not think so.

3. Survey question: *What the barriers of teaching English outdoors for English teachers and students from the Faculty of Education in the Czech Republic are?*

When discussing the biggest barriers for teaching English outdoors, all four respondent groups answered that exactly, teachers, their enthusiasm and their education, are the most significant barriers. Curriculums, headmasters and financing follow this barrier with a similar amount of responses.

4. Survey question: *How competent do the English teachers and students from the Faculty of Education feel about teaching outdoors?*

The outcomes show that the majority of respondents feel competent to teach outdoors. Not surprisingly, most of the respondents who do not feel competent for teaching outdoors are students. On the contrary, those who feel highly competent are only alternative school teachers. The most of the classical school teachers feel just little competent for teaching outdoors.

5. Survey question: *Are the English teachers and students from the Faculty of Education interested in getting to know more about teaching and learning English outdoors?*

The majority of respondents (86%) were interested in getting more information about this phenomenon.

The findings of the research were rather satisfying. Many teachers have already tried to teach English outdoors and many of them feel competent to do so. Although there are some obstacles and barriers for teaching English outdoors regularly, the majority of respondents are interested in gaining more information about teaching and learning English outdoors. However, the results should provide insight into the current situation of the investigated phenomenon but should not be generalized. Firstly, the range and number of respondents is not representative of entire population enough to represent all the population. Secondly, the questions from the questionnaire would have to be more specific and structured, also the research would optimally be supplemented by at least one other research method. This would be beyond the scope of this thesis.

CONCLUSION

We are living in a multicultural, and multilingual world, where English has become probably the most known lingua franca. Thus, teachers and educators have the responsibility of influencing the way children approach learning, not only the English language. Nowadays it has become rather difficult to attract children's attention. In addition, it is proved that many children experience stress when learning and that the number of children with different learning difficulties has risen. Due to these facts, my thesis suggests the use of nature as a tool for the enjoyment of learning for all children. This diploma thesis deals with the potential of teaching and learning English outdoors.

The theoretical part dealt with the concept of outdoor education with emphasis on the respect of nature, where Scandinavian *friluftsliv* philosophy was introduced. *Friluftsliv* was presented not only as a way to respect nature when practicing outdoor activities, but also as a possible pedagogical method which involves different senses and leads children to an appreciation of nature and thus, better environmental awareness. As an example from practice, relatively new form of Scandinavian outdoor education '*udeskole*' was presented. In addition, the theoretical part suggests CLIL and task-based teaching as approaches apposite for teaching English outdoors and it indicates the possible implementation of TBA into CLIL.

The practical part presents a questionnaire survey, conducted with the aim to find out the present perspective and experiences of English teachers, and students from the Faculty of Education, on potential of teaching and learning English outdoors. The questionnaire focuses on the opinion of this phenomenon from four main perspectives. Thus, from the perspective of English teachers from chosen alternative schools, the perspective of teachers from classical schools, and the perspective of students from the Faculty of Education. The results show that, albeit different experiences and opinions of English teachers in the Czech Republic on teaching English outdoors, the majority (86%) of respondents are interested in more information about this phenomenon. Therefore, I suggest conceiving a methodological manual for future English teachers and for English teachers as an area of further research. An useful research could also investigate, what the particular reasons for English teachers are, that although most of them feel competent to teach outdoors, they feel that the biggest barrier for teaching English outdoors are teachers themselves and consequently, they do not teach their English lessons outdoors regularly. Especially contributive in today's society would be to research the impact of regular English-learning-outdoor practice on the development of intrinsic values and language competences within children who have different learning

difficulties. In addition, it would also be interesting to conduct a longitudinal study about the development of teacher-student relations, based on the regular teaching of English outdoors.

This thesis may motivate English teachers to start teaching their English lessons outdoors, and so enhance the English classes with the joy of learning. I believe that this thesis helps to raise the awareness of English teachers about the possibilities of teaching English outdoors with regards and respect to nature.

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LIST OF ABBREVIATIONS

AE – adventure education

AEE – Association for Experiential Education

CEFR – Common European Framework of References

CLIL– Content Language Integrated Learning

EE – environmental education

FEP – Framework Educational Program

OE – outdoor education

TBA – task-based approach

TBL – task-based learning

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APPENDICES

APPENDIX1: THE QUESTIONNAIRE

As a part of my diploma thesis *Learning English through outdoor activities* at Palacký University in Olomouc, I am conducting a survey that investigates the attitude of English teachers towards teaching English outdoors. I will appreciate if you could complete the following questionnaire. Any information obtained in connection with this study that can be identified with you will remain confidential.

Note: *Please underline or highlight your answers*

1. Have you ever experienced a lesson outdoors during your studies at university?

Yes/No

Subject _____

2. Have you ever experienced an English lesson outdoors during your studies at university?

Yes/No

3. Have you ever taught some of your English lessons outdoors?

Yes/No

4. If the answer to question number 3 was 'yes', answer these questions. If the answer was 'no', proceed to question 5.

- a) Do you teach your English classes outdoors:

Once a week

Once a month

Once a term

Once a year

Other _____

- b) What/Who inspired you to teach English outdoors?

5. Do you think that learning/teaching English in nature has some benefits?

Yes/ No

6. If the answer to question number 5 was 'yes', answer this question. If the answer was no, proceed to question 7.

What do you think the greatest benefits of learning/teaching in nature are? *You can underline or highlight more options.*

- a) Positive attitude to learning = Joy of learning
- b) Team building
- c) Direct experience = learning by doing
- d) Natural environment stimulates senses in a new way
- e) Development of intrinsic values within children
- f) Development of language competences
- g) Cross-curriculum topics can be included
- h) All of the above
- i) None of the above
- j) Other:

7. Do you think that learning/teaching English in nature has some disadvantages?

Yes/ No

8. What do you think the possible disadvantages of learning/teaching in nature are? *You can underline or highlight more options.*

- a) The risk of injury
- b) Children get easily distracted and they do not concentrate on subject-matter
- c) Unprofessionalism of teacher
- d) Bad weather
- e) Not all children can afford the right equipment
- f) All of the above
- g) None of the above
- h) Other:

9. Do you believe that by learning in nature, children practice/develop their language competences as much as in the classroom?
- a) Yes
 - b) No, they practice/develop them more than in the classroom
 - c) No, they practice/ develop them less than in the classroom
 - d) Other
10. When learning in nature, which intrinsic values and qualities of a child are being developed the most? *You can underline or highlight more options.*
- a) Natural awareness (for ex. awareness of the need for sustainable use of the world's natural resources, appreciation, wonder, respect for nature)
 - b) Cooperation instead of competitiveness
 - c) Problem solving competences
 - d) Personal growth (self- independence, self- confidence, self- esteem, self- reliance)
 - e) Social awareness (trust, care, tolerance, give and accept help/support ...)
 - f) I think that none of the above mentioned values are developed
 - g) All of the above
 - h) None of the above
 - i) Other:
11. When learning in nature, which intrinsic values and qualities of a child are the most important for “the real-life” use? *You can underline or highlight more options.*
- a) Natural awareness (for ex. awareness of the need for sustainable use of the world's natural resources, appreciation, wonder, respect for nature)
 - b) Cooperation instead of competitiveness
 - c) Problem solving competences
 - d) Personal growth (self- independence, self- confidence, self- esteem, self- reliance)
 - e) Social awareness (trust, care, tolerance, give and accept help/support ...)
 - f) I think that none of the above mentioned values are developed
 - g) All of the above
 - h) None of the above

i) Other:

12. How competent do you feel about teaching outdoors?

a) highly competent b) competent c) little competent d) not competent at all

13. Are you interested in getting to know more about teaching English in nature?

Yes/ No

14. If you have not taught any of your English lessons in nature yet, would you like to try it?

Yes/ No

15. What do you think the barriers for teaching in nature in the Czech Republic are?

You can underline or highlight more options.

a) Headmaster

b) Finance

c) Curriculum

d) Teacher (their education/enthusiasm)

e) All of the above

f) None of the above

g) Other:

Thank you for your time.

Bc. Barbora Štěpánková

ANNOTATION

Jméno a příjmení:	Barbora Štěpánková
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Babická Blanka Ph.D.
Rok obhajoby:	2018

Název práce:	Potenciál výuky anglického jazyka v přírodě
Název v angličtině:	The potential of teaching and learning English outdoors
Anotace práce:	Práce se zabývá potenciálem výuky anglického jazyka v přírodě. Teoretická část definuje pojem ‚outdoor education‘ (vzdělávání v přírodě) s ohledem na respekt a úctu k přírodě. Výchozí filosofie pro teoretickou část je skandinávský ‚friluftsliv.‘ Praktická část mapuje současné zkušenosti a názory učitelů a studentů Angličtiny na výuku anglického jazyka v přírodě. Výzkum dále zjišťuje, zda se pohled na danou problematiku liší z hlediska postojů učitelů vybraných alternativních škol, klasických škol a studentů Angličtiny pedagogických fakult. Výsledky výzkumu prokázaly, že ačkoliv zkušenosti s výukou Angličtiny v přírodě se velmi liší, většina respondentů se o dané téma zajímá a chtějí se k němu dozvědět více informací.
Klíčová slova:	Výuka anglického jazyka v přírodě, aktivity v přírodě, friluftsliv, CLIL, TBA, metody
Anotace v angličtině:	This diploma thesis deals with the potential of teaching and learning English outdoors. The theoretical part covers the concept of outdoor education with emphasis and respect to nature, where the Scandinavian <i>friluftsliv</i> philosophy was introduced. The practical part charts the present perspective and experiences of English teachers and students from the Faculty of Education on the potential of teaching and learning English outdoors. The research investigates this phenomenon from four perspectives, thus from the perspective of English teachers from chosen alternative schools, the perspective of teachers from classical schools, and the perspective of students from the Faculty of Education. The results show that, albeit different experiences and opinions on this phenomenon, the majority of respondents are interested into gaining more

	information about this phenomenon ie 'teaching English outdoors.'
Klíčová slova v angličtině:	Teaching English outdoors, outdoor activities, frilufstliv, udeskole, CLIL, TBA, methods
Rozsah práce:	82 stran
Jazyk práce:	Anglický jazyk