

Action-oriented Learning in Teaching with the Montessori Method

Assistant Prof. Dr. Filiz İlknur Cuma
Selçuk University/Turkey
filizilknur@yahoo.de

Abstract

In my paper, I will examine the ways in the active and creative learning with all sensory perceptions from the educational perspective. It concerns the integrated switching of individual learning techniques and learning strategies in DAF (GFL) instruction. First of all, I will handle action elements in foreign language lesson first become I, which different aspects, of action oriented of learning in foreign language instruction to treat. Here plays the positive effect of the Montessori Method, which emphasizes working with all sense channels. Because the more sensory impressions are opened, so much the better new vocabulary in the memory is stored. One assumes the learning in instruction to participate actively and the opportunity orders themselves to them by practical doing and experiences linguistic authority to acquire. A goal of my contribution is to develop an applicable method for foreign language instruction in order to make active, creative, motivating and discovering learning procedures possible. This carries high concentration ability and an improvement out of keeping achievement with the acquisition and promotes creativity. This is to carry an interactive learning procedure out for the increase of the quality in the foreign language authority.

Keywords: Montessori Method; foreign language acquisition; skill; activity-learning in language teaching; learning by doing, self-detecting learning; acquisition of vocabulary.

Introduction

In my paper, I deal with the question of how can an action-oriented teaching a foreign language to implement the Montessori Method with special regard to intercultural and communicative aspect.

The starting point of my study is to update the learners in a foreign language teaching, which should provide the Montessori Method is a free lesson atmosphere. A foreign language teaching approach, which builds on the action-oriented approach to the Turkish foreign language students, may take to process such updates and enhancements of information. This opens up the Turkish Foreign Language students more freedom to raise the rating of the function to use the German language as a communication tool and to acquire intercultural and social media skills. Such skills can serve as a key qualification for the preparation of problematic situations. For this contribution turns out that the action-oriented classes should solve as a form of open (expansive) and process-oriented learning the foreign language instruction from the teacher and textbook centeredness.

In the first part of my contribution, I agree with to the various aspects of activity-and action-based learning in language teaching with the positive effect of the Montessori Method. In the second part, it will be discussed at the action-based learning in foreign language classes as an alternative to traditional teaching by example. Here it is assumed that the students participate actively in class and they are given the opportunity to gain experience through practical action and language skills. At the end of the paper, I raise the question of whether an applicable method would be to develop the teaching of foreign languages, which allows an action-oriented teaching method additional learning opportunities, with the head, hands and hearts together to participate involved.

Action-oriented teaching

The teacher talk was carried out on the pros and cons of the arguments of many action-oriented teaching evaluations. Some teachers were of the opinion that it was just a buzz word and could not bring anything new. But so it is something new and has in some circles as a major goal expectations. Action-oriented teaching addresses the questions of what is an action-oriented teaching. How is it created and how should it proceed? On questions of what is action-oriented teaching, is defined as a holistic learning, i.e. active, intriguing, experimenting forming and self-learning (see Cros 1992: 20). The common thread here is the self or the self-discovering learning. How Thiering has expressed it, action-oriented teaching, and a self-learning activity should lead to the self. It is important that teachers create contexts that encourage the self-activity (See Thiering 1998: 304). It is also significant that all the appropriate property, meaning and problem contexts and the base material should be prepared together with the learners. Wöll, other hand, makes a comparison between conventional classroom instruction and action-oriented teaching:

Table 1: Wöll 1998: 23

Chalk and talk	Action-oriented teaching
Teachers lecture	Student activity
Listen	Plan
Watch	Play, perform
To write	Experiment, inquire
Steered reading, writing, speaking	Independent action in all areas
Knowledge transfer, reproduction their own actions	Acquisition of knowledge through
Performance orientation	Production free of constraints
Foreign control	Self-control
Head	Head and Hand

As can be seen from the table, it is the action-oriented teaching does not make for a permanent chalk and talk, but the possibility of diversity teaching creative, active and interesting. This form of teaching actually shows the need for new innovations in teaching pedagogy and especially in the foreign language teaching.

The conditions for the action oriented teaching, Cros mentions in three levels. These are as follows: In the psychological level, the readiness is placed in the foreground (see Cros 1992: 22). Here the relationship between teachers and students is important so that they define a closed and authoritarian style of teaching, but rather through a cooperative, forthright behavior of the teachers make. Cros reasons:

"Willingness to talk and availability of teachers beyond just teaching times out. This creates trust, and mutual misunderstandings and unnecessary stresses are reduced, which creates a relaxed learning and work situation. The motivation for working and learning is increased, which ultimately leads to a reduction of teachers. The adjustment to a changed understanding of the error term is required. Not the red-painted, and the error associated with them negative judgment to determine the classes, but the knowledge that mistakes are a necessary learning step. It follows that the negative feedback attitude is replaced by positive, which replaced the previously common conviction because of errors with the resulting lack of motivation by the changed view of mistakes as a learning step and by appropriate corrective behavior achievable motivation "(Cros 1992: 23).

On the didactic level, one runs on the four major goals. First, the interest of the learner, and secondly on the independent actions of the learners, thirdly, the opening of schools and teaching and, fourthly, to the relationship between thought and action (see Cros 1992: 23). Here I would like to draw attention to the fact that thinking can be included with the head and the hand action with what the Montessori Method is received in the learning process.

It is important that the language acquisition of thinking and acting commercial is performed. Because not only thinking with their heads to acquire cognitive and rational language skills, particularly with the "hand" (i.e. actively acting). Thus, not only the learning process is enhanced, but also the language and action competence (See Wöll 1998: 13). This indicates that contribute to the educational level of the action-learning the unity of thought and action is of great importance.

In the methodological level, the joint work of teachers and learners is very important. The teacher has to plan the task of the action -oriented teaching and learning in consideration of the conduct. Thus, the learners are involved in the planning phase. At the methodological level Cros's work on the four methodological steps on (Cros1992: 23).

In the preparatory phase, the goal of teaching and action gathered and structured the organization of work. This is followed by the discussion phase, where the students choose to work together and set the beginning and the progress of the work. In the development phase of work teachers and learners, but learners have to process the material that they selected, expanded and processed independently in group work. Finally, the work of the learner is presented in the evaluation phase (See Lazarou 1998: 38). Hereby finds that the occupying power of action-oriented teaching not only in the social sphere, but also in language acquisition and application area is an important place. The approach of action-based learning has an important role in the teaching of modern foreign language teaching.

Consequently, also makes the action based learning is a personally motivated learning from the learners themselves out, pursuant to his personal development level, the Maria Montessori in the early 20th Century manifested. The advantages and applicability of this teaching method are now scientifically explained by the latest findings of brain research and proven (See Ludwig, Oswald and Schulz 2008: 35). Therefore, we deal extensively with this method, the same conditions with the action-oriented teaching is. The Montessori Method, which is now distributed worldwide and recognized internationally, admits the children a variety of ways. Haefner says:

"The Montessori activity of the child but not regarded as an independent value, but as a means of building the personality" (Haefner, 1997: 17).

Starting from this point of view is the Montessori method of learning is not a given learning materials, but the individual development of cognitive structures in context, especially when the learner should take into account the emotional, linguistic and social aspects of learning. Even Piaget expresses to *"the child more through action than through the mind learns"* (Piaget 1974: 21).

Action-oriented Learning in German lessons with the Montessori Method

From the perspective of action-oriented teaching and Montessori-method basis, I deal different aspects of German lessons. This is not something new, because for many years, this issue has been discussed in depth and over again. How changing it expresses "... *One could assume that the realization has now established that students who are directly involved in the teaching process and get the opportunity to deal creatively with and in a foreign language, learn more easily and more effectively than others ...*" (Wicke 2004: 10). This statement confirms the student-centered and action-based learning in recent years has a positive effect in language teaching. There are now in Germany in the areas of curriculum and teaching practice a variety of new methods and models that enrich the teaching of foreign languages, not just let it be for the learners and teachers to a more attractive work area. Such conditions and motivation for learner-active German lessons would make in Turkey in the curricular and practical teaching areas, a new innovation. For in recent years has changed in the foreign language teaching in Turkey a lot. Unlike the traditional foreign language teaching, which is especially oriented to questions of the curriculum, teaching and learning of scrutiny, the didactics of multilingualism which is the characteristic of the research and development of the learner's perspective should be recognized.

The demand is for a foreign language teaching that is student-centered, i.e. action-and end of the lesson. This shows that the targets of the traditional teaching methods are no longer sufficient enough. For such a learner-oriented research other aspects are important. This is for the questions after a speech holding; language skills, language needs, language learning and language profiles (see horseshoe / Neuner, 2005: 14). This is not about developing a completely new didactic-methodical concept, but rather to clarify it in terms of the specifics of teaching and learning of subsequent foreign languages and to differentiate. Learners should be encouraged in a foreign language lesson with head, hand and heart to work.

Changing it expresses his opinion that "the German foreign-language teaching practices not only the mind and imparts knowledge, but the whole person is formed. The physical, as well as the intellectual, moral, social and the technical skills and skills training are stimulated. It is holistic and creative. The close connection between physical activity and learning opportunities open to an alternative and, above all, creative editing of a topic or text" (Wicke 2005: 12). These statements remind us to consider the Montessori Method, the same also from the perspective of learning, learning with head, hand and heart. Maria Montessori assumes that the central core of the Montessori worldview is the recognition of the child as his own personality, which works independently with individual learning strategies and learning processes. The view is the Montessori Method that you should leave the children presenting a fair environment, so that the child's interest in knowledge can be actively promoted. Thus, the children without external coercion and without instructions from adults to follow their interests and so the world around them through the skill to discover Montessori Maria Montessori was also a Montessori method, which is an educational methodology and already established as early as 1906 (See Helen Streit, 1999: 46).

In contrast to the closed method, as used for example in the frontal teaching is used, it is in the Montessori method is an open classroom. This also allows the teacher a better observation of the child or young person and they therefore find suitable educational activities helps to take in order to create the optimum learning for the child. The idea of the Montessori Method with the theme of Maria Montessori, "Help me to do it myself" made visible (Stein 2003: 23).

The starting point of the Montessori Method is, of course, learning by doing and with all the senses to work. These fixed points are also important in action-oriented teaching, the starting point. Thus overlap these two important starting points in the foreign language teaching. Not only in the areas school systems, but also in the academic areas of language teaching should be used in an action basis with the positive effect of the Montessori Method. The project work should include learning by doing, i.e. It is always equated with active work of the students. (See Wicke 2004: 137).

The practical actions, thinking and the acquisition of knowledge are as important as the end of experimentation and social life. Thus the focus of this work is that one should work, especially in foreign language education with an action-oriented teaching in terms of the Montessori Method, a creative, active, interesting, inspiring curiosity and promote self-detecting learning.

The use of learning in project-ends Discover German lessons

The self-detecting learning should help students understand difficult and new subject matter better and learn more effectively. Rather, the grammar, the use of self-discovery learning has shown a successful learning process. The frontal grammar instruction brings forth the other hand, the following problems:

First, the teaching of grammatical explanations is usually not easy to explain. Second, continues to lead to comprehension problems occur when the grammar lessons too fast, too much and too complicated to explain. Third, in general, the students do not follow the teaching of grammar, and concentration problems emerge (See Karagiannakis, 2011: 4) and the count must be afraid of grammar. Mainly, the students will also find in the textbooks, no extra help. Thus, the teaching of grammar to a vicious circle, i.e. the teacher tries to explain the grammatical rules and understand the learner does not exist. Then the students try to work with the help of a teacher to understand the rules but that it also ends without success. And finally, the poor results obtained in the teaching of grammar (cf. Karagiannakis, 2011: 4). Need to avoid this vicious circle; the students discover the grammar rules them to learn.

To promote a self-discovery learning three principles of Karagiannakis be used as a basis. These are: collect, arrange and systematize.

Students should try to solve an example of the structures. In the first, they should find the "nouns" and "not a noun." Then they have to figure out the problem and sort these nouns. Finally, it is systematized that means to systematize structures with symbols, which is formulated with its own rules. The systematization is carried out in two steps:

According to the explanations of the learners, they sorted the nouns as accurate. Here, they call out the features of the "article" and "extensions". She then explained the function of these characteristics as the gender of nouns with masculine, feminine and neutral (Karagiannakis, 2011: 5).

These rules are formulated, there are three criteria of Karagiannakis it has done in their term paper. The criteria are:

- a. Receptive: i.e. The selection of correct and incorrect rules applies to crosses.
- b. Reproductively: The rules prescribed by the learner should be partially completed, the fill in the blank.
- c. Productive: the learner, the regularities found in which they put it in the target or native language

(Karagiannakis, 2011: 5).

These examples show that one can get through the self-discovering learning an active, creative, interesting and collaborative learning Karagiannakis says: "In this way learners can formulate for them to understand and applicable rules. Even in the conduct of the individual steps that will lead to the discovery rule, they learn actively and in cooperation with the fellow learners. At the same time teachers can observe the learning process, to gain an overview of learning and understanding problems, and help where it is needed" (Karagiannakis 2011: 5).

The results show that the action-and action-oriented teaching a foreign language leads to the findings of progressive educational methods developed by Maria Montessori to an active, creative and experimental learning process.

These examples show that one can get through the self-discovering learning an active, creative, interesting and collaborative learning Karagiannakis says: "In this way learners can formulate for them to understand and applicable rules. Even in the conduct of the individual steps that will lead to the discovery rule, they learn actively and in cooperation with the fellow learners. At the same time teachers can observe the learning process, to gain overview of learning and understanding problems, and help where it is needed" (Karagiannakis 2011: 5).

The results show that action-oriented teaching a foreign language leads to the findings of progressive educational methods developed by Maria Montessori to an active, creative and experimental learning process and also it can assist to students in teaching, reading acquisition, active, caring, exciting and spontaneous. In particular, they have to write play themselves invented fun. This led her to write the occasion with special emotional, active and creative insights.

Based on this evaluation, we can say that the creative writing of play has promoted an active, creative and emotional learning, where learners were in foreign language learning with head, hand and heart to make an inclusive working. From my teaching experience, it can be seen these conclusions: all students in the classroom wanted to participated in lesson and they were willing to learn foreign language and also they enjoyed the things they did and they had self confidence to speak foreign language. Converting the chalk and talk in a action-oriented teaching, the teaching and learning environment has a positive effect. This evolved through innovation in the foreign language teaching methods and quantities and qualities as a learning process.

The action-oriented teaching a foreign language with the Montessori method is through the mediation of learning and working techniques to work independently and promote the autonomous completion of complex tasks such as on projects, provide sufficient space to allow can be developed in students awareness incidentally problem-solving thinking and acting (see Oswald / Benes 1988: 154). Teachers should, therefore, its instruction through action-oriented and with the Montessori Method work coordinated. Thus, the learner can gain experience and acquire skills in language teaching through practical actions. The action-oriented teaching a foreign language with the Montessori

Method is designed with the core principles of the learners in the Germanic countries a holistic education, so they can complete in a European institution or elsewhere in Europe. On the other hand, the students will basically deal with German as a second language besides English.

This work with the action-oriented teaching in terms of the Montessori method has the aim of young people much more clearly into the increase in responsibility for their own learning process in order to achieve at all levels and thus to release their full intellectual potential. So you should be able to implement active forms of learning. The action-oriented directional Down with Montessori Method offers a clear path. Quoted in Maria Montessori:

"The best methods are those which cause the student's maximum interest, which gives it the ability to work alone to make his own experiences and allow to alternate the studies with practical life" (Montessori 1966: 26).

Students can use their creative abilities using their practical life experience by writing play and acting it. So these factors make them excited to learn and speak foreign language. It should be taught to them using examples from practical life.

Conclusion

As a consequence, it can be suggested that the action-oriented language learning with the Montessori Method can make a positive impact on the learning process. It is important that also highlighted the independence, reliability, trust, and empathy and willingness to cooperate and the associated requirements for group and pair work belongs.

Finally, it is precisely here emphasized that the action-oriented foreign language instruction should be designed with the use of the Montessori Method of Germanistics departments to make an active and creative student-centered classroom. Thus, the quality and quantity of foreign language teaching is targeted. It should be assumed that the learning strategies such as the language learner and the learning situation in the action-oriented based lessons are taken into consideration in order to influence the learning process in foreign language teaching positive.

1. Biography of Author

My name is Filiz İlknur Cuma. I was born on 1 March 1969 in Ankara. I studied elementary and secondary schools in Fürstenrieder Schule in Germany between the years of 1977 and 1985. I studied at Eskişehir Cumhuriyet High School between the years of 1986 and 1989. I finished my undergraduate education at the department of German Language and Literature in Seljuk University between the years of 1990 and 1994. I got my master degree at the department of German Language and Literature at the Institute of Social Sciences at the University of Seljuk between the years of 1995 and 1998. I got my PhD degree at the department of German Language and Education at Hacettepe University between the years of 1996-2005. Institutions that I worked for: I was appointed to the position of research assistant at the department of German Language and Education at the Burdur Faculty of Education in Süleyman Demirel University. I was appointed to the University of Seljuk in August 2006. From that date, I have been working as a faculty member at the department of the University of Seljuk.

2. References

- Cros, R. (1992). *Unterrichtsvorschlag zu Handlungsorientiertem Lernen von DaF im Primarbereich. Primar.* 1, 20-23.
- Haefner, K. (1997). *Schule für eine computerisierte Gesellschaft. DLZ* 1.
- Haefner, K. (1998). In wie weit wird das Lehren zu schwierig für die Lehrer? *Pädagogische Rundschau* 52, 643-669.
- Held, A. (2000). *Die kognitive Entwicklung nach Jean Piaget.* Examenarbeit, Pädagogik- Reformpädagogik, Wuppertal, Grin Verlag für akademische Texte.
- Helenstreit, S. (1999). *Maria Montessori- Eine Einführung in ihr Leben und Werk,* Freiburg-Breisgau: Herder Verlag.
- Hufeisen, B., Neuner, G. (2003). *Mehrsprachigkeitsdidaktik- Tertiärsprachen- Deutsch nach Englisch. Europarat,* Strassburg: Landesverlag Linz
- Karagiannakis, E. (2005). Konkrete Poesie und andere experimentelle Gedichte im Deutschunterricht. Anregungen für einen kreativen Umgang mit Literatur und Sprache. In: *Literatur im Unterricht,* 3, 197-218.
- Karagiannakis, E. (2011). Guter Unterricht- Was ist das? Selbstentdeckendes Lernen Unterrichtsbeobachtung. In: *Reader zum Seminar MDE 3.4. Unterrichtsprojekte im Erwachsenenbereich, Schwäbisch Hall.* (Seminar work in Germany)
- Lazarou, E. (1998). Projektorientierter Deutschunterricht: „Denk- Mal“ - Ein Trichter zeigt, wie man's macht, in: GIIN u.a. (Hsg.): *Fremdsprache Deutsch, Zeitschrift für die Praxis des Deutschunterrichts,* Heft 18: Landeskundliches Lernen, Klett Edition Deutsch, Stuttgart, 38- 41.
- Ludwig, H., Oswald, P., Schulz-Benesch, G. (2008). *Grundgedanken der Montessori-Pädagogik: Quellentexte und Praxisberichte.* (21st ed.). Herder
- Montessori, M. (1966). *Von der Kindheit zur Jugend.* Freiburg: Herder
- Piaget, J. (1974). *Theorien und Methoden der modernen Erziehung.* Frankfurt/ Main: Fischer

Stein, B. (1998). *Theorie und Praxis der Montessori- Grundschule*. Freiburg: Herder

Thiering, C. (1998). Handlungsorientierter Unterricht und handlungsorientierte Leistungskontrolle. *Praxis des neusprachlichen Unterrichts*, 45, 304- 313.

Wicke, R. E. (2009). *Aktiv und Kreativ Lernen. Projektorientiertes Spracharbeit im Unterricht, Deutsch Als Fremdsprache*. Ismaning: Huber

Wöll, G. (1998). *Handeln, Lernen durch Erfahrung. Handlungsorientierung und Projektunterricht.. Grundlagen der Schulpädagogik*, 23, Hohengehren.