



Sammlung von Studienunterlagen des Fremdsprachen-Moduls 2018 Englisch

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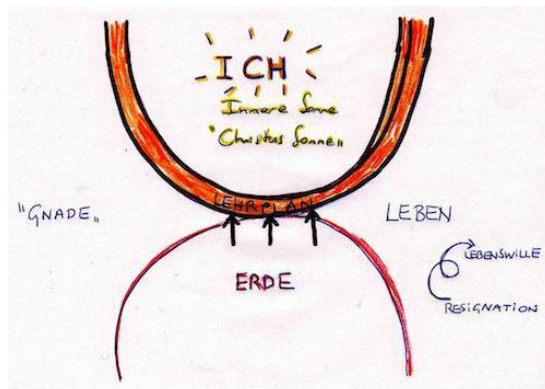
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Pädagogische Arbeit

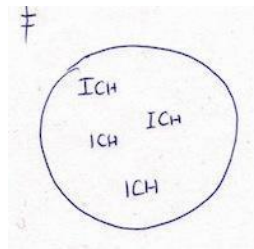
Die innere Disposition der Lehrperson

Anhand der *beiden Morgensprüche* von Steiner: Es geht um den *Lebenswillen* inmitten von Dunkelheit und vielen Widerständen. Grosse Versuchung besteht darin zu resignieren. Wie finde ich selber die Kraft? Wie behalte ich die Hoffnung aufrecht, auch wenn die äusseren Umstände dagegen sprechen?

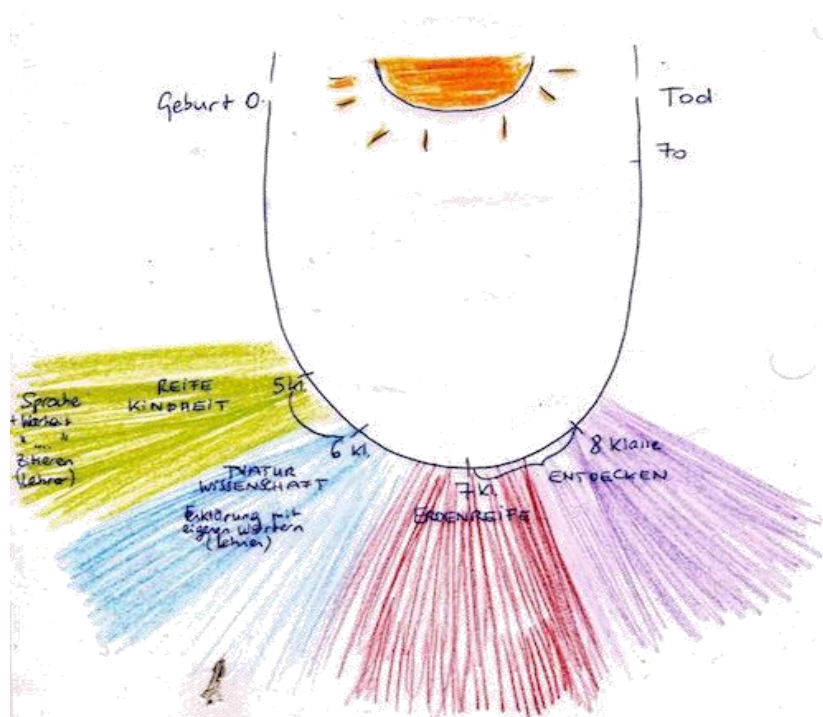


Das innere Sonnenlicht suchen! Die geistige Verbindung suchen zu der Kraft ("Gottesgeist"), wofür der Morgenspruch steht und ihn für sich innerlich bewegen. Und am Abend alle Kinder vor dem inneren Auge Revue passieren lassen. Das alles kann dann ausstrahlen auf die Kinder und Jugendlichen. Denn diese suchen Erwachsene, die ihnen Mut schenken können.

Lehrpersonen müssen jedoch auch zu sich selber Sorge tragen, auch was die Work-Life-Balance und das gesunde Gleichgewicht betrifft.



Ab Mittelstufe beginnt der Morgenspruch mit dem "Ich...", das zusammen zu sprechen ist eine Kunst, die geübt werden muss.



Lehrplan und Lebensalter

Menschenkundliche Entwicklung: Jedes Lebensalter öffnet neue seelische Organe, wann ein Motiv reif ist. Der Lehrplan kann als Kurve gezeichnet werden, so:

Lebenspraxis: Wichtig ist, dass in ab 6. Klasse auch genug Lebenspraxis (technische Errungenschaften unsrer Zeit!) besprochen werden, kann auch im FS-Unterricht sein (Lit. hinweis: "Mein grosses Technikbuch - geniale Projekt...", Compact Verlag, 2015)

Hinweis zur deutschen Grammatik: In der 5. Klasse behandeln wir *direkte Rede*, in der 6. Klasse *indirekte Rede*, es geht darum, dass die Kinder wahrheitsgetreu wiedergeben, was sie gehört haben. Da bekommt die Grammatik eine "moralische" Bedeutung (*Sprache und Wahrheit*).

Motive aus der Allgemeinen Menschenkunde im Bezug auf die Mittelstufe

Wichtig ist der Wechsel in der Beziehung von der 5. in die 6. Klasse, es ist eine "Schwelle", die es zu beachten gilt.

5.Klasse: noch eine "harmonische" Zeit, Thema "Griechentum, olympische Spiele",

6.Klasse: es ändert sich, Thema "Römische Zeitalter", Gesetze, irdisches Bewusstsein mit der Polarität von Emotionen und innerem Chaos der Vorpubertät braucht es nun klare Regeln (aber nicht wie ein Caesar, sondern gerecht und abgemacht mit den Jugendlichen).

Ordnlichkeit und Schönheit des Klassenzimmers gerade in diesem Alter wichtig! Klare Regeln, mit der Klasse zusammen abmachen und besprechen:

Warum Regeln: Weil wir eine Lerngruppe sind, in der sich alle Mitglieder wohl fühlen sollen und lernen können. Besser wenige Regeln, diese aber aufschreiben und sinnvolle Konsequenzen besprechen. Zum Beispiel diese drei:

1. Pünktlichkeit...z.B. wir beginnen die Stunde gemeinsam und pünktlich, hören dann auch pünktlich auf etc. *Konsequenz: Zeit und Stoff nachholen, nachschreiben*
2. Respekt: einander zuhören, nicht rein sprechen, *etwas für andre tun, helfen*
3. Gerechtigkeit: wir gehen respektvoll miteinander um, lachen niemanden aus, können auch Feedback geben der Lehrperson

Seelisch ist die Vorpubertät/Pubertät eine Zeit grosser Verunsicherung von Jugendlichen, aber auch Erwachsenen, und viele grosse Fragen. Innen-Aussen: Leicht verletzbar innerlich, aussen provokativ, laut oder sich verkriechend.

7.Klasse: Thema "Entdeckungen", heisst auch neue Welten entdecken, innen (neue Gefühle) und in der Welt: Fremdsprachen mit Bezug zu Weltkulturen, Landeskunde,

8.Klasse: ankommen in der Gegenwart: Ideale, grosse Sinnfragen, harte Realität,

Lehrer sucht Wege diese zu erden, z.B. mit Technik, Naturwissenschaften, Biografien.

3 allgemeine Hinweise:

- Immer genug Stoff geben,
- "challenge" statt Langweile,
- individuelle Beziehung zu den Schülern und Selbsteinschätzung einführen

Thema Geografie und Kultur im Fremdsprachenunterricht

"Landeskunde" ist in allen Bereichen des Fremdsprachenlernens integriert: Sprachliche Valeurs, Literatur, Poesie, Musik, aber es gehört auch ein spezifischer Blick auf die Länder, Geografie, Kultur, Essen, die Bewohner. Immer sich hüten vor Stereotypen und Klischees!

Beispiele: Gäste aus dem Land einladen, Ausflüge machen (z.B. Welschland, Jura etc.), ab 8.Klasse/Oberstufe nach Möglichkeit Reise in das Land (z.B. England)

Wirschauten Hefte der Landeskunde an (ab 7.Klass), z.B. Reise nach Grossbritannien

Die technische Entwicklung

Die Überlegung des Einführens der Programmiersprache (= die "neue Weltsprache"...) in der Primarschule sorgt für Diskussionen und Provokation. Dem Fremdsprachenlehrer stellt sich die Frage: Was ist das Ziel des Fremdsprachenunterrichtes?

Wir müssen zwei Dinge im Blick behalten und eine Balance finden:

-Die menschliche Sprache: Das Erlernen einer fremden Sprache fördert das Interesse und die Offenheit gegenüber der anderen Kultur. Sie verbindet die Völker, fördert die Empathie und "weitert das Herz".

-Die Technik und künstliche Intelligenz (Stichwort "Transhumanismus") sind im Vormarsch, damit müssen wir umgehen und Verantwortung übernehmen, dass das Menschliche im Mittelpunkt bleibt.

Das Steiner'sche Konzept der "12 Sinne"

Leib: Untere Sinne: Lebensinn, Tastsinn, Gleichgewichtssinn, Eigenbewegungssinn

-> Diese werden hauptsächlich im Kindergarten gepflegt. Aber natürlich auch später noch.

Seele: Mittlere Sinne: Wärmesinn, Sehsinn, Geschmackssinn, Geruchssinn

Geist: Obere Sinne Sprach-/Wortsinn erfordert den Hörsinn und den Gedankensinn, Ich-Sinn

Für das Erlernen der Fremdsprache spielt v.a. **der Sprachsinn** eine Rolle.

Die Kinder tun die Sprache mit - ohne kognitiven Zwischenschritt, vor allem in den unteren Klassen. Durch die "Mikrokinesik" kann eine Sprache anhand der feinen Gesichts- und anderen Bewegungen (Mimik, Gestik...) aufgenommen werden. Durch den Ich-Sinn wird Empathie möglich.

Wie kann ich als Lehrperson Sinnespflege betreiben, um den Kindern altersgemäss gerecht zu werden? Beispiele

Hörsinn: Ein offenes Ohr haben, auch für leise SchülerInnen.

Sprach-/Wortsinn-Lautwesen: Gedichte rezitieren, selber das Künstlerische in der Sprache pflegen/üben

Gedankensinn: Bilderdenken, Geschichten erzählen

Ich-Sinn: eine "geliebte Autorität" in den unteren Klassen führt zu Freiheit in späteren Jahren.

Durch den anthroposophischen Schulungsweg kann man als Lehrperson zu einem Verständnis „ohne Sprache“ gelangen.

Die Idee des Lehrplans:

Ergänzung des Fremdsprachenunterrichts durch CLIL: Content Language integrated Learning

Beispielsweise werden Fächer wie Gartenbau, Kochen, Formenzeichnen in der Fremdsprache unterrichtet. Das jeweilige Fach (der Inhalt) steht dann im Vordergrund.

Was brauchen Unterstufenlehrer?

- Fremdsprachlehrer in der Unterstufe sollte sehr gute Englischkenntnisse und gute Aussprache haben (Kinder ahmen alles nach in diesem Alter!)
- Freude an der Sprache, Freude an den Kinder und am Unterrichten!
- Nur Englisch sprechen! (wenn möglich)
- Wechsel zwischen aktiven und ruhigen Phasen im Unterricht
- Eine Vielfalt an Stoff griffbereit haben (spontan und lebendig sein, aber bewusst an Ziele denken, planen)
- Wenn Kinder stören oder nicht mitmachen, reagieren können
- Humor haben
- Kontinuität, aber nicht Automatismus

Tipps und Tricks für Fremdsprachenlehrer

Um das eigene Englisch frisch zu halten und auch immer weiter daran zu arbeiten hilf es, englische Bücher zu lesen oder auch Filme in englischer Sprache zu schauen. Ein Englischlehrer sollte sich auf dem Englischniveau C1 befinden. Ebenfalls hilft es Zungenbrecher und Sprachgestaltungsübungen immer wieder zu sprechen.

About **planning lessons and keeping an overview** over the quarters, or even over the whole year. Without being too obsessive about it, still keeping an overall idea of the goals for the lower school.

You can keep a clear idea of **the areas of learning**, by using a mind map, to be sure one covers all the necessary fields, such as verses, songs, games, conversation etc.

Some of the problems that the students have – and where there is obviously not enough help offered. E.g. if another teacher comes into the classroom, it seems more in order to watch the new teacher than to give a hand – that leads to the question of coaching.

How can new teachers get enough support in their first years – and what would be really helpful?

Some of the interesting questions we talked about were:

Who are we in the classroom? Should we always be authentic and show our feelings (perhaps in uncomfortable situations with disruptive groups, where we might feel

personally offended/hurt), or is it better to show “another” person, i.e. “the teacher” and leave our personality in front of the classroom-door? How much “acting” is suitable?

How do we handle poems we personally don't like/can't agree with?

- Where do we get material from that is acceptable in a Steiner-School but not dated? What about religious references?
- How can material be adapted to the needs of children with special needs?
- How can we cope with different age groups in one class?
- How can we introduce writing?
- How should the very first English lesson be structured in a 1st class?

Here are some websites or book titles one can use:

<http://www.waldorf-ideen-pool.de>

<http://www.english-grammar.at>

Wee Sing: Children's Songs and Fingerplays, w. Audio-CD

(There are several booklets)

The Pancake

Gulliver's Travels

Some ideas for classes 8-10 (or higher)

I have a Dream, Martin Luther King

Speeches that changed the World (Quercus, ISBN 1-905204-16-7)

The Song of the Shirt, a ballad by Thomas Hood

Short Stories: A Tell-Tale Heart by Edgar Allan Poe

After Twenty Years, by O, Henry

Game: The Fast-Talking Description Game

Ladder Games with own questions

Der Schulungsweg des Lehrers

Motto: Sich entwickeln—streben—sich verändern—wozu?

Unsere Zeit stellt uns vor grosse Herausforderungen: schnelle Veränderung, Technik (Umfeld), Fülle der Information

innere/seelische Situation: turbulent, psychische/mentale "Dauerkrise",

Tendenz Verunsicherung und Abstumpfung wegen Überforderung

Möglicher Umgang/Gefahren:

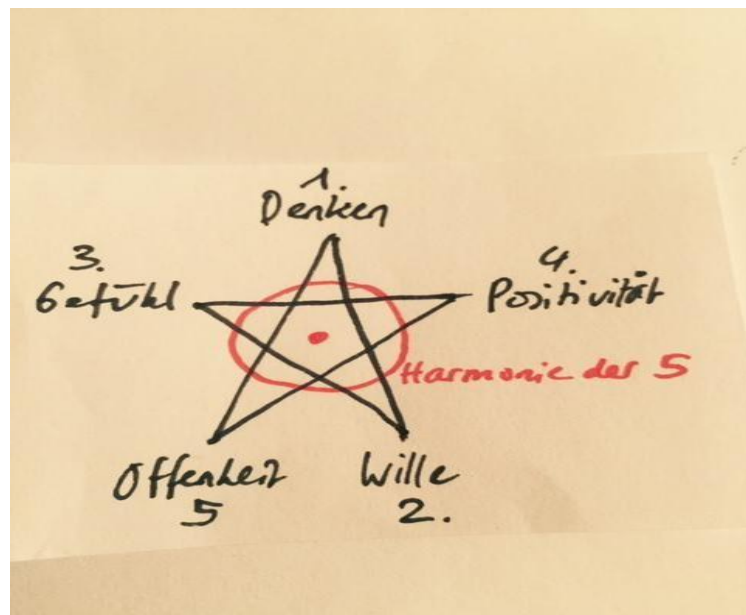
- Igel-Stellung (flüchten/einhüllen) /
- Burnout bis zur Ohnmacht und Zusammenbruch
- Mitrennen und anpassen

Wichtig für jeden Menschen und besonders für den Lehrer: Selbsterkenntnis:

Wer bin ich, wo stehe ich...? Spiegelung von aussen: Schicksal ...Sinn.....tägliche Herausforderung, auch durch die Kinder und die Schulklassen

Geht nur, wenn wir eine Life Balance finden zwischen Beruf und privat Leben

Schulungsweg: Die 6 Nebenübungen im Kontext der möglichen Spiegelung in der Klasse, die negativen Seiten und deren "Überwindung":



1. klares Denken: Klasse zerstreut, fahrig fordert Lehrer auf für die 1. Übung

2. Willensübung: Klasse folgt nicht, keine "natürliche Autorität": 2. Übung für den Lehrer
3. Gleichmut: Klasse unruhig, keine Lust zu lernen, viele Ablenkungen, Aggressionen
4. Positivität: Klasse demotiviert, negativ
5. Offenheit: Klasse kein Interesse, ständige lange Diskussionen
6. Gleichgewicht zwischen allen 5: Klasse keine innere Balance, fällt auseinander...

Man wird nie perfekt sein, aber die Samen von dem, was man nicht erreicht hat, sind für die Zukunft!

Allgemein dazu:

Die Nebenübungen wurden von *Rudolf Steiner* in verschiedenen Varianten gegeben. Im Kern geht es immer um die Entwicklung folgender sechs Eigenschaften:

1. **Gedankenkontrolle**. Sie besteht darin, daß man wenigstens für kurze Zeiten des Tages nicht alles Mögliche durch die Seele irrlüchtelieren läßt, sondern einmal Ruhe in seinem Gedankenlaufe eintreten läßt. Man denkt an einen bestimmten Begriff, stellt diesen Begriff in den Mittelpunkt seines Gedankenlebens und reiht hierauf selbst alle Gedanken logisch so aneinander, daß sie sich an diesen Begriff anlehnen. Und wenn das auch nur eine Minute geschieht, so ist es schon von großer Bedeutung für den Rhythmus des physischen und Ätherleibes.

2. **Initiative des Handelns**, das heißt, man muß sich zwingen zu wenn auch unbedeutenden, aber aus eigener Initiative entsprungenen Handlungen, zu selbst auferlegten Pflichten. Die meisten Ursachen des Handelns liegen in Familienverhältnissen, in der Erziehung, im Berufe und so weiter. Bedenken Sie nur, wie wenig eigentlich aus der eigenen Initiative hervorgeht! Nun muß man also kurze Zeit darauf verwenden, Handlungen aus der eigenen Initiative hervorgehen zu lassen. Das brauchen durchaus nicht wichtige Dinge zu sein; ganz unbedeutende Handlungen erfüllen denselben Zweck.

3. **Gelassenheit**. Das dritte, um was es sich handelt, kann man nennen Gelassenheit. Da lernt man den Zustand des Hin- und Herschwankens zwischen

«himmelhoch jauchzend» und «zum Tode betrübt» regulieren. Wer das nicht will, weil er glaubt, daß dadurch seine Ursprünglichkeit im Handeln oder sein künstlerisches Empfinden verlorengelange, der kann eben keine okkulte Entwicklung durchmachen. Gelassenheit heißt, Herr sein in der höchsten Lust und im tiefsten Schmerz. Ja, man wird für die Freuden und Leiden in der Welt erst dann richtig empfänglich, wenn man sich nicht mehr verliert im Schmerz und in der Lust, wenn man nicht mehr egoistisch darin aufgeht. Die größten Künstler haben gerade durch diese Gelassenheit am meisten erreicht, weil sie sich dadurch die Seele aufgeschlossen haben für subtile und innere wichtige Dinge.

4. **Unbefangenheit** (Positivität). Das vierte ist, was man als Unbefangenheit bezeichnen kann. Das ist diejenige Eigenschaft, die in allen Dingen das Gute sieht. Sie geht überall auf das Positive in den Dingen los. Als Beispiel können wir am besten eine persische Legende anführen, die sich an den Christus Jesus knüpft: Der Christus Jesus sah einmal einen krepierenden Hund am Wege liegen. Jesus blieb stehen und betrachtete das Tier, die Umstehenden aber wandten sich voll Abscheu weg ob solchen Anblicks. Da sagte der Christus Jesus: Oh, welche wunderschöne Zähne hat das Tier! - Er sah nicht das Schlechte, das Häßliche, sondern fand selbst an diesem ekeligen Kadaver noch etwas Schönes, die weißen Zähne. Sind wir in dieser Stimmung, dann suchen wir in allen Dingen die positiven Eigenschaften, das Gute, und wir können es überall finden. Das wirkt in ganz mächtiger Weise auf den physischen und Ätherleib ein.

Die Nebenübungen kann man wie „Rezepte“ benutzen, weil es Heilmittel sind, die nachweislich und ganz konkret wirken, wenn man sie regelmässig anwendet.

Die Besonderheit des Fremdsprachenunterrichts ist, dass er bei uns den starken Akzent auf der Menschenbildung hat, als Mittel, um die Einseitigkeit der Muttersprache aufzuheben und in etwas allgemein Menschliches zu kommen: Toleranz, Verständnis, Horizonterweiterung* werden entwickelt. In den unteren Klassen sollte der Unterricht nicht als Stress empfunden werden, auch bei schwächeren Kindern kann sich der positive Effekt im oben genannten Sinn entfalten.

In den unteren Klassen ist die gesunde Gedächtnisbildung sehr wichtig. Dabei muss der Weg vom unbewussten Aufnehmen (acquisition) zum bewussten Lernen beachtet werden. „... je mehr der junge Mensch schon gedächtnismässig weiss, bevor es ans begriffliche Erfassen geht, desto besser.“ (aus R. Steiner: „Die Erziehung des Kindes vom Gesichtspunkte der Geisteswissenschaft“)

Um Gelerntes auch gut behalten zu können, braucht es eine emotionale Verbindung, wir müssen sehen, dass die Kinder mit ihren Gefühlen mit dabei sind.

Es braucht einen guten Ausgleich zwischen Zuhören und aktiver Beteiligung der Schüler; unbedingt endloses Dozieren vermeiden!! Zu erkennen an den glasig werdenden Augen der Kinder!!

*Um das überzeugend vertreten zu können, müssen wir zeigen, dass wir als Sprachlehrer auch nicht nur unsere Muttersprache gelernt haben!

Die Jahre 7 - 9

Der Lehrer kann in der Zeit vom 7. bis zum 9. Lebensjahr noch mit der Nachahmung arbeiten. Das Kind ist noch offen dafür. Es beginnt gleichzeitig das Jahrsiebt der "**natürlichen Autorität**" (Steiner), also eine Überschneidung von Nachahmung und Nachfolge.

9./10. Lebensjahr und der Rubikon

Siehe dazu den link mit der menschenkundlich hilfreichen Darstellung:

<http://www.erziehungskunst.de/artikel/die-ahnung-ein-ich-zu-sein-die-krise-zwischen-dem-neunten-und-zehnten-lebensjahr/>

Natürliche bzw. liebevolle Autorität

Kinder haben die Sehnsucht hochzuschauen und geführt zu werden. Daher stellt sich aber die Frage, was berechtigt mich dazu, eine Autorität zu sein? Was macht mich als Lehrperson zur Autorität bzw. bin ich würdig eine solche zu sein?

Gemäss Steiner ist eine Autorität nicht einfach eine Person, welche Macht hat und mit Hilfe dieser Macht ihre Regeln durchsetzt.

Gemäss Steiner soll die Lehrperson selber an sich arbeiten und sich an etwas Höherem zu orientieren. Ein Kind wird innerlich bemerken, ob die Lehrperson selber bestrebt ist, an sich als Mensch zu arbeiten oder nicht. Das Kind wird unbewusst ihn in vielem nachahmen. Dies muss sich die Lehrperson bewusst sein.

Dabei ist aber zu beachten, dass Autorität nichts mit einem Alleingang zu tun hat. Nur eine Gemeinschaft von Lehrpersonen, welche diese Aufgabe wahrnehmen können, kann heilsam wirken. Man muss nicht alles alleine schaffen. Lehrpersonen sollten im Team arbeiten und sich entsprechend auch die Autorität teilen (Klassenlehrperson-Fachlehrer). Die Klassenlehrperson darf nicht zu dominant sein. Es ist nicht "ihre Klasse".

Passepartout – a good language material?

It is interesting to objectively look at “Passepartout”, the official teaching material for French, which is taking place in Switzerland. When one compares basic thoughts on learning languages in the introduction (handbook for teachers) to these course-books (“Mille feuilles” and “Clin d’oeil”) to some thoughts by Rudolf Steiner (from: Gegenwärtiges Geistesleben, Ilkley, 11.Vortrag, 15.8.1923).

A lot of thoughts and aims are identical – but beyond that (= beside the obvious advantages) Rudolf Steiner put the focus on the demands of the child in its development and introduced a curriculum and a pedagogical approach that follow and support the different stages.

A characterisation of the 11/12 – 14 year-old children and the challenges the teachers have to deal with.

R.Steiner about the different characteristics of the languages, the different affects on the speakers and the positive effect of learning other languages in order to overcome one's one-sidedness, see: R.St. e.g. “Kunst des

Erziehens”, “Gegenwärtiges Geistesleben”, “Methodisch-Didaktisches”, also available in French and English: <http://www.steiner-waldorf.org/librairie/>
[http://www.rudolfsteinerweb.com/Rudolf Steiner Works.php](http://www.rudolfsteinerweb.com/Rudolf_Steiner_Works.php)

Menschenkunde der 7. und 8. Klasse zum Thema Urteilsreifung

Die Phantasie als Brücke zum Intellekt für 13,14-Jährige aufwärts; die Bewegung als Grundlage für waches Erinnern. Process-orientated versus result-orientated teaching.

Aspekte zu 10. Schuljahr

Urteilssicherheit und Unterscheidungsvermögen im Zeitalter der Konfusion zwischen Wahrheit und Fake-News; wie wir überhaupt Sicherheit haben können zwischen Traum und Wirklichkeit; a.H. von 10.-Klass- Dramaepoche (Ödipusdrama).

Schuld- und Verantwortungsfragen als Individualitätsproblem in Kontrast zu Zeiten, wo es Rachegöttinnen (Edda, Macbeth, Dornröschen) und göttliche Ordnung gab.

CLIL- Content and Language Integrated Learning, also for the FSM in this part, for everyone in English.

The three different "aspects" of being a teacher:

- L FLT: Being a Foreign Language Teacher in English II. T : Being a teacher in general
- III. M : Being a human

Aspect II:

5 Rules for a good classroom environment and putting up a poster with these rules to make it clear and visible to all pupils:

- Be punctual
selforganize
d
- Clear, short rules for speaking: For instance, a "traffic-Light could help", red: stop talking, orange whisper and green: you can talk to each other.
- Respect
- Extra requests, like getting up to get something etc.

All rules need meaningful consequences! For example, they receive a ticket when they don't follow a rule. You remind them and ask "do you remember what we agreed? "

The same rules are important for the teacher. You need:

- Self discipline.
- Empathy, always learning about other human beings, not just on the surface
- Be interested in current events, in the world
- Life balance.

Aspect III

Another topic is the importance of a deeper ethical and spiritual orientation with the help of Anthroposophy.

If you think about the future, you need to find out your own morality. What is good and bad ? And why? Can you set an example for the children?

If you want to find a life orientation, you will need to contemplate and think deeply about what you believe in. For instance: "God? - Faust's Gretchenfrage"

Exchange such philosophical life topics with your friends and colleagues

Stundenaufbau und praktische Beispiele für den Fremdsprachenunterricht

Aufbau einer Fremdsprachstunde in der Unterstufe

Es hat ein Handout wo alle Phasen einer möglichen Unterrichtsstunde anschauliche sind und Beispiele dazu. Gleichzeitig hat es ein Handout mit Lernzielen für die Unterstufe .

Beginning

How would you begin?

- You might greet the whole class together „Good Morning Class“, „Please sit down“
- Or with a song like „Good Morning to you, good morning to you“
- Or with a verse that the class would learn with you by repeating « God be in my head and in my understanding » etc. it should become a ritual (at least for a time) that the children know how the class will begin.

Choose verses, songs etc. that you can stand behind and have consciously chosen.

Main Part

There are many things you can do in this part. Keep the goals of the lower school in mind so you are covering all the things (and maybe more!) that should be covered at this age. Ways to introduce a verse, a story or a song, some examples:

- A verse with motions : « 1,2,3,4,5 I caught a fish alive » a little story about catching fish as introduction
- A game : « Simon says (not before the 2nd class)
- Small conversations (who has a dog ? What is its name ? What colour is it ? etc. ; use a ball to throw to the person who should answer, etc. I have one brother, have you a brother ? yes I do. I have 2 brothers. Or no, I don't have a brother.

Looking at discipline problems that might and how to deal with them. A teacher has to be spontaneous about what to do, but some examples were:

Work closely with the class teacher

- Talk to the child in the break/recess
- Have a plan B (possibly with another teacher in another classroom to take the child temporarily)
- Use humour
- Meditation/thinking of the child in a positive way/send positive thoughts

End

- A song
- A story
- A verse to end the lesson

Lernziele für den Unterstufe

Children learn fastest and take up the most at the lower school age when the teacher is full of enthusiasm and consciously introduces new vocabulary through verses, games, stories and speaking.

From the first class until the end of the third class is the ideal time to orally help children to get a good foundation in the foreign language. Already in the 4th class we begin with writing, reading and some grammar, so everything that we can give the class before will be a help for this next phase.

Taken from the Handout paper about the goals and some ideas of how you could cover these different themes.

An example of the seasons combined with colours, weather and animals :

- Go over the names of the 4 seasons, ask what season is now and which months are autumn
- Go through the months with the class, possibly even backwards, starting with December.
- Have them bring leaves and look at the different colours and talk about autumn, the weather in autumn, what animals do then, etc.

- In their booklet (Heft) draw the trunk of the tree with roots, branches in brown.
- Then using their leaf, have them put it under the paper and with different colours colour over the leaf until the form comes through and the tree has an array of coloured leaves.
- Be sure the background and ground are also coloured in.
- An added task could be to tell which animals to also put in the picture. (a squirrel, a rabbit, a bird, a snail, etc.)
- During this time the children are usually very concentrated so you can keep speaking English and talking about the colours, the wind, the weather etc.
- You could also sing a song as the children are finishing their pictures. (come little leaves said the wind one day...)

Bücher in der Unterstufe?

Would you have a **booklet (Heft)** in the 1-3rd classes ? if so, why ? what would you have in it ? some different examples of things you could put in the booklet, which would mostly begin in the third class.

You might have in it (possibly with some captions in word form):

- Picture dictations
- Pictures of their family (mother/father/brothers/sisters etc.)
- Pictures of their house or bedroom
- Pictures of seasons (winter, summer, autumn, spring)
- Pictures of a stable with animals
- Picture of a zoo
- Easter with prepositions, where the eggs are hidden
- Jobs/professions (the cheese maker, the farmer, the shop keeper, etc.)
some of these can be accompanied by handicraft activities (clill) cutting out the stable and animals etc.

story telling is very important to either tell the children stories or act them out or have the children tell them and act them out with time.

Some classical English stories: the Three Little Pigs, using puppets, The Gingerbread Boy, The Three Billy Goats Gruff, etc. and other stories to be told with books (not reading) but telling the story using facial expressions, changing your voice, and gesture.

3./4. Klasse

Towards the end of class 3 or beginning of class 4 it's becoming increasingly difficult to teach only orally. Now it's time to introduce the English alphabet. Use the enthusiasm of the children! Let them get involved in the lessons as much as possible: Song "There was a farmer had a dog and B-I-N-G-O was his name ..." with the names of the children's own pets and the like. Spelling their own names etc.

Write and try out recipes – attention: Needs a lot of preparation and careful planning!!

Advent and Christmas is a very suitable time to come up with first steps in writing and reading: titles of well known songs and poems, drawing and labelling Christmas words, writing Christmas cards and decorating them nicely a.s.o.

Writing >> Reading are the main topics of class 4. But also grammar is part of it – in a basic and cheerful way, also in the way of e.g. playing games with present continuous/Progressive, asking questions in present simple without too many explanations, but so that the children get an emotional understanding of the difference.

Beginnin of learning irregular verbs by heart is also now important.

Tell stories so that they don't have to be translated into the mother tongue. If ever possible try and introduce the keywords in advance, so that they are recognized in the story – use good pictures, but also realia whenever possible.

”.

Pentatonic Songs are highly recommended for classes 1 and 2, maybe 3, see below.

Literature and Links:

Christoph Jaffke: Fremdsprachenunterricht auf der Primarstufe,
Deutscher Studienverlag

The Pancake and Other Stories

Silly Simon

DRUCKtuell

Teaching English to Teens and Preteens, Alec Templeton, www.englishidea.net

Rhythms, Rhymes, Games and Songs for the Lower School

Plays for the Lower and Middle School, I and
II (Arbeitsmaterial aus dem Englischunterricht)

Wee Sing – many booklets with all the well-known English songs.
A special one with Christmas Songs

Winter Waldorf Pentatonic Songs, volume 2, Magic of Waldorf

The beginning of writing, reading and the first grammar

The beginning of writing/reading: (which partly go hand in hand)

How would you even begin with the first booklet (Heft) and what to write. It is important to have a neat and nice booklet. You might also want to make a nice title on the front like : *My English Book*. The writing should be in block letters in the beginning and neatly written (not sloppy) as it is important that from the beginning on the work is done neatly, also in order to read it again. It may even be a good idea to use a yellow crayon to make lines (in unlined booklets) so that their writing stays straight.

One chooses a text to begin that the children know by heart (not too long) and write it on the blackboard. The children will then write this in their booklet. The „Aha!“ effect will usually be there as they know the text and will realise they can read it! You can go on for a while with writing texts they have learnt in the past by heart, but it

should not become automatized. You might even take some of the sentences and change them a bit so as to repeat the chunks, but in new variations of writing.

Of course you will always read these texts that have been written as it will be at the same time as writing practice, reading practice.

By the second half of the year (possibly before) you will begin with a class reader. There are various possibilities available such as „The Pancake“, „Silly Simon“, „Hay For my Ox“, „Hazy Mountain“ etc. but you should not make a quick decision. You will be working with the book for some time, and you will have ordered it for your whole class (unless your school has a set of books to use) so be sure you are convinced of the book you choose.

To begin with (before giving out the book) look at the cover, talk about it. Tell a little about the story and what they can expect.

You might even read the first page or so to the class before they have the book, but then after the book is given out you can read some together. Eventually you can ask individuals to read alone. Each part should always be talked about before read. There will be a great deal of oral work still involved.

One can also choose a story and have the class write their own book. Through reading the story, or rather telling it, giving some sentences to write in their booklet and an appropriate picture to draw, you can create your own book. At this age it is important to choose something that will appeal to the class.

A theme that often works well is the **Vikings**. They have the German mythology in the 3/4th grade and it is often a theme that will get their interest.

Another way of working with the alphabet is a game with the alphabet to see how much the class already knows. This is also good for spelling. Two people stand at the blackboard. You choose a category or word group such as: animals. Then you say a letter Such as « s » and they have to correctly write an animal that begins with « s ». You can go through the whole alphabet and also different fields of words.

looking at grammar in the 4th grade (inductive method)

There are different ways of teaching grammar, the most common one is often done with giving the rule first and then practicing the grammar with many exercises. The inductive way of teaching grammar means is just the other way around. It's also important to know how much grammar is even relevant at this age.

The following is an example of how to do an inductive grammar lesson.

If you take the topic of fruit and vegetables and ask what words they know (a 4th grade) and make two lists on the blackboard with plurals on one side, singular on the other. Draw a picture of a fruit or more than one piece of fruit. Then have the children write under the right category; „This is an orange“ or on the other side „These are oranges“ After many examples you then find the rule with the children. When do we use « this » and when do we use « these ». They would write this in a very simple form in their booklets.

Also a way of playfully practicing the tenses is a *game with the –ing form* with people acting out things and others have to say „You are clapping“, or „You are waving“ Or one could write it on the board what the person was doing. There are variations of this with one child going out the door and then coming in and the others have to guess....“were you jumping?“ (yes, I was or no, I wasn't)

Now that the reading, writing and grammar begins, it is still important to play a lot of games with inherent grammar and vocabulary, so as to keep the lessons playful and interesting. The children will learn just as much through such activities and it keeps the lesson lively. The breathing aspect is very important to keep all the children active and learning. Some more quiet activities and some more lively.

5.-8. Klasse

The curriculum responds to the needs of the children, looking at the main themes of the classes:

Class 5 : Greece/Plants,

Class 6: Rome/Minerals/Physics (only phenomena), Class 7: Exploration, inventions/Chemistry/America, Class 8: Anatomy (skeleton, muscles), biographies/history-overview (cause and effect)

For the language teacher it's important and helpful to bear the topics of the class teacher in mind and cross-reference it to English language/culture/history.

The teacher must change his/her method significantly: more structure, logic explanations, a clear routine of the lessons (without boredom!).

This means: well structured lessons, clearness in any presentation, focus on thoroughly done homework/any written work, e.g. clear table of contents of their self-produced grammar-books. Be aware of what they write or draw (!) in their books – let them

clearly distinguish between “official” books like grammar- or poetry-books and exercise-books.

General overview of the teaching at this level, after 4 years of English in the lower school, mostly oral work, one will now be building on this foundation of all that the children have learned. It is one of the main learning periods and the children/pupils need to be challenged enough.

Some of the points to keep in mind :

- Try to keep each child and their progress in mind, the individual talents and abilities will now be more apparent
- Be aware of the soul constellation of each level, 5th class will be easier than the 6th or 7th, etc. With the material you choose, try to meet the needs of this age group. Try to understand where they stand in their development.
- Because the pupils have entered a new phase, there might be new problems with your authority and thus discipline problems. Make rules for your classes, even including the pupils in making these rules.
- Because there is a lot of material to cover at this stage, it is good to make an overview what the goals are that you want to/should reach. Planning will be very important. Try to include the 5 areas of learning: speaking, listening, reading, writing and use of English (grammar and vocabulary)

Although you should be well prepared try to always keep the balance between pragmatic structure and spontaneous teaching!

- Try to use examples and exercises that have to do with real life, not abstract things. Work with the rhythmic system as much as possible (heart, not head)
- Think about the methods you use. At this age co-operative learning, group work, individual learning time will be important, even though you will still do some work with the whole class.
- Reflection on your lesson and planning the next lessons is important. Keep some kind of diary or log about the lesson and the pupils.

- Think about testing, homework and how you will do that...and why.
- Think about how many booklets you will use (main booklet and exercise book ?)

Overview and aims of the middle school:

It's good to make an overview diagram of the 5 areas of learning with the aims for the middle school according to the Waldorf curriculum. This might vary for each teacher and his/her class, but basically would be something to strive for. This might seem like a lot to cover but the different areas of learning will flow organically into each other and will not always be treated as separate things.

Use of English:

This covers both grammar and vocabulary.

the vocabulary

in general about learning or expanding vocabulary.

The children/pupils will have a large store of words and expressions which will probably be more passive. The question is how to make them in this phase of their development more active and conscious. It is clear that vocabulary expansion is not just a matter of learning single words, although that might at times also be possible. Words and expressions need to be repeated again and again in various ways, through exercises and activities.

Here are some of the general points to be covered and ways of working on vocabulary :

- Orally: speaking about themes, little conversations or later deeper questions about certain themes. Speaking about stories you are reading/have read
- Writing: summaries of stories or things spoken about, writing in general short stories or texts. Letters or e-mails with a certain vocabulary theme in the background

- Using pictures. Either from a class reader, or good pictures that can be described both orally and written
- Through games and activities one can repeat a lot of grammar in a fun way : board games, guessing games, acting things out/role play, singing games, drawing games, card games...etc, etc.
- Through co-operative learning or team work with various activities or helping each other learn certain phrases or words
- All kinds of exercises, oral and written
- Tests and dictations
- Rote learning or by heart
- Word fields and making mind maps
- Questions and answers from a reader/ and reading in general
- Learning verses and poems

A wide variation of repetition of vocabulary will keep the class interested and active

Oral work/recitation :

Again, oral work will include various aspects of learning and will prelude almost all work, whether it be poems, reading, writing or grammar. One will always introduce all modes or areas of learning through first speaking about them. Some teachers might ask why would one still do recitation or poems at this difficult phase with teenies or pre-teenagers. Language is much more than just being able to communicate or understand grammar. Every language has its special sounds and idioms, the beauty of the language, and through poetry and literature one learns another depth to a language.

It can be difficult at this age but one must select poems, books and themes that will appeal to the age group. Make it fun, not boring. Some other points to be covered:

- Choose appropriate poems etc that are humorous, or dramatic
- Do tongue twisters that individuals will be challenged
- Always introduce a poem first with a bit of background

- Don't continue only in choir, have individuals try or two together
- Know when something doesn't work or when it's time to do a new poem

Other ways of doing oral work:

- try to get the children/pupils to talk more and more small talks
- book reports or summaries of books read or parts of a class reader (7th/8th class)
- class discussions about appropriate themes according to the age group
- guests
- preparing roles for a sketch
- co-operative or team work (a group task)
- questions and answers
- interviews
- singing

Reading :

- reading in general. see (Alain Denjain)
- In reading you forget yourself and dive into another world
- Pupils should be interested about what they are reading and contemplate and think about what they've read
- When you read, you become the author or creator of your own inner pictures through the author's words
- Reading reinforces your English in various ways (vocabulary, sentence structure, etc.)
- Reading forces you to imagine the life of someone else.

There are different types of books and choosing a class reader must be carefully thought about.

Teachers should encourage their pupils to read individually. Even to try to set up a little class library if possible. Another idea is to have quiet time during a lesson where pupils can read silently. (or do other exercises)

By the 7th or 8th class you can also have the pupils read a book on their own and prepare a short talk or book report for the class.

They should be conscious of the setting of the story, the characters and of course, the plot.

Reading as homework is according to R. Steiner one of the best ways to give homework.

Basic steps in reading/class reader

- 1.) introduction through telling about the story/giving a short background
- 2.) in each lesson reading/talking about a next part of the story
- 3.) prepared vocabulary work
- 4.) repetition in the next lesson of what was read in last lesson

- 5.) giving homework to strengthen the individual and his/her working with the text. either in the form of question/answers or written summaries, or further reading

Writing:

Writing in general and why it is important for the pupils to express themselves in the foreign language. R. Steiner thought we should get the children to write as soon as possible. GA 294, page 142 Erziehungskunst-Method,-Didakt. How to work on this;

- Working out of the vocabulary fields you've been working on, writing a short story or letter, according to what would be appropriate
- Dictations. Also working with the vocabulary you've been covering. Dictating

- (over the ear orally) then having the children exchange papers and correct each others (from the original text) so they also see it correctly.
- Using good pictures to write about (picture descriptions)

There would be many, many ideas here and each teacher has to know their class and what can be asked of the pupils. One must also think about correction work and as a teacher how will you mark written work.

Wie Grammatikregeln wachsen

- vom Nachahmen bis in die 2. Klasse;
- übers erste bewusstgemachte Erleben und Verstehen ab 4. Klasse;

zum Erfassen der grammatikalischen Logik 7. - 10. Klasse. In Phase 2 Kl. 4- 7 vor allem die Bedeutung in Zusammenhang mit bestimmten Formen z.B. der Zeitformen pflegen; Anwendung und Drillen von (für die SuS) abstrakten Regeln vermeiden, indem man viele Beispiele suchen lässt, woraus Regeln zum Aha-Erlebnis werden

10.Klasse

Teil 1: Shakespeare als Dichter (Schöne Formgabe an inspirierte Wahrheitserkenntnisse), Beispiele shakespearischer Dichtkunst (2 Sonnetts) und Szenen aus dem Werk Shakespeares mit dem Thema Liebe in versch. Facetten (MND, TN, RJ, MV); weitere Themen: Musik, Alter des Menschen und einiges mehr.

Teil 2: Die Themen Denken, Erkennen, Gefühl, Gewissen und Handeln a.H.v. Hamlet und Macbeth. Die grosse Tragödien mit Rückgriff auf die menschenkundliche Betrachtung von Ödipus am Anfang des Nachmittags.

Wir haben ausgewählte Textstellen (1) rezitiert gehört, (2) zusammen laut gelesen, (3) individuell herumlaufend laut gelesen, (4) individuell still gelesen und (5) im Kreise stehend gelesen und, damit von Anfang an geübt wird, dass wir vom Text

wegkommen müssen, sofort improvisierend zu proben begonnen (natürlich bloss ansatzweise); (6) mir nachgesprachen.

Teaching in the upper school

practical aims and goals in balance with personal development of the pupils. Although there will be goals to be reached at this level, more important (according to R. Steiner GA 302a) is our facilitating the young people in their finding ideals, inner strength and courage for their future.

Life force and inner disposition

Be conscious of the upper school (9-12 class) and the inner disposition of the pupils. Many are most likely set on achieving their final certificate and just graduating from school, but at the same time there are many questions that young people will/might have about life. Looking at the world situation today can be worrying and depressing, where do these young people today have ideals or role-models that they can look up to? At this age we as educators have to be able to support them in finding a positive, even active perspective for life. The pupils are also developing intellectually and in their own ideas and personal lives so all teachers at this level, but also foreign language teachers have an enormous potential to help the young people develop their ideas and opinions through literature, discussion, film etc. Without forcing our opinions on them, guiding them to look at the world and the challenge of the times. Steiner called this a « life force », a force that gives us hope, that helps us cope and gives us trust in the future. Through discussions, films, speaking about current events and life in general (in English of course) is an ideal opportunity to accompany these young people in their development.

Even we ourselves can sometimes have doubts about the development of humanity, but we need to work on our own inner development and trust/belief in the future.

There is a good example in a short text from Peter Selg's book « The Essence of Waldorf Education » about this « life force », ideals and finding strength as teachers. Use this as an example of how you can work orally with upper school pupils, of

course with appropriate themes for their age, continuing on with the theme of oral work and speaking in the upper school, as it will be a major part of the lessons. Some ideas could be: finding role models/people to look up to (reading biographies), seeing how other people have overcome obstacles in their lives, study of Anthroposphy or working on ourselves as teachers to develop our own life force, creating encounters for classes (guests) where people can tell about their lives, pupils should develop their thinking and own ideas, talk about critical themes and learn to give their own opinions, bring topics to their consciousness so they are not living in their smart phone world.

Speaking

As speaking is a major theme in the upper school some ideas of learning with possible ways of working with this theme.

possibilities of **what** you could do, some examples :

- Current events
- Newspaper/magazine articles
- Films (also cultural films, clips)
- Reading/literature
- Other themes
- Recitation/poems
- guests

how :

- Class discussions
- A general theme with questions in groups/then as a class
- Prepared themes with facts
- Spontaneous themes (12th class work, how they're doing in general)
- Pro/contra discussions

Getting back to the overall aims :

Pragmatic goals

The actual pragmatic goals of the upper school, might vary according to the school and any final exams that must be taken into consideration. What would one expect a pupil should know after 12 years of Waldorf foreign language classes.

Two things are still very important and should be kept in mind. One being your own English level (as an English teacher) and how you are working on it and keeping it up to par, and the second being the need to have an overview of the whole 12 years of foreign language teaching and what your work in the lower school and middle school should be building up to. At least having this in mind.

These aims and goals will vary from school to school, but a central aspect of the upper school will be speaking, discussion and conversation about all kinds of themes.

Some possible goals would be : (Basically they should be at the B1/ B2 level at the end of the 12th/13th class.)

- Quite fluent speaking with a suitable pronunciation
- Being able to read original literature, comprehension and interpretation of such
- Having a working knowledge of the grammar out of the substance of the language
- Being able to write at a comprehensible level, expressing their thoughts on a subject
- Expansion of vocabulary with more conscious use of words

Reading

The theme of speaking can be nicely continued with the theme of reading. Reading is a fantastic way of improving your English, whether you are a pupil or teacher. Although many people today have a hard time reading today, it should still be an aspect of foreign language learning that should be supported ! There are different ways of reading. One might begin with short original texts that can then be discussed and used as essay themes.

In most „Matura“ or A-level classes the pupils are required to read at least two books on their own over the year, which is in any case a good habit for upper school classes. Reading on their own and being tested in some way on it. Added to this the pupils

should know such expressions as: (and be able to answer questions about them)

- Setting
- Plot, climax, rising and falling action
- Characters, their description and development
- Major themes/intention of author

There are various book lists for pupils at this age (or for your own reading)

One book you could read with an upper school class : An Inspector Calls, a short play that takes place all in one room. Why this setting and what could it symbolise? Who was the inspector, etc. Why was everyone guilty in some way for the girl's suicide ?

Another example is Animal Farm, which can be read on two levels. How does the author use the setting to support his intention, etc.

Looking at modern literature. (Game of Thrones, etc.) What kind of literature should pupils be allowed to read (for school)? A teacher should always know the book before recommending it to a class.

Looking at grammar

There are many different possibilities of grammar at the upper school level. At this stage it should be more out of the substance of the language, applying it on a more sophisticated level. E.g.:

- 15 tenses which should be by now correctly used
- Phrasal verbs and their use
- Reported speech and passive voice (when and how to apply them)
- Try some Cambridge exams and the B2/C1 level
- Connecting words(conjunctions)
- Many other areas

There would be a lot of things to work on at this level in the grammar, but it should not be an emphasis on one-sided grammar lessons. Out of the writing, reading and speaking, the use of English (grammar), will become evident and conscious.

Expansion of vocabulary

There are a lot of interesting and even fun ways to work on expanding vocabulary.

Also working with synonyms and maybe even using a Thesaurus, discovering the vast range of possibilities in the English language for expressing yourself.

Instead of using the greatly overused adjectives such as beautiful, or dark day, you can try out other variations such as gorgeous, stunning etc. or sombre, dismal day. You have to be careful that the synonyms do fit to the context !

Homophones appear often in English and should be practiced to be make them more conscious in their writing. (write/right, which/witch, hour/our, etc.)

Idioms and proverbs which are a great part of the English language and sometimes maybe hard to decipher as they are sometimes very different in German are also fun to work with.

Another exercise that is fun and helps the pupils think about their actual knowledge of vocabulary, is to give each pupil an unknown (if possible) object which they need to describe. Trying to find the adjectives for size, texture, colour and shape. This can be done either orally or written.

All of these exercises should have an effect on the pupils ' actual writing and even speaking, making them more aware of their language and working with the language.

Films

Should one show film? Why even show a film, what kind of film, and how do you work with a film.

Basically in the upper school it would be appropriate to watch a film, but some films would not be appropriate (too brutal, bloody etc., or the content)

At what age would you show a film? Other schools might think differently, but we

wouldn't recommend before 9th or 10th grade. You wouldn't show a film too often and carefully choose the film. It's always a question of why you are showing the film.

Mostly a film would probably be a film version of a book you have read with a class or that they have read. Looking at the difference between the film and the book version. Often the films will be completely different and might even destroy the inner pictures they have built up when reading the book.

A film should be first introduced with some background and even some tasks that the pupils are given before watching the film. A follow up after the film is also important, discussing the content, the actual filming, setting, characters and plot.

There are even lots of good clips in the internet nowadays about current events, and cultural things to awaken the pupils interest about the world today.

Some examples: Animal Farm (the film) , The Lord of the Flies and Dead Poets Society

Writing

Besides speaking, writing is one of the most important areas of learning in the upper school. The pupils should learn how to express their thoughts, to work with the language and show their ability in the English language. Before writing, the theme should always be looked at and discussed and it should be clear what is expected of the pupil. The pupils should know about writing in general (introduction paragraph, main part, conclusion)

different possibilities of writing:

- Give a beginning sentence or two...they finish the story
- Give a title: e.g, „Saying Good bye!“
- Writing a formal letter (a job application, or a letter of complaint)
- An informal letter to a friend
- Explaining how to do something : making a cake, building a kite, etc.
- Pro/contra essay about a theme that has been discussed (refugees)
- Writing about literature or films (with a specific task)

- Essays in general (with a given theme)
- Dictations

The development of the English language

It is interesting to look at the development of the English language and how it even came about up to the present time and the widespread use (and degradation) of English and how it might possibly be in the future. Also the theme of doing English literature (an overview), possibly in the 10th class is a theme in the English lessons.

Self-evaluation

In the upper school it is important that the pupils learn to do a self-evaluation and consciously think about their learning habits, and what areas of learning that they would still need to work on and put more effort into. Also their attitude towards learning and feedback for the teacher.