

GUIDE FOR THE APPLICATION OF THE MONTESSORI METHOD TO TEACHING 2nd LANGUAGE IN ADULT EDUCATION



SECOND EDITION

**Erasmus+ Strategic Partnership in the Field of Adult Education
Montessori Method in Teaching 2nd Language to Adults –
MMTLA**



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PREFACE:

Educational innovation is a high priority contributing to key targets on adult learning, upskilling and modernization of training in the Europe 2020 strategy and the European agenda for adult learning (European Commission, 2013; Barroso, 2012; Council of the European Union, 2011). The Montessori Method is a rather old but very effective educational method that has been implemented especially for the education of children. It is based on the individual needs of each learner and therefore it can address the learners' needs in different education fields and training sectors and take into deep consideration the personal attitude, learning time and psychological blocks. According to Ryniker and Shoho (2001), the Montessori approach is based on the idea that learners learn most effectively when information is developmentally appropriate.

The main objective of the project 'Montessori Method in Teaching 2nd Language to Adults-MMTLA' is to define a method for language teaching based on the concept of the Montessori' methodology which can be adaptive, intuitive, easy to implement, practical and easy way for people of all ages to understand the concept of learning language and improve much better and learn languages.

This manual guidebook is prepared by the full contribution of all project partners for the transfer of the Montessori Method in language teaching/learning to adults. The manual guidebook contains the philosophy of Montessori Method, its principles and the reports of teacher training activities in partner countries.

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PART 1

THE MONTESSORI METHOD FOR ADULTS

1. INTRODUCTION – MONTESSORI METHOD FOR ADULTS

‘My vision of the future is of the individual passing from one stage of independence to a higher, by means of their own activity, through their own effort of will, which constitutes the inner evolution of the individual.’

Maria Montessori, 1996 [1948]



Who is Maria Montessori?

Maria Montessori (1870-1952) was born in Chiaravalle, Italy. She was the first woman to practice medicine in Italy. She developed interest in education for children with mental retardation and studied with Jean Itard and Edouard Séguin, two pioneers in this field.

In 1901, she was assigned as the director of a psychiatric clinic associated to the University of Rome that was dedicated to the care of children with mental retardation. There, she put into practice the idea of having a scientific approach in the field of education, a theory taken from her two references and based on observation and experimentation. In two years, she succeeded in helping eight children from her institute to pass the official exam in reading and writing competences for normal children of the same age. This "miracle" that amazed the world made Maria Montessori reflect on the state of general education:

"While the whole world admired the progress of my disabled children, I searched the reasons why children at normal schools were kept at such a low level, that even my unfortunate students were able to equal them in exams that measure their intelligence! I started to convince myself that if similar methods were applied on normal children, they would develop or free their personality in a surprising and wonderful way".

With this conviction, and with the purpose of preparing herself for her new role as an educator, Montessori studied Philosophy, Psychology, Education and Anthropology. In 1907, she had the opportunity to implement her ideas when she was offered to create a nursery for children between 2 and 6 years old in a housing development in San Lorenzo, an impoverished town in Rome where families with illiterate working parents lived. This nursery was called "Casa dei Bambini" (Children's House).

The environment itself will teach the child, if every error he makes is manifest to him,

without the intervention of a parent or teacher, who should remain a quiet observer of all that happens (Montessori, 1972, p. 38).

Based on her observations, Montessori implemented a number of practices that became hallmarks of her educational philosophy and method. She felt by working independently, children could reach new levels of autonomy and become self-motivated to reach new levels of understanding. She also experimented that with allowing children free choice of the materials, uninterrupted work, and freedom of movement and activity within the limits set by the environment. She saw that independence as the aim of education and the role of the teacher as an observer and director of children's innate psychological development.

One of the basic tenets of Montessorian education, in fact, is that learners should be given the opportunity to come to grips with the problematic aspects of the reality they encounter every day. Thus, little children in Montessori schools learn to come to grips with the problems of equilibrium they encounter daily by using special tower-building materials and playing special movement games.

What adult learners collide with, in encountering a new and different cultural reality (on a trip abroad or in a conference with numerous foreign delegations) is not the strangeness of the other party's use of grammar – indeed, their grammar may not even be perceived. What adult learners collide with empirically is exactly what little children and illiterate immigrants collide with, in interacting with speakers of other languages: the strangeness of the sounds and rhythms and prosodic effects that their interlocutors emit, the strangeness of their behaviour or expectations or assumptions; the strangeness of their “way of saying things”, in particular their idiomatic usages. Learning to come to grips with these problems and others like them – not with the target language grammar or vocabulary per se – therefore constitutes the priority in any Montessorian language course for adults. Such a course addresses the needs arising from the felt experience of learners in real-life situations.

The methodology of Montessori Method is adaptive and easy to implement teaching language to adults. Moreover it is accepted by other members of the European Community as an intuitive, practical and easy way for people of any age to understand and learn languages effortlessly. It addresses the needs of learners in different education and training sectors and combine traditional face-to-face workshops with e-learning and ICT based learning.

As Boldrini said ‘Some authors affirm how the formal education risks being not inclusive if it doesn’t take into account the personal and social background of the adults (Gardner and Novotni, 2003). To interact effectively with others, an individual must be attentive, responsible and able to control impulsive behaviours (Landau, S., & Moore, 1991). Adults with disadvantages are often inattentive and forgetful and typically lack impulse control. Their social situation can become an "invisible disability" creating further barriers towards the reintegration in the labour market.’¹

¹ Boldrini, F. (2015) Montessori method for orienting and motivating adults a model for the application of the method in adult education.

Experiences and Indications for Teachers, Experts and Common

According to the linguist and interculturalist Patrick Boylan, “language is an overall modulation of social behaviour created by repeated reactions to meaning-sharing events and by repeated attempts at (co-)producing such events in response to a felt need to represent something (to oneself, to others), to do something (through representation), and in any case to be something (through representation)” (Boylan, 2002: p. 167)

According to Pallotti "second language" is "any language learned after the first, then also [the] third, [the] fourth, etc. ..." (Pallotti, 1998: p. 13). He also reminds us that "the expression 'second language' is often used in contrast with the expression 'foreign language'. A second language would be a language learned in a country where it is regularly spoken [... while] a foreign language would be a language learned in school or training settings, in a country where it is not spoken" (Pallotti, 1998: p. 13, our translation).

Pallotti's distinction is, however, a useful reminder to teachers of languages in school and training settings, to find ways to furnish occasions for real-life contact with speakers of the language being taught. Each adult learner has his/her own learning needs and priorities. Therefore, language teachers, at the beginning of a course, must discuss at length, with their students, the most likely specific future uses of the language to be taught and, once the varieties and social contexts have been defined, prepare appropriate learning materials, useful for cross-cultural communication. Teachers should be careful while choosing appropriate textbook or didactic videos to teach the target language exclusively.

At the same time, teachers should help learners to discover, any inner motivations for choosing to study a second language that these students might have.

Three such motivations, frequently encountered in adult learners are:

The desire to escape from their daily routines and discover new cultures and ways of life through learning a new language;

The desire to redeem a previous unsuccessful (and perhaps unhappy) language learning experience by successfully (and enjoyably) acquiring a needed second language;

The desire to acquire the breadth of vision (and social prestige) associated with bilingualism and acquired when languages are taught not just as grammatical systems, but as new ways of seeing as well as using it.

Teachers should permit learners to discover their passion to learn second language by letting them freely choose their learning materials and learning activities not only in the classroom but also the resources they can find in their home towns. They could be invited to try to establish contacts with native speakers (tourists or foreign students spending a semester in a local university etc. or all native speakers in case of L2). They could also search for institutions related to the culture of the target language they are studying. In seeking out native speakers, learners will inevitably use the language they are studying and discover, from real life experience, how behavioural factors affect the quality of their reciprocal

understanding, more than the purely verbal aspects.

In addition, let us not forget that Montessori's first aim was not to pour knowledge into the minds of learners, but to form rich and autonomous personalities.

The environment itself will teach the child, if every error he makes is manifest to him, without the intervention of a parent or teacher, who should remain a quiet observer of all that happens (Montessori, 1972, p. 38)

Although these quotes refer to children, we can easily adapt them to learners of all ages. In case of quote 1, Montessorian language teachers must respect the intelligence as well as the idiosyncrasies of their adult learners; thus, they must let the inner needs of their learners manifest themselves by offering them a non-linear, non-pre-established syllabus, i.e., a syllabus that evolves as learners gradually discover, from lesson to lesson, what really interests them in their encounter with a second language and culture, and manifest their interests by the activities they choose to undertake and the degree to which those activities seem to absorb them. This means, first of all, that the teacher must give up her/his preconceptions about what “good teaching” entails and what students “ought” to be doing during a lesson. The teacher should provide students with the tools that allow them to solve, on their own, the problems they are facing, or simply to achieve, on their own, the learning goals they set, and which may evolve over time.

The second quote is closely connected to the first one: educate the learner to become independent. Let learners freely invent solutions to their learning problems.

The third quote refers specifically to the ethical sensitivity of the child and considers the moral and spiritual dimensions of each learner. This perception of the child's radical integrity, extended to adult learners, requires the language teacher to tell the truth about what it means to learn a language means (and also what institutional impositions, if any, have to be dealt with). “What it means to learn a language” is an act of discovery.

The Montessorian teacher does not offer a pre-programmed package of what the “best” textbooks propose as model curricula, but seeks to discover what really helps specific learners grasp what they see as problematic in encountering second languages and cultures in their real-life manifestations.

2. THE PRINCIPLES OF THE MMTLA MODEL

Montessori is driven by respect for the child, by non-judgmental observation and compassionate kindness, and by a nurturing environment that gives autonomy with support. This approach will be a mirror of the Montessori classroom in the adult world, too. Adults, like children, are naturally peaceful, and curious, and good. And what is needed are structures and practices that give the freedom and support for the inherent goodness, peacefulness, and curiosity of the adults to blossom; in the way that the Montessori method does so for children.

Montessori language teaching can be defined as an approach based on a full immersion in

a language environment with self-corrective activities, fostering autonomy and the quintessence of problem-solving learning by developing the critical ability towards a foreign language.

Montessori language teaching with adults and young adults can be defined as an approach based on activities aimed to the development of each learner's criticism towards foreign language studies and how to succeed. To reach this goal, most activities are self-corrective, to encourage the autonomous learning. The full application of these principles and the methodology allows a natural language learning among adults over 20 years old, by eliminating or, at least, alleviating the major causes of stress and inhibition.

Language teachers often meet the same problems, above all with adults, immigrants or young adults over 20, such as a refusal to learn new languages and trainees' early abandon of their training course, often due to the lack of time and the idea that in adult age, learning a language is much more difficult. This is mainly due to an obsolete approach to languages, often too standardised, without keeping in due consideration the adults' psychological blocks and individual learning times.

The Principles of the Montessori Method for the actualization of the Montessori Method and its application in adult education are:

- The Absorbent Mind
- Learning Environment
- Experimentation and Exploration
- Observation
- Independence.

3. ABOUT THE PROJECT AND TARGET GROUPS

In recent years, sustainable social and economic development, along with intercultural dialogue, has been sought through efforts to ensure universal access to high quality education (UNESCO, 2013; Europa 2009). In parallel, individual nations, and economic groupings such as the European Union, have been calling for a fundamental transformation of education to develop new competences among their citizens if they are to remain competitive. Educational innovation is a high priority contributing to key targets on adult learning, up-skilling and modernization of training in the Europe 2020 strategy and the European agenda for adult learning (European Commission, 2013; Barroso, 2012; Council of the European Union, 2011).

The Montessori Method is a rather old but very effective educational method that has been implemented especially for the education of children. It is based on the individual needs of each learner and therefore it can address the learners' needs in different education fields and training sectors and take into deep consideration the personal attitude, learning time and psychological blocks. According to Ryniker and Shoho (2001), the Montessori approach is based on the idea that learners learn most effectively when information is developmentally

appropriate. From this perspective, this approach encourages learners to create an atmosphere in which everybody works cooperatively not competitively. Personal independence, self-discipline and initiative are other important tenets of this approach. Learners decide what to do and when to do freely, there is no interference. They also develop creative and critical thinking abilities with self-corrective activities, thereby enabling them to be autonomous learner.

The main objective of the MMTLA project is to define a method for language teaching based on the concept of the Montessori methodology which can be adaptive, intuitive, easy to implement, practical and easy way for people of all ages to understand the concept of learning language and improve much better and learn languages. With this through this project it is also aimed at introducing the Montessori Method to the field of language learning as for adults and promoting the acquisition of key competencies and skills throughout the education and training system.

This manual guidebook is prepared by all partners for the transfer of the Montessori Method in language learning to adults. It is primarily addressed to language teachers and describes analytically how to implement the principles of the Montessori Method to adults over 20. Then each partner country will organize face-to-face and online training workshops for at least 15 language teachers (per country) on Montessori Method. The target group of the project is language teachers and adult trainers and adult trainees (immigrants, young adults who want to learn target language).

4. THE EXPECTED RESULTS OF THE PROJECT

The language teachers trained on Montessori approach can also apply this method in their trainings and courses.

Low-skilled adults (over 20) will learn 2nd or 3rd language and can find better jobs to work that can give a chance of promotion and improve his/her living standards.

Refugees and immigrants who learn native language of the country will integrate with citizens easily.

Immigrants and refugees (especially women) can realize their daily routines without asking for help.

PART 2

THE PRINCIPLES OF MONTESSORI METHOD FOR ADULTS

1. PRINCIPLE 1: THE ABSORBENT MIND

Introduction and the General Principles

The absorbent mind is the sponge-like capacity to absorb from the environment what is necessary to create an individual from his or her specific culture. It is the quality of the child's mind up to the age of about six, when there is a transition to the reasoning mind we have as adults. Every little child learns to speak his mother tongue. And no one teaches him the vocabulary, the grammar, or the syntax. It happens every day in every country at just about the same time. It's a rather amazing feat! If you have tried to learn a foreign language later in your life, you know it is not so easy. Yet every little child does it effortlessly. How? Through the absorbent mind. If the child is in an environment where he hears the language, he will speak it. As the child absorbs words and their meaning along with the context and the emotions behind the words, she begins to construct the ability to communicate. Children absorb not only their language, but the traits of their families and communities. They learn how and what we eat, and how to behave in certain situations. Some of it is consciously taught, but a great deal of it is simply absorbed through this powerful child mind. Children absorb through a process Montessori called "mental chemistry," and actually build themselves and their identity through what they absorb. To compare the absorbent mind with the reasoning mind, let's compare a photograph with a drawing.²

Both of these images are of a cup.



In the photograph, every detail is captured exactly as it is: the colour, the texture, the angle,

² <http://ageofmontessori.org/the-absorbent-mind/> retrieved on Jan.20,2021

the background. It is fixed and it remains as it was at the moment the picture was taken. In the drawing, the detail is as much or as little as the artist chooses. It may be the artist's idea of the cup rather than any specific cup, and it may or may not include background. The absorbent mind is more like the camera. What the child takes in during the absorbent mind period is taken in effortlessly and remains as the foundation of his or her personality. What the child takes in later in the reasoning mind is taken in through conscious work and memory, and is not so foundational to the personality. Montessori's understanding of the power of the absorbent mind in the first six years of life is a great gift. It teaches us that we can prepare a rich environment for the young child and, as he simply lives in the environment, he absorbs from it and learns. In the Montessori early childhood program for ages 2½ through 6, we introduce the children to all manner of interesting activities, including language, mathematics, the sciences, music, art, and geometry. Through the power of the absorbent mind, we can give our children a broad and deep foundation, when it is completely effortless for them to learn. Through the amazing "mental chemistry" of the absorbent mind, the child builds his or her identity with wide interests. The child learns through self-chosen, engaging activity and builds a solid base habit of thoughtful concentration and structured learning.

Children between the ages of 0 and 6 have a different mind than adults. Their cognitive processes are different both in times and potential. Maria Montessori calls it the "absorbing mind", comparing it to a camera that can capture any image at any time, preserving all its details.

In Maria Montessori original theory this mind has the characteristic of absorbing the elements present in the child's living environment: through experience the child stores elements without the slightest effort, such as norms, languages and modes of behaviour. The child learns without the real will and consciousness to do so. This period of the child's life is very valuable because the foundations of character, intellect and personality are laid; day after day the child builds himself according to the experiences he makes in the world.

The absorbing or absorbent mind allows the realization of the realization of a phenomenon that Montessori, with a beautiful expression, defines as "mental chemistry": it is as if a chemical reaction were created between the environment and the child, which causes the impressions of the former to become incarnate in the mind of the latter, forming and transforming it, to the point that he ends up resembling what surrounds him: "Children become like the thing they love".³

In this sense, therefore, the mind of a child is different from that of an adult: it does not possess logical thought, rationality, conscious memory; it is an unconscious mind, not rational, assimilating and omnivorous, since, being still incapable of selecting the elements around it, it impregnates itself with everything that its environment communicates to it.

This does not mean that the mind of a child is inferior to that of an adult (as we are often led to believe): it is simply different. Certainly, not all these complicated processes follow the

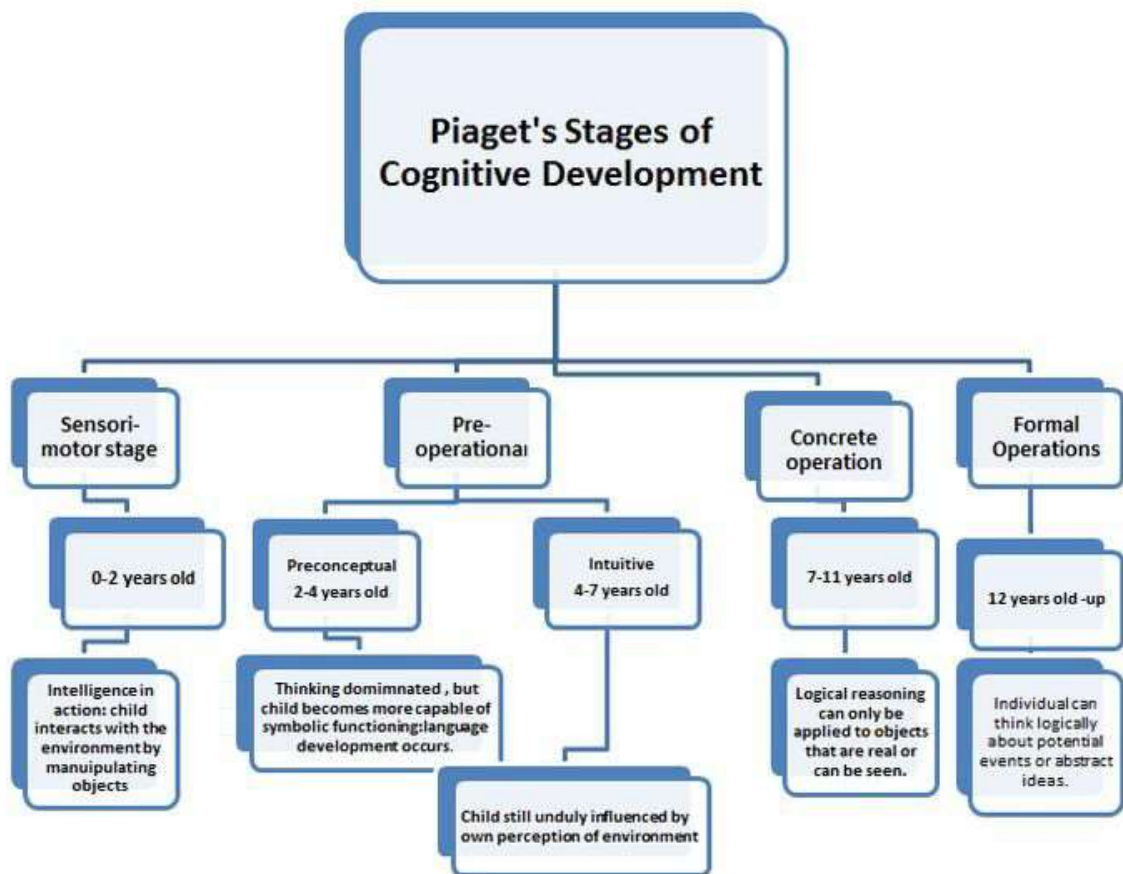
³ The absorbent mind, 1949

functioning that is established in the adult, because the child has not learned a language as we could learn a foreign language, with the effort of our mental faculties, but he has acquired a stable construction, exact, wonderful, like the embryonic constructions of an organ in an organism. That is, there exists in the little child an unconscious state of mind which is creative, and which we call the "absorbing mind". And the absorbing mind builds not through voluntary efforts, but on the guidance of "internal sensitivities", which we call "sensitive periods", because the sensitivity lasts only temporarily, it lasts until the purchase that nature must make is completed. So, for example, if in a child the language nebula finds obstacles to development and the constructive auditory sensitivities do not work, the result could be a deaf-mute who has all the hearing and speech organs perfectly normal⁴

Technical Characteristics: Related Concepts

Children between the ages of 0 and 6 have a different mind than adults.⁵

Concepts are fixed in the child's subconscious as on photographic film and are processed by the unconscious. In this way, for example, the child absorbs language: processing it for a long time within himself and then suddenly starting to say the first words.



⁴ The absorbent mind, 1949

⁵ <https://www.stateofmind.it/2016/05/sviluppo-cognitivo-piaget/>

The absorbent mind develops in two stages: UNCONSCIOUS AND CONSCIOUS

UNCONSCIOUS (0 to 3 years old) the first three years are called the spiritual embryo years, a period in which the absorbing mind is unconscious and cannot be influenced directly by the adult, but only by the environment. During this period the child absorbs the environment around him and the countless pieces of information that come to him through the senses. He is guided by his own inner teacher and forms the character of the adult he will become. In the unconscious mind the various difficulties that we experience in learning, for example, a very simple language or an extremely complicated language are not encountered. Evidently, as there are no difficulties, there are also no gradual developments relating to these difficulties. The whole is taken in the same time period. Now this acquisition is not comparable to the effort of memory that we have to make, nor to the lability of our memory which easily lets its evanescent purchases escape; because in the unconscious age language is indelibly printed and becomes a character that man finds established in him. No language that is added to the mother's language will become a character, and none will be as sure of possession as that. [...]

CONSCIOUS (3 to 6 years old) the second stage of the absorbing mind, which runs from three to six years old, is called the social embryo. At this stage the child begins to be autonomous, having developed primary skills including movement and language. His mind is still absorbing, but he is also able to learn new skills through conscious and free effort. His mind is therefore referred to as the 'conscious absorbent mind'. The child becomes an integral part of society. He is able to leave the family for short periods of time, seeks integration with other humans, and begins to show signs of empathy and understanding of social conventions. The first six years of life are of paramount importance because at the end of them the basic personality will be complete.

The concept of absorbing mind allows the child to assimilate what is external to him and then to know what he has accumulated in the so-called MNEME (term of Percy Nunn to indicate that vital, superior memory that he does not remember consciously). Unlike the adult, he embodies in himself all the things he sees and hears but does not remember them. For example, in language it does not remember sounds, absorbs them and then pronounces them perfectly. The adults, then, acquire knowledge with their intelligence, while the little ones with their psychic life.

On this level, Maria Montessori formulated the concept of nebula, understood as a mysterious potentiality closely linked to sensitive periods (first discovered by De Varies). The nebula of language does not possess the particular forms of language, but offers the possibility of building one through the unconscious process of learning. Each acquisition is made easily if it occurs in the corresponding sensitive period, otherwise it will be obtained with effort and effort. From the nebula of language, the child receives stimuli and directives to create in him the mother's language which is peculiar to his environment and which he absorbs according to certain laws. Thanks to the nebular energies of language, the child becomes able to distinguish the sounds of spoken language from other sounds and noises that come to him

from his environment.

"The child is therefore clear; he does not inherit a pre-established language model, but the possibility of constructing one through an unconscious absorption activity"

"The child is directed by a mysterious, wonderfully great power, which he gradually embodies: he thus becomes a man and is made a man by his hands, by his experience: first through play and then through work."

Absorbent Mind and Learning Language

It is clear that in the psychic "creation" of man there must be a secret fact. If we learn everything through attention, effort of will, intelligence, how can the child who is not yet endowed with intelligence, will and attention undertake his great construction? It is evident that a mind with powers all different from ours acts in it and that therefore a psychic functioning different from the conscious mind can exist in the unconscious.

Language is the example that can lend itself more clearly to giving an idea of this difference of mentality, because it lends itself to a direct and detailed study of observation.

Let's take language for example. It is certain that man must possess and be inherited the whole new quality of playing a language that is related to intelligence and the need to transmit thought for social cooperation. But there is no particular language. Man does not "speak a language" just because he grows up; like a little dog, which, in any part of the world, even if isolated from other dogs, barks. Language comes little by little, and will develop precisely during the inert and unconscious era of early childhood. It is at two years or two years and three months that the child speaks distinctly and precisely reproduces the language that those around him speak. It does not hereditary reproduce the language of the father and mother. In fact, if a child is estranged from his parents and his people, he is put in another country where another language is spoken, he assumes the language of the place where he is. [...]⁶

Language therefore develops from scratch from the child himself. It develops it naturally, yes, that is, it has this hereditary power, but it develops it itself, in itself, taking it from the environment. Nothing is more interesting than recent psychology studies of exact observations of language development in children.

Let's take language for example. It is certain that man must possess and be inherited the whole new quality of playing a language that is related to intelligence and the need to transmit thought for social cooperation. But there is no particular language. Man does not "speak a language" just because he grows up; like a little dog, which, in any part of the world, even if isolated from other dogs, barks.

Language comes little by little, and will develop precisely during the inert and unconscious era of early childhood. It is at two years or two years and three months that the child speaks distinctly and precisely reproduces the language that those around him speak. It does not

⁶ Dr. Montessori, The absorbent mind, 1949

reproduce hereditary language of the father and mother. In fact, if a child is estranged from his parents and his people, he is put in another country where another language is spoken, he assumes the language of the place where he is. [...]⁷

Children absorb language, certainly unconsciously, in a grammatical way; and while they remain apparently inert for a long time, all of a sudden (or rather in the space of about two years and three months), they show an almost explosion phenomenon of a language already fully formed. Thus there was an internal development during the long period in which the little one was unable to express himself. It was processing all the language in the mysteries of its unconscious, with the rules that put words in the grammatical order that is necessary to express thought. This is what children do with respect to all possible languages.

The simplest, such as those of certain African tribes, and the more complicated, such as the German or Russian, are all absorbed during exactly the same period of time; and in each race the child begins to speak around two years of age. This was certainly the case in the past as well. Roman children will have spoken that Latin language so complicated in its cases and declensions and so difficult to be learned by the young people of our times who attend high school; and, in India, little children will have spoken Sanskrit, which is of almost insuperable difficulty for today's scholars.⁸[...] Maria Montessori, *la mente Del bambino*

Montessori Inspired Projects in the Adult Education

The principles of the absorbent mind can be applied in the initial phase and during the adult learning process both in relation to the learning environment, but above all to the motivation and welcoming, orienteering of the learners, and the work is only at the beginning very much: there is still a lot to study and experiment.

The approach of the MOMA project⁹, for example, is based on the effort to overturn the traditional assumptions of being Montessori with characteristics suitable for the involvement of vulnerable target groups in formal education systems. In recent times and in the terms expressed by social pedagogy, these problems have been clearly expressed by Paulo Freire in his important book 'The pedagogy of the oppressed'. Freire's conclusions¹⁰ are in favour of the application of a specific pedagogy and of a consequent "special" teaching aimed at making these obstacles less evident and at creating a learning environment capable of responding to the needs of adults. But, if the educational tradition shows that the issues raised by inclusive teaching are clearly evident to authors and pedagogues (Knowls et al.). The consequent potential revolution of methods in terms of preventing the concrete risks of a didactic approach not dedicated to adults can turn out to be just a paper revolution. The MOMA project therefore has the ambition to take established and tested conclusions: those of

⁷ *ibid*

⁸ Dr. Montessori *The absorbent mind*, 1949)

⁹ https://www.montesca.eu/wp-content/uploads/2015/06/MOMA-MANUAL_IT.pdf

¹⁰ P. Freire, *La pedagogia degli oppressi*, BO, Feltrinelli, 1968

Montessori teaching, to suggest a change of vertical and horizontal target: change recipients, who become adults; change perspective and define the contents in terms of "lifelong learning". The expected results on which the hypotheses underlying this project are based on, therefore, the proposal for an effective application of the teaching of Maria and Alice to vulnerable target groups, whose difficulties in being involved in a formal educational path may also originate in the cultural resistance of adults and their distrust of education as a chance to have a better future. Naturally, the Montessori Method must be thought of in a different context, especially taking into account the influence that social communication and technologies also have in the new research paths show us the way to adults.

Here lies the future work of researchers who want to create new paths inspired by Maria Montessori's method, trying to find out to what extent her studies, her theories and her achievements are applied in adult learning from a lifelong learning perspective.

2. PRINCIPLE 2: LEARNING ENVIRONMENT

In using the Montessori Method, either for children or for adults, the learning environment is a crucial aspect, which has to be taken into consideration by the teacher.

Learning environment refers to both the physical and emotional setting in order to enhance results, make learning a natural process and keep the learners engaged into the activity.

Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example. So, a crucial responsibility of a teacher is to develop a learning environment where students feel motivated to learn within the boundaries and expectations of a safe classroom. Regarding physical space, there are numerous studies which show that a less crowded, clean and ergonomic placement of furniture and learning materials clear the mind of stress and make it ready for learning.

Concerning the emotional environment, it is important to focus on creating a safe and open space for the learners. A positive learning environment should be: a safe place that students feel comfortable, an active, engaging atmosphere, where an instructor and learners can communicate freely and effectively.¹¹

Humans naturally take in information more easily when they are at ease. Stress not only hinders our learning but actually goes so far as to make us forget what we've learned before. Considering that you are teaching adults, open communication is not only the best option but also the key to make them feel heard.

By modelling and encouraging a safe environment and purposeful rules, learners feel motivated to learn and to help one another.

Learning Space One Other.

The Montessori classroom environment is unique, characterized by a student-centred approach that enables students to manage time, exercise choice, organize themselves, and practice self-regulation within a group context. This development of independent self-management is crucial to succeeding.

Montessori's idea of the prepared environment was that everything the student came in contact with would facilitate and maximize independent learning and exploration. This well-ordered environment has a lot of movement and activity. Learners are free to choose their activities. Here, they experience a combination of freedom and self-discipline, as guided by the environment.

¹¹ How To Create A Positive eLearning Environment With Animation, <https://elearningindustry.com/create-positive-elearning-environment-with-animation>, accessed on 24 December 2020

The purpose of the Montessori environment is to develop the whole personality of the learner, not merely his intellect. By guiding the student through the five areas of the Montessori curriculum (Practical Life, Sensorial, Language, Mathematics, and Cultural subjects), he has the structure which is at the forefront of the creative work in a Montessori classroom. So, the environment must give the student the opportunity to choose what he does.



Montessori furniture should be laid out in an open plan that encourages learners to move from area to area to learn. The room should have plenty of natural lighting, preferably with at least two walls facing the natural outdoor environment. There should also be an open door so learners can go in and out as they wish. Instead of harsh fluorescent lighting, use soft floor lamps or table lamps to supplement the natural sunlight and make your Montessori room

feel homey.

In other words, some of the key elements that would define the Montessori environment are: natural materials instead of synthetic (make best use of the natural lightning, use soft colours, wood - avoid plastic and cluttered areas), no rigid focal points (organize a fluid learning environment – avoid the teacher being the sole focal point, or orienting all furniture towards a board, for example), accessible learning materials (allow learners to choose freely their resources of interest, be sure to encourage creativity within limits).¹²

Montessori Classroom Organization. The Concept of Mixed Different Ages and Levels

In Montessori classroom, there are adequate spaces for group and individual activities. In them, the learner can develop and enhance their skills. All the areas are designated for certain purposes in the classroom. There are shelves or tables with a variety of attractive materials.

One of the first things you notice when you walk in a Montessori learning area is that the rooms are not divided by age. You will see learners of different ages working together and socializing happily.

In a Montessori classroom, learners operate within a balanced structure of freedoms and responsibilities, free to follow their inspirations with work that stimulates and satisfies their inner motivations, while remaining responsible for tackling challenging and difficult work

¹² The Montessori classroom: inspired design,
<https://montessoriacademy.com.au/montessori-classroom-design/>

head-on. The concept of mixed ages promotes an atmosphere of cooperation, teamwork, and peer teaching. The design of the materials and the structure of the tasks lead students in the development of self-discipline.



Regarding adult education using Montessori principles, the mixed learning environment could be obtained by mixing different level learners, in order that the less experienced can learn from the more experienced ones. At the same time, coaching skills are trained, as well as cooperation and mutual understanding between learners.

Resources

In the learning process, it is the hand operating the brain that creates learning. Montessori called the hand „the instrument of the intelligence”. One of the educational tenets of Montessori education is that we should never give to the brain more than we give to the hand.¹³



The resources which are available in a Montessori class for adults should be displayed within easy reach for all of the participants. These materials are not for the use of the instructor but for the adults who are participating in the class. They would have to be displayed according to their interests. The materials that the participants will use should be specially projected, which would stimulate them to engage in learning activities chosen freely.

Photo by Cottonbro on pexels.com

The resources should be put on open shelves, visible to all the participants and grouped on all four areas of development: practical life, language, Math and sensorial life. Each resource must have its own place every time. These materials represent the curriculum which the instructor wants to present, offering the possibility for adults to work independently, with great pleasure and interest, thus stimulating their attention and self-control.

¹³ Paula Polk Lillard (7 September 2011). *Montessori Today: A Comprehensive Approach to Education from Birth to Adulthood*. Knopf Doubleday Publishing Group. p. 27. ISBN 978-0-307-76132-3. Retrieved on 30 May 2013.

The adult is free to choose any material which has been presented to him/her and after they are done getting information from it, he/she should put it back in its place. In order to arouse their interest this material should contain new, complex forms, to develop their intelligence and their physical balance.

The following materials could be used in a Montessori class for adults: English dictionaries and thesaurus which represent the first materials from which the adult can form a holistic image on the language that he is studying and which he/she could use to search the meaning of new words and improve their vocabulary. They can also see the pronunciation of new words. Of great help could be English newspapers and magazines, which could be used for developing their reading and comprehension skills.

A variety of online resources could also be offered on a computer which could be helpful for improving their vocabulary, learning new expressions. There can also be displayed novels, not only from popular British and American writers, but also books on History, Science, Arts, Philosophy, thus, the learners can broaden their cultural knowledge. There is no time limit for an adult learner in the Montessori class for any material. He/she can use it as long as they are motivated to use them. They are offered the freedom of choice in a proper environment which can satisfy their own needs.



These materials also offer the possibility of self-evaluation. The adults must also respect the cultural diversity and the freedom of exploration. In this environment, the adults can actively explore the materials but also they can interact with the other adults exchanging ideas and having conversations about the topic they have studied.

All of these resources form an important part of a Montessori class. They can lead to developing the learner's language skills and motivation.

Space Management

The task of a teacher in a Montessori class is to support, to coordinate and to lead the activity of the adult. The instructor holds the role of a guide. He/She assures and leads the use of educational means, clarifies and facilitates each type of activity that the adult chooses to

have during the class. He/she also reduces the waste of time, guides if there is a certain imbalance which occurs in the activity of the adult.

The space in a Montessori class has a different dimension as opposed to the traditional education. The display of the furniture and of the resources is according to the areas of development and allows each adult to easily choose the area that he/she wants to do a research from. In the composition of the school furniture, it is very important to have such pieces of furniture for places of study for the adults. Also, from a pedagogical perspective, the pieces of furniture and the resources must be installed and placed according to the educational objectives which the instructor wants to have.

The educational space in a Montessori class follows a few guidelines: simplicity, functionality, durability and modularity. All these attributes offer the adult functional autonomy and also the possibility to organize the educational activity according to the Montessori education, i.e. on area of development.

3. PRINCIPLE 3: EXPERIMENTATION AND EXPLORATION

It is widely known and accepted that since people are so different, they respond better to different approaches in detriment to others. Therefore, there are different learning styles that correspond to different profiles of people and that is why the teachers must be aware of their students' reactions to how they are introduced to information in classroom in order to be successful in their job.

A largely accepted categorization of learners divides them into visual learners (people that need to see images and graphs to understand information), auditory learners (people that need to hear the information they are given), and kinaesthetic learners (people who need to be involved in an activity to understand information), logical-mathematical (these are methodical people that think in logical order), social-interpersonal (they communicate well with the others and like to discuss ideas and solve problems in a group) and solitary-intrapersonal (these people prefer to work alone in a quiet environment). Therefore, it comes as no surprise that they cannot be approached in the same manner in a learning context.

Bearing these differences in mind, some educational models and theories have evolved that seek to explain and guide education professionals in their work as teachers and/or trainers of adults.

Some models have been created like the 70/20/10 model that consists of 4 learning steps: empirical, referential, relational and formal and this model is specially focused on learning within organizations. This model is based on the idea that 70% of the learning results from day-to-day working activities, 20% results from the relationships with the others (observation of people and ideas) and 10% from formal education. There are also the VARK and Kolb learning theories specially focused on learning within organizations. This last theory was created by professor David Kolb in 1984 that developed an experiential learning cycle.¹⁴

Practical Activities Montessori Inspired To Be Used In The Teaching Of Adults

As we have seen, the Montessori Method is based on five principles: respect for the child, the absorbent mind, sensitive periods, the prepared environment, and self-education and was developed having as starting point the observation of children and the accepted fact that as any individual a child is different from the next one and must be respected as such and consequently, they are interested in different things, they learn in different manners at different paces and these differences must be respected in order for education to be successful.

We believe this is the reason why this method can be adapted to teach adults assuming that

¹⁴ VAK Learning Styles Self-Assessment Questionnaire – BusinessBalls.com. Businessballs.com. (2020). Retrieved 26 December 2020, from <https://www.businessballs.com/self-awareness/vak-learning-styles/>.

teachers develop activities that adapt to each type of identified learner and by now, we know that a diversified learning environment is the best way to achieve success in education. The more varied activities we use the better the learners react and the better they learn and improve their abilities.

Preparing The Set

Therefore, the first task of the teacher is to identify the learner profiles present in a given group while bearing in mind, however, that they may have characteristics of more than one type of profile.

Observation (one of the key ideas behind the Montessori Method) is key in this identification process and, obviously, this is done on a daily basis and enables the teacher to adapt the activities as an ongoing interactive process with the group but other tools such as questionnaires can also be used to better understand the type of learners and their needs and preferences, such as for example the VAK Questionnaires. Once the teacher knows the type of learners present in a group it is time to prepare lessons and activities.

Based on the prepared environment principle, the first step is to always have the room set up according to the type of activity to be carried out, for example, having the people sitting in groups of 3 or 4 if there is group work to do since that enables interaction between learners or having a u-shaped configuration if there is a debate planned because this allows people to see everybody at the same time while discussing.

It is now time to think about different experimentation and exploration activities aimed at engaging all learners in the learning process in a motivating and appealing way to them.

Activities With Real-Life Situations

Since the Montessori Method gives importance to problem-solving in order to enhance independent behaviour an activity like role play can be very useful in teaching a foreign language to adults. This can be done through simulations of real-life situations, for example, going shopping, going to the restaurant, going to the bank, going to the immigration services. Learners are given a set of specific vocabulary and some conversation prompts and are allowed to choose which part each one will play, they are given time to prepare and finally they will role play the situation in front of the group. This type of activity helps building confidence, develop their speaking abilities, allow them to interact with each other, learn from each other, some will take the lead and help the others and their performance can be assessed by the entire group in the room



Games can be used to teach for example vocabulary since there is something that may appeal to everybody, including images (appealing to the visual learners), sounds (appealing to the auditory learners) and usually people learn without realizing they are learning.

Activities Meant To Develop Listening and Writing Skills

Having students watching films in class and then debating, listening to songs and then having them writing a song on their own is an interesting activity that will appeal to different types of learners and help them improving their listening comprehension skills and their writing skills.

With more advanced groups of learners learning a foreign language, translation is a useful



tool because it enables several activities. The group is divided into 3 or 4 different groups and they are given the same text to translate. After this first task is completed, they will exchange translations and each group discusses the other's translations. They may correct mistakes, improve the translation and present their points of views to the entire class. Finally, they will try to come up with a single final version of the translation. This type of activity is

based on the principle of self-education, people can learn on their own when they are involved and they can learn from the others as well.

Activities to Develop Fluency, Creativity and Critical Thinking

Another example of experimentation activity is to have students presenting a topic in front of the entire class. They may choose a painting to describe (this will appeal to learners attached to art), a country they visited, they may give a cooking class, preparing a traditional dish and having the entire group tasting it and commenting on it.

By enhancing the development of independency in learners, the Montessori Method also intends to promote the expanding of creativity and critical thinking. With this in mind, the emphasis should be placed on imagination and expanding an individual's capability to formulate an argument or rationale. The reasoning, the ability to defend that reasoning, and

process used to create it should be the main issues about the learning process at this stage.

Debates stimulate people if the topic is controversial enough and allow them to interact with each other and it is a possibility of having everybody involved. The group may be divided into 2 sub-groups, they are given a topic and they have to come up with a list of points they want to put forward. One of the students may be chosen as a coordinator for the debate.

Going Outside the Classroom



Out-of-school activities, like school trips, could be a very important tool since they can promote self-learning, independency and self-confidence. As an example, we can suggest a visit to a museum where each learner would choose a specific piece of art form, either paintings or sculptures and collect photos and every sort of input information about it. Further on, the learner would research about it, exploring the historical and artistic context of this piece, the story behind it and interesting and curious facts about it. The result would then be shared with the rest of the class. Several forms could be adopted to convey the resulting work either through PowerPoint presentations, postcards, videos, role-plays, etc.

Since some of the main concerns of our civilization are environmental problems, these should be brought to the class highlighting the importance of the preservation of natural environments as a priority for our survival and well-being. In that sense, a school trip to a spot in the countryside, where nature is the dominant factor could be used to develop this mind-set. As a result of this contact with nature, the strategy would be to lead the learners in the writing of Haiku poems.

These poems are formed by three short lines and date from the 9th Century.¹⁵ They are considered more than just poems, since they aim to make the individual reflect upon

¹⁵ Your dictionary (2020, December 17). Examples of Haiku Poems: Traditional and Modern. <https://examples.yourdictionary.com/examples-of-haiku-poems.html>

existence itself through the contemplation of the physical world. At the end, the reader should be deeply touched by the message they convey.

So, after being acquainted with the origin and characteristics of these poems, together with examples, that they could research online, the learners would join in groups of three and would write Haiku poems while being surrounded by nature. All the groups would be invited to share the result and talk about the impact of this activity in their view of the world.

Using Video and Editing



Sharing procedures and practical experiences and learning from this is also another possibility that can be inspired by the Montessori Method. We all know how impactful the theme “Food” is in our lives. First of all, because it is a question of survival. Secondly, throughout the times, food has always proved to be the best reason for gatherings, celebrations, or social events. Food promotes joy, physical and

emotional comfort and provides nourishment for our bodies and souls. Therefore, it is normally with enthusiasm that learners engage in the sharing of their culinary experiences or even practical skills.

To allow this in a comfortable and friendly environment, using the necessary tools, learners are invited to film themselves on video at home, showing their culinary skills. The result has to be a recipe that they share with the rest of the class, where every step is clearly explained, starting with the mise-en-place and the description of all the ingredients to the necessary tasks and verbs of preparation used throughout the activity. These videos normally lead to the discussion of procedures, advice, sharing of ideas and recipes and allow even the least exuberant students to engage in the discussion, promoting their self-confidence and self-esteem.

The Role of Music in the Class

Being a universal language, music has been playing an important role in the learning of languages either in classrooms or even in self-learning environments. The effect the musical sounds have upon people allow them to access a whole range of feelings that can go from sadness to pure happiness, influencing the state of mind or even helping them throughout difficult moments. Bearing this in mind, music can be a source of entertainment or reflection brought into the classroom that may provide a huge difference in the classroom ambience, inviting feelings to arouse and be shared with the group.

Inviting the learners to brainstorm what comes to their mind at the sound of Platoon – Adagio for Strings¹⁶ has certainly going to have a completely different effect than doing the same with Eye of the Tiger¹⁷. So, the mood you intend to promote in the classroom implies that the adequate song or music must be chosen in order to allow the learning competences you would like to be acquired to be effectively achieved. Songs like What if from Cold Play¹⁸ are an interesting option to promote the language competences to speculate about unusual or impossible situations, introduced by the expression What if...?, for example. You can use it to brainstorm ideas in the beginning, to a listening and gap filling exercise afterwards, and finalizing with a speaking exercise promoting a class discussion about the ideas conveyed by the lyrics of the song and relating them with the learners own experience.

Sharing information call also be a form of developing self-confidence and trustworthiness. So, allowing the learners to work in pairs completing each other's information is another strategy that could be Montessori inspired. That way, each member would have a text with incomplete information that had to be completed by asking the partner questions. The result would then be shared to check information and the completed version would be read to finish the task.

Conclusion

As we have seen, these are brief examples of experimentation and exploration activities that can be used with a group of learners in such a manner as to improve not only their speaking and writing skills when learning a foreign language but at the same time enabling them to enhance their interpersonal skills since most that were given here involve group work. In that sense, the English class sets the path for the development of the individual not only in what concerns the language itself, but most importantly the growth of his/her self-confidence; self-esteem and independence. It is overall the class where the individuals may be trained to be better human beings, better qualified and become better citizens of the world.

¹⁶ Nikhil Newse. (2020, December 17). Platoon Soundtrack – Adagio for Strings [Video]. YouTube. <https://youtu.be/kRCubAtPiKg>

¹⁷ Survivor Band. (2020, December 17). Survivor – Eye of the Tiger [Video]. YouTube. <https://youtu.be/btPJPfnesV4>

¹⁸ Stephen Fiske. (2020, December 17). Cold Play – What if [Video]. YouTube. <https://youtu.be/FdD6RMICpfg>

4. PRINCIPLE 4: OBSERVATION

Introduction

One of the most vital teaching tools available to Montessori teachers is observation. Scientifically applied observation skills allow the educator to assess situations, students and strategies without judgment. Observation is a critical component of lesson planning and management of the classroom.

When educating the adults, in order to have the opportunity to observe, the educators need to have a specific behaviour. Some educators and trainers sometimes unconsciously and unintentionally tend to bring themselves into the center of the learning environment by directing and imposing solutions and instructions instead of allowing the participants to discover their own solutions.

According to the Montessori Method of educating, the trainer of adults needs to be able to step back, to encourage the idea of reaching the solution among the students, taking into account what the adults knew before the activity started and what they are expecting to know after it finishes.

Through the observation, the educators can learn more about the student from a scientific and objective perspective. It is also a way to reinforce the elaboration of programs and the connection among the students.

Developing a Method to Allow the Educator to Follow the Progress of the Adult Learners

Maria Montessori in a famous London lecture once said: “Plants can be helped by watering them and fertilizing them, but this is not sufficient “. If the child is furnished with this great power of imagination, it must be put into relation with something—so that it can express itself in interaction with the environment. The child has a great store of deposited energies, which needs to be used.

All the images, the impressions that men gather from the environment are gathered by intelligence and placed in store for further use. Therefore, man’s mind expands and acquires a precise form, and one may say that this practical work is essential for the construction and organization of the imaginative world¹⁹. The concept and practices of the pedagogy of imagination have been studied by Montessori but also by others, by the Austrian philosopher Rudolf Steiner, who wrote extensively about the nature of ‘imagination’ and ‘imaginative teaching’.

¹⁹ Montessori, Maria, The Montessori Method, New York, USA, 1914



The idea of “cultivating” the nature of adult’s developments of imaginative thinking in the frame of the educational activities is a great way through which the teacher can observe the results of adult learners who are not able (not always at least) to have a daily opportunity to observe their progress.

According to recent studies, seven teaching methods (‘drama’, ‘exploration’, ‘storytelling’, ‘routine’, ‘arts’, ‘discussion’ and ‘empathy’), mainly rooted in the last conclusions by Montessori and Steiner²⁰, can be considered methods for forming powerful means for connecting adults with spiritual-aesthetic, intellectual and physical development. The imaginative approach and the related consequence of considering teaching as the results of multiple facets of human experience have always been common to a holistic view of education²¹. Montessori saw that children need more than intellectual development. Others like Steiner, however, following and drawing upon the holistic tradition, have proven particularly significant to the development of a holistic educational philosophy and method. The seven steps (‘drama’, ‘exploration’, ‘storytelling’, ‘routine’, ‘arts’, ‘discussion’ and ‘empathy’) applied to adults represent a sort of curricular indication which allows the teacher to have a clear view of the educational progress.

Seven Steps to Observe the Progress of Adult Learners

Step1 Intro: The concept explored by this exercise is the use of a scheduled analysis of an imaginative educational approach for observing the result and the cognitive progress of adults with specific learning needs. The seven steps (‘drama’, ‘exploration’, ‘storytelling’, ‘routine’, ‘arts’, ‘discussion’ and ‘empathy’) will be analysed in seven monitoring schemes – MS - to

²⁰ Oswald, Paul, Die Pädagogik Maria Montessoris und Rudolf Steiners. Zu dem Aufsatz von H. Kallert/E.-M. Schlenning/Ch. Illert in Heft 5/1984 der „Zeitschrift für Pädagogik“ Zeitschrift für Pädagogik 31 (1985) 3, S. 385-396

²¹ Miller L., Urwin, C. (1999). International Journal of Infant Observation and Its Applications (1997). L. Miller. Editorial: The birth of a new journal. Vol. 1, No. 1, pp. 3–9. Child Psychology and Psychiatry Review, 4(2), 93-96.

be completed for each adult, with the result of the activities described above. MSs are completed at the beginning of the training, halfway through and at the end.

Step 2: The exercises are simple and very short. For each of them the teacher has to write down a brief comment (two lines) about the reactions and the response of the learners 'exercise of drama', 'exploration', 'storytelling', 'routine', 'arts', 'discussion' and 'empathy'.

a. Drama

Choosing a character out of a novel recently read (or read in the past) but also, depending on the nature of the learning contents of the course, a scientist or a lawyer, and interpreting some of their features. (Being the protagonist for five minutes)

b. Exploration

Explain and describe something new that you have just learnt.



c. Storytelling

Tell a funny or dramatic story you have read in the newspaper or you have personally experienced.

d. Routine

Tell and explain how you have used something you have learnt during the course in your daily life.

e. Arts

Write some verses on the topic given by the teacher/educator/facilitator.

f. Discussion

One learner starts with an opinion (whatever) saying; About....I think that.....; the others,

forming a circle, in turn have to express their opinions contradicting the opinion expressed by the colleague who has just spoken.

g. Empathy

Express an idea about the difficulties found by your colleagues during the course.



Step 3: The MS scheme

Areas: Ability of storytelling, empathy, expression of opinion, discovering

Starting point: (0-10)

Intermediate: (0-10)

Final (0-10)

Comments about Imagination Starting point (0-10)

Intermediate (0-10), Final (0-10)22

Creation of a Personal Educational “Calendar”

Self-regulation and personal approach to education are milestones in the Montessori Method. The guiding idea is to assure a personalized approach to education in order to promote differences of learning styles. Technologies can operate in order to support the process of personalization of learning. The debate about the role of ICT devices and models encounters

22 <https://www.ch-e.eu/files/content/downloads/Presse/MOMA%20MANUAL.pdf>

the theme of the so-called “ubiquitous learning” and difference from the “classic” classroom and book-oriented approaches to learning.

Processes of ubiquitous learning can support the Montessori approach addressed to adults, allowing and facilitating a personal portfolio and a personal calendar. In Villa Montesca at the very beginning of 20th century, Alice Hallgarten and Maria Montessori experimented with the “Montesca Calendar”²³ a personal portfolio addressed to children who could “post” daily learning experiences and observations, but also physical objects (flowers, stones etc).

Creation of the Montesca UL Calendar

Step 1: Preparation

The teacher and the adult learner negotiate the time and the organization of the selected topic. In particular, the teacher must facilitate the analysis of problems and critical points which could disfavour taking part in the learning activities.

Criticalities negotiation scheme (learners should answer the following questions)

WHEN is learning better for me?

HOW is learning better for me?

WHERE is learning better for me?

What have I at my disposal in order to benefit from UL?



Step 2- Creation of a personal calendar

Each learner will create a personal transparent calendar and the teachers will have a

²³ <http://www.montesca.it/calendar>

general scheme of negotiated activities. The teacher helps the learners to list the resources they have for learning and which devices are at their disposal (pads, laptops etc...) the teacher indicates the learning calendar, defining the list of tasks learners should accomplish.

Think I KNOW (learning resources and objects that the learner discovered with information and knowledge about the topic of the course) MY notes (personal annotations and contributions about the content of the course). MY results (the feedback to the teacher's requests and assignments). MY Problems (indication about the difficulties the learners encounter in the learning process, contents not understood).

Step 3 - Discussion and debate:

A Montessori teacher should allow the learners to learn from their own discoveries and draw their own conclusions. Rather than supplying the adults with available learning objects from which they can find answers, the Montessori teacher asks them how they would solve the problem, actively engaging them in the learning process and enhancing critical thinking skills.

Observational Learning

Adults can learn through observation. A great deal of learning happens indirectly, mainly through the process of watching and imitating others. In psychology, this is known as observational learning which is a type of learning that occurs as a function of observing, retaining and replicating the behaviour of others. Observational learning is not the same as pure imitation of another's behaviour. This type of learning also encompasses the concept of behaviour avoidance as a result of seeing another person behave in a certain way with negative consequences.

Observational activities in practice:

Step 1

The teacher presents a case: "There's a job vacancy that can allow you to grow professionally in your field and can make you earn more money". The learners will have to write a convincing letter in the language which classes they are currently attending, proposing themselves as the best candidates. They will have to underline their professional and personal characteristics, their experience in the sector, their qualities and strengths. They will also have to write what challenges this opportunity can represent for them.

Step 2

The teacher will write the right application letter underlining aspects such as: - the fact that the letter represents the only opportunity to introduce oneself and to demonstrate the concurrence between the employer's job requirements and the skills and qualifications of the job seeker - the importance of highlighting specific abilities, experiences and talents which make the job seeker the ideal candidate for the job - the fact that the letter can also be an

opportunity for the job seeker to demonstrate his/her ability to write, communicate and articulate ideas effectively. - a good letter will show the employer how he/she will benefit from hiring the job seeker, so it is important to point out which extra skills the candidate will bring with him/her, also mentioning the areas in which these competences could be considered an “added value”. It is also possible to show some videos demonstrating how to write the correct letter in the second language, the adult is currently learning.

Step 3

The learners will revise or rewrite their original letter, assessing also the learning process based on observation. Before rewriting the letter, the following checklist should be filled:

Appearance and inclusion of vital information- Is it an original letter rather than a mass-produced copy? -Is the letter clear? - Is it clear where the employer can reach you?

Have you signed your name boldly and confidently? Are the writing style, spelling, grammar and syntax correct? Does the letter tell the employer why you are writing, and does it catch his/her attention in the first paragraph? Have you used action verbs? Is the letter concise and to the point?

Have you avoided needless detail and autobiographical ramblings?

Does it avoid clichés, and have you minimized the use of phrases such as “I feel” and “I believe,” which tend to weaken and dilute the statements you make about yourself?

Tone appeals to the reader; - Is it interesting? - Have you read it from the employer’s perspective? -- Does it project the image of a person the employer would like to get to know better? Etc...

5. PRINCIPLE 5: INDEPENDENCE

“Never help a child with a task at which he feels he can succeed.” – Maria Montessori.

Adapting this principle to our target group: Language teachers and adult trainers and adult trainees (immigrants, young adults who want to learn target language) are the target group of this project Montessori Method in Teaching 2nd Language to Adults, project nr: 2019-1-TR01-KA204-07425824 , we can conclude that it is always a goal of Montessori education in the classrooms to make the “learner” independent and be able to do things for him/herself. This can be achieved only if we give our learners the opportunity to express themselves and motivate to be independent and learn in their own time and without impositions.

When an Adult learner is able to do things for himself, there is an increase in their self-confidence and is motivated to look for new tools or ways to learn.

Being independent for an adult means being able to keep social relationships and the opportunity to keep a social role in the community. To express properly their autonomy the adults have to be able to express their social skills²⁵ :

Skills related to social perception (accurate perception of others, e.g. their experiences or intentions, as well as understanding and correct assessment of social situations).

- Social sensitivity, empathy and interpersonal de-centration.
- Knowledge of social rules and the ability to properly behave in social situations
- Ability to solve specific interpersonal problems and control social situations.
- Skills conditioning coping in conflict and demanding situations, assertiveness.
- Effective self-presentation and the ability to influence others.
- Communication skills.
- Cooperative skills.

To conclude, it is important to take into account the reflexion from Boldrini & Bracchini: “For the adults, designing the competences needed to be independent means elaborating a set of responses to real and effective problems. The approach cannot be then participative and cooperative. A strategy to assure the basic social skills to adults should be based on a real analysis of real social problems. For these reasons, the activity of education has to be preceded by an activity of focusing during which the adults are called to express their social needs. Some of them could be in difficulty in expressing their social needs, particularly those with real social problems. The support to help them to make the needs come out has to be provided by the Learning Organization, through a process of focusing and facilitating the

²⁴ MMTLA, Montessori Method in Teaching 2nd Language to Adults, project, ERASMUS+ Cooperation for innovation and the exchange of good practices, <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-TR01-KA204-074258>

²⁵ Knopp, Katarzyna. (2013). Kompetencje społeczne – pomiar i aplikacja praktyczna. <https://www.researchgate.net/publication/313877703>)

Community of learners”²⁶.

Some abilities to be developed by the Adult educators and learners to be able to implement the fifth principle of Montessori Method in Teaching 2nd Language to Adults are described below:

Problem Solving Abilities

In 1956, Benjamin Bloom developed a framework for teaching "thinking." Bloom's taxonomy, it turned out, illustrates different forms of thinking in sequential order, which goes from the most basic cognitive activities to the most complex forms. You cannot understand a concept if you cannot remember it, and you cannot apply concepts or theories if you cannot understand them. Bloom's taxonomy has been adapted over the years to ensure that language and skills reflect the development of education and society. More recent adaptations of the taxonomy refer to creative thinking as the highest order thinking skills²⁷.

In Problem-based Learning (PBL), students work in small groups (4-8 students). Collaboration provides a social context in which students gather and share knowledge, challenge the unknown, and develop strategies to fill knowledge gaps. According to Hmelo-Silver, working in groups enables students to "spread the cognitive load" and "negotiate a shared understanding" as they go through the problem. By using the different strengths of group members, students begin to understand their strengths and weaknesses, and also learn how to improve their skills. With regard to the PBL environment, group work is essential as it enables learners to establish their prior and pre-existing knowledge and to assess collective gaps, raising questions about the problem and thus developing new ideas and strategies.

This type of pedagogy challenges students to be actively involved in the learning process rather than passively 'receiving' information. In active learning, students actively create their own knowledge by engaging in learning processes through multiple means such as research, discussion, reflection, processing, analysis, experimentation. In PBL, it is a step further and students are invited to organize and manage their own learning. They do this by setting their own goals.

The competences, skills, and attitudes that help students develop in PBL are:

- Flexible knowledge,
- Effective problem-solving skills,
- Student-oriented skills,
- Effective cooperation skills,
- Internal motivation.

²⁶ Boldrini, Fabrizio & Bracchini, Maria. (2015). Montessori Method to motivate adults, Fondazione Montesca Edizioni. <https://www.researchgate.net/publication/303247609>

²⁷ N.A (2019) Problem- based learning. Retrieved December 12, 2020, from <http://inspirowniaedukacyjna.blogspot.com/2019/07/pbl-problem-based-learning-nauczanie.html>

- Self-Learning Program

The European Parliament and Council, on December 18, 2006, defined learning to learn as "ability consistent and persistent learning, organizing your own learning process, through effective time management and information, both individually and in groups". We read further: "This competence includes self-awareness, learning process and needs in this regard, identifying available options and the ability to overcome obstacles in order to be successful in learning. This competence means acquisition, processing and assimilation of new knowledge and skills, as well as exploration and using the tips. Learning allows you to acquire a skill using the previous learning experiences and general life experiences for use and application knowledge and skills in various contexts - at home, at work and in education and training. (...) key factors in developing this competence a person should have motivation and faith in his own abilities²⁸".

For each of the key competences consists of three constitutive features: knowledge, skills and attitudes²⁹.

For learning to learn, this is respectively:

- Knowledge of:
 - your own strong and weaker pages and preferred ways of learning;
 - own related goals with learning and knowledge, skills and qualifications necessary to achieve them;
 - learning opportunities, training and getting support;
- Skills in the field of:
 - basic skills of reading, writing and counting;
 - persistence in learning, concentration on longer periods and critical reflection on the subject learning goals;
 - taking time to both self-study characterized by self-discipline and common work as part of the learning process, reading the benefits of diversity group and sharing acquired knowledge and skills;
 - useful information and communication technologies in the learning process;
 - searching, acquiring, processing and assimilation of the new knowledge and skills;
 - managing your learning, planning and organization patterns in your own learning process, as well as shaping your career and future working life;
 - evaluating your work and, if so needs, seeking advice, information and support;
 - critical reflection on the learning goal, especially in the long-term time perspective.

²⁸ Lex Access to European Union law. (2006, December 18). Retrieved December 16, 2020, from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>

²⁹ Umiejętność uczenia się jako jedna z kompetencji kluczowych. (2016). TRENDY nr 4/2016. Retrieved December 12, 2020, from http://www.bc.ore.edu.pl/Content/895/T416_Umiejetnosc+uczenia+sie+jako+jedna+z+kompentencji+kluczowych.pdf

- Positive attitude with regards to:
- self-motivation and self-confidence learning opportunities and achieving success in that the process throughout life;
- attitudes towards solving problems (it favours learning out, and the ability to self-development and overcoming obstacles);
- use your own and others life experiences;
- the need to look for new learning opportunities and using it in a variety of situations in the process of life.

Create Owns' Educational Program

The creation of owns' educational program concern learners and trainees. Learners will create their own programs and ways to learn in self-learning opportunities. The creative process in language classes will be production of different tasks like: creating a story, writing an essay, making its own presentations.

In order for the trainee to be able to create his own presentation about his interests, we first have to teach him how to do it, he must remember the structure we have given, understand its essence and then apply it. The presentation will be correct. However, in a situation where the trainee makes a presentation, reads about the art of presentation on his own or with the trainers' help, he will analyse several presentations that are available on the internet, then evaluate his presentation in terms of what he found out. His presentation will be adapted to his/her expectations.

A trainee who independently develops a curriculum for a given educational stage is obliged to adapt it to the requirements of the core curriculum. The program is a description of how to implement the tasks specified in the core curriculum in a structured course but if we think about non formal education, it can be adapted to the learners' needs.

The learning process is a combination of an active attitude of the trainee and the trainer. Thanks to the interaction of the trainer and trainee, it is possible to build new educational experiences. A curriculum tailored to a given educational institution emphasizes the individual learning conditions of trainees, which is taken into account in the appropriate selection of methods and forms of education.

The main idea when preparing the educational programme is to take into account what adult learners want to know, the relevance of what they are learning and what they want to achieve. To contribute to their personal growth the adult learners require seeing the value of their observations and practical experiences. Adults when participating in language courses look for the opportunity to improve their social and personal position in the society and labour market.

Montessori Method needs to be actualized, especially taking into account the influence of the Information and Communication Technology in the adults' social and cultural background.

Adults learn in different ways:

- Visual learners are stimulated by images
- Auditory learners are stimulated by sound,
- Kinaesthetic or tactile learners are stimulated through touching, feeling and experiencing.

The Montessori Method can stimulate the senses and create a “sensorial” learning environment where new information can be more effectively retained.

Creation of a Community of Learners Using Social Media

Social media have been tested for their usefulness in teaching and learning, including foreign languages.

“The basis of success in teaching a foreign language is (...) commitment user in communication, his readiness to express himself and to create and maintaining interpersonal relationships. All this can be achieved by using opportunities offered by social media. A sense of trust and belonging is also important here, that appears in the virtual community. This makes it easier to share content and overcoming inhibitions in publicly presenting material, especially created in a foreign language”³⁰.

Because COVID-19 and some restrictions to meet face to face with colleagues and trainers, social media is treated by trainees, as an integral part of both their non-formal and informal education.

The creation of a community of learners using social media is a must in these moments. Social media helps very often co-create resources available on the web for joint learning, but also to get feedback, from experts in the field or if it is a closed community, from the leader or trainer. Social Media and other educational and communication platforms allow for development the ability to use foreign languages. After all, learners exchange their experiences on forums, chats and in virtual classrooms if the learning activities are online and using video conferences, present their problems related to the learning process and materials.

Social media and other ICT tools can be used by trainers as well trainees to create new learning opportunities. The community of learners can use the enormous potential of these applications and engage in learning activities within a closed group in self-learning activities.

Benefits of education via social media

- no need of special devices, normal smartphone can be a good start,
- it is possible to learn at any time and in any place with internet access,
- possibility to teach / learn with several people at once (possibility of cooperation and its diversity within a community of learners),
- allows to establish new contacts based on the language, topic interests,
- increase the ability to express one's opinion, view, opinion, also to argue during

³⁰ Garwol, Katarzyna. (2017). Rola mediów społecznościowych w edukacji – stan obecny i perspektywy rozwoju. *Dydaktyka Informatyki*. 12. 51-56. 10.15584/di.2017.12.6.

- network and social discussions,
- shapes social skills.

Conclusion

The 5th PRINCIPLE: INDEPENDENCE can be adapted to our project as the main objective of the project (Montessori Method in Teaching 2nd Language to Adults (MMTLA) to define a method for language teaching based on the concept of the Montessori' methodology which can be adaptive, intuitive, easy to implement, practical and easy way for people of all ages to understand the concept of learning language and improve much better and learn languages. Through this project it is also aimed at introducing the Montessori Method to the field of language learning as for adults and promoting the acquisition of key competencies and skills throughout the education and training system.

- Montessori Method needs to be actualized, especially taking into account the influence of the Information and Communication Technology in the adults' social and cultural background.
- Adults learn in different ways:
- visual learners are stimulated by images,
- auditory learners are stimulated by sound,
- kinaesthetic or tactile learners' tare stimulated through touching, feeling and experiencing.

The Montessori Method can stimulate the senses and create a "sensorial" learning environment where new information can be more effectively retained. The Montessori Method is in line with MMTLA guide objectives that is the development of a manual guidebook for the transfer of the Montessori Method in language learning to adults. It will be primarily addressed to language teachers and will describe analytically how to implement the principles of the Montessori Method to adults over 20.

The target group are Language teachers-trainers', adult trainers and adult trainees (immigrants, young adults who want to learn target language).



PART 3

HOW TO IMPLEMENT



1. TRAINING COURSES

During the Implementation of ‘Montessori Methods in Teaching a second Language to Adults’ was implemented one Learning/Teaching/Training Activity. The training activity was implemented in Milan - Italy 11th - 16th October 2020. Europe For All hosted the training in which each partner institution attended with 2 teachers/trainers. The activity had 5 days /30 hours duration.

The LTTA was planned in 2 parts: Theoretical and practical Issues

The theoretical part contains:

- The Traditional Montessori Method
- The rationale of Montessori Method and its Philosophy
- Montessori Method and cognitive behaviour
- 5 principles of Montessori Method
 - Absorbent Mind
 - Learning Environment
 - Experimentation and Exploration
 - Observation
 - Independence
- Development plan: 3 steps lesson (Introduction – improving – assessment)
- Class management and motivational approach to adult education.
- Didactic resources/materials

The practical part of the training was based on;

- Workshop on class management and motivational approach to adult education
- Guidelines on Materials and Activities - Workshop
- Montessori Method for Adults (MMA) Materials-Examples and Activities-Brainstorming
- Workshop – Preparing sample lesson plans

After the LTTA in Italy each project partner institution organized two days training sessions with 12 hours of local LTTA activities for 10 - 15 teachers. Each partner informed the training organization using posters, leaflets, social media announcements directed to teachers of English or any other language as a second one and participants to the training should attend the meeting voluntarily. These meetings were held in a blended form: face to face or online. This situation was derived from the COVID-19 restrictions.

Didactic resources/materials

The training activities in the partner institutions had a similar structure and content. Trainees were local language teachers working with adults or young adults over 16 years old. The target group were any people who want to learn the target language according to their needs and objectives.

The training institutions prepared a poster for the announcement of the training activity and distributed these posters via their social media accounts, local mass media or send the invitations to schools and teachers interested in the project objective. Below you can find some examples:



PowerPoints used at local LTTA implementation by all partners.

The presentation is prepared by the project consortium before the implementation of LTTA at local area.

The PowerPoints used during the training courses can be reused and adapted by other institutions willing to implement the training activities in their institutions /The materials are creative common.



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Experiences and Indications for Teachers, experts and common

"second language" is "any language learned after the first, then also [the] third, [the] fourth, etc. ..."
(Pallotti, 1998: p. 13).

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Teachers should help adult learners to discover, any inner motivations for choosing to study a second language that adult learners might have. Three motivations, frequently encountered in adult learners are:

- > The desire to escape from their daily routines and discover new cultures and ways of life through learning a new language;
- > The desire to redeem a previous unsuccessful (and perhaps unhappy) language learning experience by successfully (and enjoyably) acquiring a needed second language;
- > The desire to acquire the breadth of vision (and social prestige) associated with bilingualism and acquired when languages are taught not just as grammatical systems, but as new ways of seeing as well as using it.

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"The environment itself will teach the child, if every error he makes is manifest to him, without the intervention of a parent or teacher, who should remain a quiet observer of all that happens"
(Montessori, 1972, p. 38)

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THE PRINCIPLES OF THE MMTLA MODEL

- > The Absorbent Mind
- > Learning Environment
- > Experimentation and Exploration
- > Observation
- > Independence

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About the Project and Target Groups

The main objective of the MMTLA project is to define a method for language teaching based on the concept of the Montessori methodology which can be adaptive, intuitive, easy to implement, practical and easy way for people of all ages to understand the concept of learning language and improve much better and learn languages.

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ABOUT THE PROJECT AND TARGET GROUPS

The expected results of the project are:

- ◆ The language teachers trained on Montessori approach can also apply this method in their trainings and courses.
- ◆ Low-skilled adults (over 20) will learn 2nd or 3rd language and can find better jobs to work that can give a chance of promotion and improve his/her living standards.
- ◆ Refugees and immigrants who learn native language of the country will integrate with citizens easily.
- ◆ Immigrants and refugees can realize their daily routines without asking for help.

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ABOUT THE PROJECT AND TARGET GROUPS

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MORE INFORMATION

<https://zenodo.org/record/4668140/files/507REY>

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GUIDE FOR THE APPLICATION OF THE MONTESSORI METHOD TO TEACHING 2nd LANGUAGE IN ADULT EDUCATION

PART 2
1st Principle : Absorbent Mind

Noemi MORRONE
Europe For ALL

2019-1-TR01-KA204-074288

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The absorbent mind is the sponge-like capacity to absorb from the environment what is necessary to create an individual from his or her specific culture. It is the quality of the child's mind up to the age of about six, when there is a transition to the reasoning mind we have as adults.

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Every little child learns to speak his mother tongue. And no one teaches him the vocabulary, the grammar, or the syntax. It happens every day, in every country, at just about the same time. It's a rather amazing feat! If you have tried to learn a foreign language later in your life, you know it is not so easy. Yet every little child does it effortlessly. How? Through the absorbent mind. If the child is in an environment where he/she hears the language, he/she will speak it.

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As the child absorbs words and their meaning along with the context and the emotions behind the words, she begins to construct the ability to communicate. Children absorb not only their language, but the traits of their families and communities. They learn how and what we eat, and how to behave in certain situations. Some of it is consciously taught, but a great deal of it is simply absorbed through this powerful child mind. Children absorb through a process Montessori called "mental chemistry," and actually build themselves and their identity through what they absorb.

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Başlık eklemek için tıklayın

Montessori's understanding of the power of the absorbent mind in the first six years of life is a great gift. It teaches us that we can prepare a rich environment for the young child and, as he simply lives in the environment, he absorbs from it and learns. In the Montessori early childhood program for ages 2½ through 6, we introduce the children to all manner of interesting activities, including language, mathematics, the sciences, music, art, and geometry.

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In Maria Montessori original theory this mind has the characteristic of absorbing the elements present in the child's living environment: through experience the child stores elements without the slightest effort, such as norms, languages and modes of behavior. The child learns without the real will and consciousness to do so. This period of the child's life is very valuable because the foundations of character, intellect and personality are laid, day after day the child builds himself according to the experiences he makes in the world.

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The absorbing or absorbent mind allows the realization of a phenomenon that Montessori, with a beautiful expression defines as "mental chemistry": it is as if a chemical reaction were created between the environment and the child, which causes the impressions of the former to become incarnate in the mind of the latter, forming and transforming it, to the point that he ends up resembling what surrounds him: "Children become like the thing they love"

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In this sense, therefore, the mind of a child is different from that of an adult: it does not possess logical thought, rationality, conscious memory; it is an unconscious mind, not rational, assimilating and omnivorous, since, being still incapable of selecting the elements around it, it impregnates itself with everything that its environment communicates to it. This does not mean that the mind of a child is inferior to that of an adult (as we are often led to believe): it is simply different.

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The simplest, such as those of certain African tribes, and the more complicated, such as the German or Russian, are all absorbed during exactly the same period of time; and in each race the child begins to speak around two years of age. This was certainly the case in the past as well. Roman children will have spoken that Latin language so complicated in its cases and declensions and so difficult to be learned by the young people of our times who attend high school; and, in India, little children will have spoken Sanskrit, which is of almost insuperable difficulty for today's scholars. [-]

Maria Montessori, *la mente del bambino*

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The principles of the absorbent mind can be applied in the initial phase and during the adult learning process both in relation to the learning environment, but above all to the motivation and welcoming, orienting of the learners, and the work is only at the beginning very much; there is still a lot to study and experiment. The approach of the MOEMA project, for example, is based on the effort to overturn the traditional assumptions of being Montessori with characteristics suitable for the involvement of vulnerable target groups in formal education systems. In recent times and in the terms expressed by social pedagogy, these problems have been clearly expressed by Paulo Freire in his important book 'The pedagogy of the oppressed'.

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The consequent potential revolution of methods in terms of preventing the concrete risks of a didactic approach not dedicated to adults can turn out to be just a paper revolution. The MOEMA project therefore has the ambition to take established and tested conclusions: those of Montessori teaching, to suggest a change of vertical and horizontal target: change recipients, who become adults; change perspective and define the contents in terms of "lifelong learning".

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The expected results on which the hypotheses underlying this project are based are, therefore, the proposal for an effective application of the teaching of Maria to vulnerable target groups, whose difficulties in being involved in a formal educational path may also originate in the cultural resistance of adults and their distrust of education as a chance to have a better future. Naturally, the Montessori method must be thought of in a different context, especially taking into account the influence that social communication and technologies also have in the new research paths show us the way to adults.

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Here lies the future work of researchers who want to create new paths inspired by Maria Montessori's method, trying to find out to what extent her studies, her theories and her achievements are applied in adult learning from a lifelong learning perspective.

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GUIDE FOR THE APPLICATION OF THE MONTESSORI METHOD TO TEACHING 2nd LANGUAGE IN ADULT EDUCATION

2nd Principle
 Learning Environment

Prepared by CUREA ARAD

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Learning environment makes learning a natural process and keep the learners engaged in the activity.

-physical space – emotional environment

By modeling and encouraging a safe environment and purposeful rules learners feel motivated to learn and to help one another.

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A well entered classroom or environment has a lot of movement and activity. Students experience a combination of freedom and self-discipline as guided by the environment.

Some of the key elements that would define the Montessori environment are: natural materials instead of synthetic (make best use of the natural lighting, use soft colours, wood – avoid plastic and cluttered areas), no rigid focal points (organize a fluid learning environment – avoid the teacher being the sole focal point, or orienting all furniture towards a board, for example), accessible learning materials (allow learners to choose freely their resources of interest, be sure to encourage creativity within limits).

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- In Montessori classroom, there are adequate spaces for group and individual activities. In them, the learner can develop and enhance their skills. All the areas are designated for certain purposes in the classroom.

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- Regarding adult education using Montessori principles, the mixed learning environment could be obtained by mixing different level learners, in order that the less experienced can learn from the more experienced ones. At the same time, coaching skills are trained, as well as cooperation and mutual understanding between learners.

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Montessori called the hand „the instrument of the intelligence”.

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The resources which are available in a Montessori class for adults should be displayed within easy reach for all of the participants. All resources form an important part of a Montessori class. They can lead to developing the learner's language skills and motivation.

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The educational space in a Montessori class follows a few guidelines: simplicity, functionality, durability and modularity. All these attributes offer the adult functional autonomy and also the possibility to organize the educational activity according to the Montessori education, i.e. on area of development.

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3rd Principle
 Experimentation And Exploration

Associação Montec
 Colégio Cooperativo De Formação E Animação Cultural Crl

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Introduction

- (Montessori-inspired) practical activities to be used in the teaching of adults
- Preparing the set
- Activities with real-life situations
- Activities to develop fluency, creativity and critical thinking
- Going outside the classroom.
- Using video and editing
- The role of music in the class

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Different learning styles correspond to different profiles of people

- Visual learners (they need to hear the information they are given)
- Kinesthetic learners (they need to be involved in the activity to understand the information)
- Logical-mathematical learners (they are methodical and think in logical order)
- Social-interpersonal learners (they communicate well with others and like to discuss ideas and solve problems in a group)
- Solitary-interpersonal learners (they prefer to work alone in a quiet environment)

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(Montessori-inspired) practical activities to be used in the teaching of adults

- The Montessori Method was developed having as starting point the observation of children and the accepted fact that as an individual a child is different from the next one and, therefore, learns in different manners at different paces.

Transferring the Montessori Method to teaching adults
Teachers identify different types of learners
They design activities accordingly

The more varied the activities → the better the learners react and learn

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Activities meant to develop listening and writing skills

- Watching films and debating
- Listening to songs and writing original ones
- Translating tasks (principle of self-education – people learn on their own when they are involved and learn from the others)

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Preparing the set

- 1st step identify the profile of learners
- (observation (one of the Montessori principles) is key, questionnaires)
- 2nd step set up the room according to the type of activity to be carried out
- (people sitting in groups to do group work, u-shaped layout for debates)

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Activities with real-life situations

- The Montessori Method gives importance to problem-solving to enhance independent behaviour
- Role play activities:
 - going shopping
 - going to the restaurant
 - going to the bank
 - going to the immigration services
- Games
- (there is always something that appeals to all profiles of learners)

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Activities to develop fluency, creativity and critical thinking

- Presentation of topics in front of the class (describing a painting, presenting a country, giving a cooking class)
- By enhancing the development of independency in learners, the Montessori Method intends to promote creativity and critical thinking
- Focus on imagination – reasoning – ability to defend that reasoning – process used to create it
- Debates – controversial topics stimulates people and allow them to interact with each other and involve everybody. There may be 2 groups and one coordinator

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Going outside the classroom

Out-of-the classroom activities promote self-learning, independency and self-confidence.

- visit to a museum (choose an item, collect information on location, research, explore the context and the story – share the results with the class PPT, Postcard, Video, etc.)
- environment-related topics – field trip – contact with nature – writing Haiku poems

Discuss the impacts of these activities

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Using video and editing

- Sharing procedures and practical experiences and learning from them is a possibility inspired by the Montessori Method.
- Food
 - promotes joy, physical and emotional comfort – learners engage in the sharing of their culinary experiences with enthusiasm.
- They can film themselves on video preparing a dish and then the entire class will watch the video and discuss the procedures, ask for advice, share ideas. All learners can engage in the discussion and this also promotes self-confidence and self-esteem.

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The role of music in the classroom

- Musical plays an important role in the learning of languages in classroom and in self-learning contexts.
 - source of entertainment → source of reflection
- Having the learners brainstorm on what music makes them feel
- Choosing different types of music/songs to promote language competences like speculating (using expressions "what if?")
- Gap filling exercises
- Speaking exercises promoting group discussion about the messages conveyed by the lyrics

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Conclusion

- Experimentation and exploration activities can be used with groups of learners to improve not only their speaking and writing skills when learning a foreign language but at the same time enabling them to enhance their interpersonal skills since most of them involve group work.

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4th : OBSERVATION

Magdalena Milecinovic
 Vienna Association Of Education Volunteers

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Observation

- One of the most vital teaching tools available to Montessori teachers
- Observation allows the educator to assess situations, students and strategies without judgment
- However, in order to be able to observe properly, the educators need to have a specific behavior which is related to putting themselves out of the center of the learning environment, by stepping back, to encourage the idea of reaching the solution among the students.

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Observation

- Through the observation, the educators can learn more about the student from a scientific and objective perspective. It is also a way to reinforce the elaboration of programs and the connection among the students

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Developing a Method to allow the Educator to follow the Progress of the Adult

- According to recent studies, seven teaching methods ('drama', 'exploration', 'storytelling', 'routine', 'arts', 'discussion' and 'empathy'), mainly rooted in the last conclusions by Montessori and Steiner, are main methods for connecting adults with spiritual-aesthetic, intellectual and physical development.
- The imaginative approach and the related consequence of considering teaching as the results of multiple facets of human experience have always been common to a holistic view of education²³. Montessori saw that children need more than intellectual development. The seven teaching methods applied to adults, represent an indication which allows the teachers to have a clear view of the educational progress of their students.

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Seven teaching Methods to Observe the Progress of Adult Learners

- **Step 1: Intro**
- The concept explored by this exercise is the use of an imaginative educational approach for observing the result and the cognitive progress of adults with specific learning needs. The seven steps ('drama', 'exploration', 'storytelling', 'routine', 'arts', 'discussion' and 'empathy') will be analyzed in seven monitoring schemes-MS-to be completed for each adult
- MSs are completed at the beginning of the training, halfway through hand at the end

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Seven teaching Methods to Observe the Progress of Adult Learners

- The exercises are simple and short. For each of them the teacher has to write down a brief comment (two lines) about the reactions and the response of the learners' exercise of drama, 'exploration', 'storytelling', 'routine', 'arts', 'discussion' and 'empathy'
- **Drama:** Choosing a character out of a novel recently read (or read in the past) but also, depending on the nature of the learning contents of the course, a scientist or a lawyer, and interpreting some of their features. (Being the protagonist for five minutes)

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- **Exploration:** Explain and describe something new that you have just learnt
- **Storytelling:** Tell a funny or dramatic story you have read in the newspaper, or you have personally experienced
- **Reading:** Tell and explain how you have used something you have learnt during the course in your daily life
- **ARTS:** Write some verses on the topic given by the teacher/instructor/facilitator
- **Discussion:** One learner starts with an opinion (whichever) saying: About... I think that...the others, learning people, in turn have to express their opinions contradicting the opinion expressed by the colleague/colleagues that just spoke.
- **Empathy:** Express an idea about the difficulties faced by your colleagues during the course

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Step 3: The MS scheme

- **Areas:** Ability of storytelling, empathy, expression of opinion, discovering
- **Starting point:** (0-10)
- **Intermediate:** (0-10)
- **Final:** (0-10)
- **Comments about imagination Starting point** (0-10)
- **Intermediate** (0-10), **Final** (0-10)

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Creating a personal educational "Calendar"

- Self-regulation and personal approach to education are milestones in the Montessori Method.
- The main idea is to assure a personalized approach to education in order to promote different learning styles
- Technologies can operate in order to support the process of personalization of learning.
- In Villa Montecsa at the beginning of 20th century, Alice Hailgarten and Maria Montessori, experimented with the "Montecsa Calendar" a personal portfolio addressed to children who could "post" daily learning experiences and observations, but also physical objects (flowers, stones etc)

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Creation of the Montecsa Calendar

- **Step 1: Preparation**
- The teacher and the adult learner negotiate the time and the organization of the selected topic. In particular, the teacher must facilitate the analysis of problems and critical points which could disfavor taking part in the learning activities
- Criticalities negotiation scheme: (learners should answer the following questions) -WHEN is learning better for me? -HOW is learning better for me? -WHERE is learning better for me?

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- **Step 2: Creation of a personal calendar**
- Each learner will create a personal transparent calendar and the teachers will have a general scheme of negotiated activities. The teacher helps the learners to list the resources they have for learning and which devices are at their disposal (pads, laptops etc...)the teacher indicates the learning calendar, defining the list of basic learners should accomplish
- Think i KNOW (learning resources and objects that the learner discovered with information and knowledge about the topic of the course) MY notes (personal annotations and contributions about the content of the course), MY results (the feedback to the teacher's requests and assignments), MY Problems (indication about the difficulties the learners encounter in the learning process, content not understood).

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- **Step 3-Discussion and debate**
- A Montessori teacher should allow the learners to learn from their own discoveries and draw their own conclusions. Rather than supplying the adults with available learning objects from which they can find answers, the Montessori teacher asks them how they would solve the problem, actively engaging them in the learning process and enhancing critical thinking skills.

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Observational Learning

- Adults can learn through observation.
- The most of learning happens indirectly, through the process of watching and imitating others.
- In psychology, this is known as observational learning
- Observational learning is not the same as pure imitation of another's behavior. It also encompasses the concept of behavior avoidance as a result of seeing another person behave in a certain way with negative consequence

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Observational activities in practice:

- Step 1

The teacher presents a case - "There's a job vacancy that can allow you to grow professionally in your field and can make you earn more money". The learners will have to write a convincing letter in the language which classes they are currently attending, proposing themselves as the best candidates. They will have to underline their professional and personal characteristics, their experience in the sector, their qualities and strengths. They will also have to write what challenges this opportunity can represent for them

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- Step 2

The teacher will write the right application letter underlining aspects such as:
- demonstrating the concurrence between the employer's job requirements and the skills and qualifications of the job seeker - the importance of highlighting specific abilities, experiences and talents which make the job seeker the ideal candidate for the job

The letter can also be an opportunity for the job seeker to demonstrate his/her ability to write, communicate and articulate ideas effectively. A good letter will show the employer how he/she will benefit from hiring the job seeker, so it is important to point out which extra skills the candidate will bring with him/her.

It is also possible to show some videos demonstrating how to write the correct letter in the second language, the adult is currently learning.

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- Step 3

The learners will revise or rewrite their original letter, assessing also the learning process based on observation. Before rewriting the letter, the following checklist should be filled:

Appearance and inclusion of vital information - is it an original letter rather than a mass-produced copy?

- Is the letter clear?
- Is it clear where the employer can reach you?

Have you signed your name boldly and confidently?

Are the writing style, spelling, grammar and syntax correct?

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- Does the letter tell the employer why you are writing, and does it catch his/her attention in the first paragraph?
- Have you used action verbs?
- Is the letter concise and to the point?
- Have you avoided needless detail and autobiographical ramblings?
- Does it avoid clichés, and have you minimized the use of phrases such as "I feel" and "I believe," which tend to weaken and dilute the statements you make about yourself?
- Have you read it from the employer's perspective? - Does it project the image of a person the employer would like to get to know better?

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5th PRINCIPLE: INDEPENDENCE

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Montessori Method in Teaching 2nd Language to Adults
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Fifth Montessori principle: Independence

- Introduction
- Problem solving abilities
- Self-learning program
- Creates own educational program
- Creation of a community of learners using social media
- Conclusion

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Introduction

"Never help a child with a task at which he feels he can succeed"

Maria Montessori

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Introduction

Montessori teaching goal: make the "learner" independent and be able to do things for him/herself.

This can be achieved only if we give to our learners the opportunity to express themselves and motivate to be independent and learn in his own time and without impositions

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Introduction

- Being independent for an adult means being able to keep social relationships and the opportunity to keep a social role in the Community.

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Introduction

To express properly their autonomy the adults have to be able to express their social skills:

- Skills related to social perception
- Social sensitivity, empathy and interpersonal de-centration.
- Knowledge of social rules and the ability to properly behave in social situations
- Ability to solve specific interpersonal problems and control social situations
- Skills conditioning coping in conflict and demanding situations, assertiveness.
- Effective self-presentation and the ability to influence others.
- Communication skills.
- Cooperative skills

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Introduction

To conclude:

- A strategy to assure the basic social skills to adults should be based on a real analysis of real social problems.
- This workshop will introduce some abilities to be developed by the Adult educators and learners to be able to implement the fifth principle of Montessori Method in Teaching 2nd Language to Adults

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Problem solving abilities

- First ability to be developed by the Adult educators and learners to be able to implement the fifth principle of Montessori Method in Teaching 2nd Language to Adults is Problem solving abilities

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Problem solving abilities

In 1956, Benjamin Bloom developed a framework for teaching "thinking".

You cannot understand a concept if you cannot remember it, and you cannot apply concepts or theories if you cannot understand them.

With regard to the PBL environment, group work is essential as it enables learners to establish their prior and pre-existing knowledge and to assess collective gaps, raising questions about the problem and thus developing new ideas and strategies

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Problem solving abilities

- The competences, skills, and attitudes that help students develop in PBL are:

basic knowledge	effective problem-solving	students oriented skills
effective cooperative skills	internal motivation	

In Problem-based Learning, it is a step further and students are invited to organize and manage their own learning

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self-learning program

The European Parliament and Council of December 18, 2006 learning to learn is defined as "ability consistent and persistent learning, organizing your own learning process, through effective management time and information, both individually and in groups".

This competence includes self-awareness learning process and needs in this regard, identifying available options and the ability to overcome obstacles in order to be successful in learning

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self-learning program

To build a good self-learning program we need three main features:

Knowledge of:

- your own strong and weaker pages and preferred ways of learning;
- own related goals with learning and knowledge, skills and qualifications necessary to achieve them;
- learning opportunities, training and getting support.

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self-learning program

Skills in the field of:

- basic skills reading, writing and counting;
- persistence in learning, concentration on longer periods and critical reflection on the subject learning goals;
- taking time to both self-study characterized by self-discipline and common work as part of the learning process, reap the benefits of diversity group and sharing acquired knowledge and skills;

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self-learning program

Skills in the field of:

- informational use and communication technologies useful in the learning process;
- searching, acquiring, processing and assimilation of the new knowledge and skills;
- Manage your learning, planning and organization patterns own learning process, as well as shaping your career and future working life;

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self-learning program

Skills in the field of:

- evaluate your work and, if so needs, seeking advice, information and support;
- critical reflection on the goal learning, especially in the long term time perspective

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self-learning program

Positive attitude with regard to:

- self-motivation and self-confidence learning opportunities and achieving success in that the process throughout life;
- attitudes towards solving problems (it favours learning out, and the ability to self-development and overcoming obstacles);
- use your own and others life experiences;
- the need to look for new ones learning opportunities and using the process in a variety of situations life.

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Create own educational program

The creation of own educational program concern learners and trainees.

- Learners and trainees will create their ow programs and ways to learn / develop self-learning opportunities.

In order for the trainee to be able to create his own presentation about his interests, we first have to teach him how to do it, he must remember the structure we have given, understand its essence and then apply it

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Create own educational program

- The learning process is a combination of an active attitude of the trainee and the trainer
- The main idea to have into account when preparing the educational programme is to take into account what adult learners want to know, the relevance of what they are learning to what they want to achieve
- Adults when participating in language courses looks for the opportunity to improve their social and personal position in the society and labour market

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Create own educational program

The Montessori method can stimulate the senses and create a "sensorial" learning environment where new information can be more effectively retained.

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Creation of a community of learners using social media

Social media have been tested for their usefulness in teaching and learning, including foreign languages.

Social media promotes self-directed learning, which prepares learners to search for answers and make decisions independently

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Creation of a community of learners using social media

Social media allows adult learners more freedom to connect and collaborate beyond the physical classroom, which means learners anywhere can start to experience the globally connected world long before they decide to join a class.

Social media helps co-create resources available on the web - get feedback, from other learners and trainer.

Social Media and other educational and communication platforms allow for development the ability to use foreign languages.

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Creation of a community of learners using social media

Benefits of education via social media

- No need of special devices, normal smartphone can be a good start.
- it is possible to learn at any time and in any place with Internet access
- possibility to teach / learn alone or with several people at once (possibility of cooperation and its diversity within a community of learners).

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Creation of a community of learners using social media

Benefits of education via social media

- allows to establish new contacts based on the language, topic interests
- increase the ability to express one's opinion, view, also to argue during network and social discussions,
- shapes social skills.

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Conclusion

The workshop introduced some abilities to be developed by the Adult educators and learners to be able to implement the fifth principle of Montessori Method in Teaching 2nd Language to Adults: **INDEPENDENCE**

Independent learning is a method or learning process where learners have ownership and control of their learning - they learn by their own actions and direct, regulate, and assess their own learning

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Conclusion

The fifth principle of Montessori Method in Teaching 2nd Language to Adults can stimulate the senses and create a "sensorial" learning environment where new information can be more effectively retained.

The fifth principle of Montessori Method in Teaching 2nd Language to Adults described in the manual guidebook should be implemented in our learning activities as we have seen that independent learning is a priority in adult learning.

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Conclusion

The abilities to be developed by the Adult educators and learners to be able to implement the fifth principle of Montessori Method in Teaching 2nd Language to Adults are:

- Problem solving abilities.
- Self-learning program
- Create own educational program
- Creation of a community of learners using social media

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MORE INFORMATION

<https://zenodo.org/record/4668140/files/02TRP1>

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Social Media and digital platforms

The presentation can also be found at following the links

On SlideShare:



<https://www.slideshare.net/MedineGney/mmtla-ppt-for-local-training-events-251315748>

Twitter: <https://twitter.com/MMTLAteaching>

Facebook: <https://www.facebook.com/MMTLAteaching>

Instagram: <https://www.instagram.com/MMTLAteaching/>

Zenodo: <https://bit.ly/3sZFdie> , DOI: 10.5281/zenodo.4668140

Evaluation Toolkit

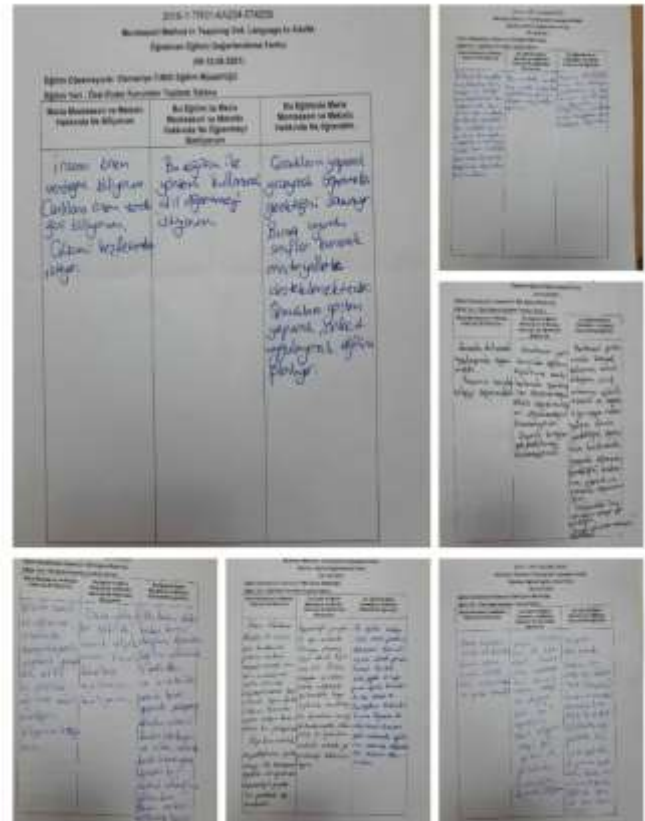
For the evaluation of the training activity you can use pre-post surveys, KWL Chart, a rubric or a questionnaire.

MMTLA project used KWL Chart. You can hand out KWL Chart and ask trainees to write down what the trainees already know about Montessori Method and its Philosophy - What do they want /expect to learn during the training activity in 10 min. and then get them back. When the training activity finished you can hand out the same papers and ask trainees what they have learned.

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 Montessori Method in Teaching 2nd Language to Adults
 Teacher Training Activity
 Evaluation Test

Host Organisation :
 Date..... :

What I already know about Maria Montessori and Montessori Method and Philosophy	What I want to know about Maria Montessori and her Method.	What I have learned in this Training



If you use the same presentation in your trainings, you can use / ask the questions described in the next pages:

Questions on the Principles of Montessori Method (1-5)

PRINCIPLE 1 (ABSORBENT MIND)

Choose Yes or No

1. The child between 0 and 6 learns languages spontaneously

Yes

No

2. In Montessori principles there are specific learning activities to teach language for child 2,5 and 6 years old

Yes

No

3. Absorbent mind is the ability to learn from the environment

a.) Yes

b.) No

4. It is not possible to use absorbent mind with adults

Yes

No

PRINCIPLE 2 (LEARNING ENVIRONMENT)

Write your answers in short sentence

5. Define some of the critical elements of the Montessori environment.

Answer: Natural lighting, soft colors, natural materials, no rigid focal points, accessible learning materials, classrooms with two doors directly opens to the school garden etc...

6. Identify 5 different resources that would be appropriate to teaching language to adults.

Answer: Dictionaries, magazines and newspapers written in the target language, online resources, novels and stories, books written on history, geography, maths, literature or vocational subjects, flashcards and real life objects, authentic materials etc.

7. Describe how you would adapt your current learning environment to a Montessori based space.

Answer: A teacher can adapt their current learning environment into a Montessori classroom where learners feel motivated to learn within the boundaries and expectations of a safe classroom. Less crowded, clean and ergonomic placement of furniture and learning materials clear the mind of stress and make it ready for learning. Teachers should also care about a safe place where learners feel comfortable in an engaging atmosphere where teachers and learners communicate freely and effectively.

(The Montessori classroom environment is unique, characterized by a student-centred approach that enables students to manage time, exercise choice, organize themselves, and practice self-regulation within a group context. This development of independent self-management is crucial to succeeding.)

8. Explain the concept of mixed ages and levels in the Montessori learning groups.

Answer: In a Montessori learning area the rooms are not divided by age. You see learners of different ages working together and socializing happily. The concept of mixed ages promotes an atmosphere of cooperation, teamwork, and peer teaching. Regarding adult education using Montessori principles, the mixed learning environment could be obtained by mixing different level learners, in order that the less experienced can learn from the more experienced ones. At the same time, coaching skills are trained, as well as cooperation and mutual understanding between learners.

PRINCIPLE 3 (EXPERIMENTATION AND EXPLORATION)

Please choose the best option and write answer to the 15th question

9. Learners may choose their own work that corresponds to the lessons.

- a.) Freedom of choice
- b.) Art appreciation
- c.) Multi age classroom

10. Within the prepared environment of the Montessori classroom, the learners experience a normalizing event every time they complete a basic work cycle, which includes 1) choosing an activity; 2) completing the activity and returning the materials to the proper place; and 3) experiencing a sense of satisfaction.

- a.) Prepared environment
- b.) Normalizing event
- c.) Sensitive period

11. Imagination involves the forming of a mental concept of what is not actually present to the senses. Creativity is a product of the imagination and results from the mental recombining of imagined ideas in new and inventive ways. Both are dependent mental imaginary formed on through sensorial experience.

- a.) Creativity/Imagination
- b.) Human tendencies
- c.) Sensitive periods

12. State 2 activities aimed at developing oral and written skills and 2 activities aimed at developing fluency, creativity and critical thinking.

Answer: Having students watching films in class and then debating, listening to songs and then having them writing a song on their own is an interesting activity that will appeal to different types of learners and help them improving their listening comprehension skills and their writing skills.

In order to develop the learners' fluency, creativity and critical thinking you can ask them to describe a painting (appealing to learners attached to art), a country they visited, they may give a cooking class, preparing a traditional dish and having the entire group tasting it and commenting on it.

PRINCIPLE 4 (OBSERVATION)

Choose the best option

13. Self-regulation and personal approach to education are the milestones in the Montessori Method.

- a.) True
- b.) False

14. In psychology, this is known as observational learning which is a type of learning that occurs as a function of observing, retaining and replicating the behaviour of others. Observational learning is not the same as pure imitation of another's behaviour. This type of learning also encompasses the concept of behaviour avoidance as a result of seeing another person behave in a certain way with negative consequences.

- a.) True
- b.) False

15. In Villa Montesca at the very beginning of 20th century, Alice Hallgarten and Maria Montessori experimented with the “Montesca Calendar” personal portfolio addressed to children in which they can just post learning experiences and observations.

- a.) True
- b.) False

16. The seven steps (‘drama’, ‘exploration’, ‘storytelling’, ‘routine’, ‘arts’, ‘discussion’ and ‘empathy’) applied to adults represent a sort of curricular indication which allows the teacher to have a clear view of the educational progress.

- a.) Seven steps
- b.) Learning
- c.) Observation
- d.) The feel of

PRINCIPLE 5 (INDEPENDENCE)

Choose Yes or No

17. The seven steps (‘drama’, ‘exploration’, ‘storytelling’, ‘routine’, ‘arts’, ‘discussion’ and ‘empathy’) applied to adults represent a sort of curricular indication which allows the teacher to have a clear view of the educational progress.

- a.) Yes
- b.) No

18. The European Parliament and Council, defined learning to learn as "ability consistent and persistent learning, organizing your own learning process only individually”

- a.) Yes
- b.) No

19. The main idea when preparing an educational programme is to take into account what adult learners want to know

- a.) Yes
- b.) No

20. Social media and other ICT tools can be used by trainers to create new learning opportunities independently.

a.) Yes

b.) No

You can also see the questions in this link: <https://forms.gle/EewJc7DQhgxSEyhE7>

2. MONTESSORI METHOD FOR TEACHING 2ND - LESSON TO ADULTS SAMPLE LESSON PLAN

While preparing your lesson you should refer to the following guidelines.

Sample Lesson 1

Language level: **A1**

Lesson on: **Simple Present / Present Continuous Tenses**

During lesson course remind students to use posters of “USEFUL SENTENCES” - “USEFUL WORDS” and the materials at “LANGUAGE CORNER”

Period 1 - Input

Show students written examples of sentences from the reading text you delivered

1) *This is Kristen. She works in her office day, Monday through Friday*

2) *Today is Saturday! Right now she is having fun with her friends.*

- Focus their attention on the verbs in the sentences
- Focus their attention on the different “look” of the verbs WORKS /IS HAVING FUN.
Do not give any explanation.

This is the ABSORBING STAGE and no production is required by students

Period 2 - Input and elaboration

Read the TEXT

- After the vision, ask students to make hypothesis about the different use of the two different ways to present the verbs WORK and IS HAVING FUN (Look up new words in the dictionary if necessary – or use the Language Corner)
- Comparison of their hypothesis among peers after reading the text
- Brainstorming between peers.

The teacher maintains an observing role and at this stage and does not correct wrong hypothesis of the students.

You can deliver the following Comparison table for self-correction to students.

This is CLASSIFICATION, CATEGORIZATION, ASSOCIATION STAGE

Comparison table

<i>This is Kristen. She works in her office day, Monday through Friday</i>	<i>Today is Saturday! Right now she is having fun with her friends.</i>
repeated actions routine	events happening at the moment of speaking
Simple Present	Present continuous

Period 3 – Output

- Students make their own examples with SIMPLE PRESENT tense – they may use the same verb of the reading text (WORKS)
- Students make their own examples with PRESENT CONTINUOUS tense, they may use the same verb of the reading text (IS HAVING FUN)
- Students explain their examples referring to the grammar rules they hypothesized on 2^o period lesson and then verified through the “Comparison table”

This is the RECALLING STAGE - WHAT IS IT?

At this stage students can also use any self-made material to give their hypothesis

Sample Lesson 2

“How to prepare a lesson from existing material”

Language level: **A2**

Lesson on: **0 and 1 CONDITIONAL**

Remember the use of

During lesson course remind students to use posters of “USEFUL SENTENCES” - “USEFUL WORDS” and the materials at “LANGUAGE CORNER”

Period 1 – Input

- Give your students a reading text from your course book at level from A1 to B1

- Invite them to find those sentences similar in terms of grammar to the following ones (*suggest them the keyword IF*)

1) **If it rains, the grass gets wet**

2) **If it rains, you'll get wet**

- Ask them to underline the two different kind of sentences in the text (if they wish they can highlight and use different colours)
- Focus their attention ONLY on these sentences. **i+1**

The meaning of the text is NOT the subject of this lesson. What is important is only their structure

This is the ABSORBING STAGE

Period 1 – Input

Maria is doing her homework but she needs some clarification. Read the dialogue between Maria and her father.

Maria: This is too difficult and I am nervous. **If I remember this in the test, it will be a miracle!**

Felicia: Maybe, **if we put some music on, it will be easier to study for you.**

Maria: Please put my CD on! Please put my CD on!

Felicia: No Maria we do not like your music. That is for teenagers. Please put on this CD, Jane.

Jane: The CD player is not working.

Felicia: **It works if you plug it on.**

Jane: Oooppss! You are right!

Felicia: **If you press play button, the CD player works.**

Jane: Now it is playing. Let's dance together Felicia and Maria.

Maria: That is you Jane:

Jane: Shut up girls! **If you do that again, I will hit you all!**

Period 2 - Input and elaboration (1)

- Ask students to make a list on their notebook writing down the sentences starting from the given ones (see Period 1) and then adding the similar ones they found on the text

- Invite them to compare their list and through peer brainstorming they may correct themselves

Show them the following Comparison Table for self-correction

Period 2 - Input and elaboration (2)

Table for self-correction

IF IT RAINS, THE GRASS GETS WET	IF IT RAINS, YOU'LL GET WET
IT HELPS IF YOU PLUG IT IN	IF I REMEMBER THIS, IT'LL BE A MIRACLE
IF YOU PRESS PLAY, THE CD STARTS	I'LL HIT YOU IF YOU DO IT AGAIN!
ETC.	ETC.

Period 2 - Input and elaboration (3)

- Ask your students to understand the *meaning* between the two types of sentences by translating into L1 (Language Corner)
- Invite your students to try and understand the different *grammar forms* in terms of structure and different use
- Promote comparison among peers
- Show them the following “Comparison table”

Period 2 - Input and elaboration (4)

1.

2.

If you press play button, the CD player works.
If + simple present, present simple
0 conditional

If I remember this in the test , it'll be a miracle
If + simple present, subject + WILL + verb
1 conditional

A.

General truths, general habits,
instructions

B.

Possible or likely things in the
future

Ask your students to compare their first hypothesis with the speech bubbles above

Ask your students to match the tables 1 and 2 with A and B

Show your students the following “Comparison table” for self-correction

If you press play button, the CD player
works.

If + simple present, present simple

0 conditional

General truths, general habits,
instructions

If I remember this in the test , it'll be a
miracle

If + simple present, subject + WILL + verb

1 conditional

Possible or likely things in the
future

This is the Classification and Categorization stage

Period 3 – Output (1)

Ask your students to prepare a Poster in pairs to summarize Conditional 0 and 1 they have learnt so far.

You can keep this poster as an output and learning material. And this will be the **RECALLING** stage

Period 3 – Output (2)

Other outputs can be

To translate the sentences from the poster into L1

Then reverse translation from L1 into L2

And compare the translations with the poster and self-correct themselves.

(RECALLING stage)

3. MMTLA LOCAL TRAININGS EXPERIENCE

The goal of the local learning teaching trainings for language teachers and trainers was to make awareness on Maria Montessori Philosophy and how to use this method in teaching 2nd language to adults. The training was divided into 5 days, with duration of 30 hours. You can perform it in to 2 days with time span of 12 hours, depending in the target group availability. The training course can be implemented in a blended learning way: face-to-face and online or if possible, in a face to face or online learning. Each training activity should have at least one workshop that will be used for the sample lesson plan according to the Montessori Philosophy and teaching 2nd languages.

Workshop – Preparing sample lesson plans

- Osmaniye MEM,
- Europe For All
- COFAC,
- INBIE,
- CJRAE,

The workshops are described below.

MMTLA: THE CASE OF OSMANIYE İL MILLİ EĞİTİM MÜDÜRLÜĞÜ

Local LTTA on Montessori Method in Teaching 2nd Language to Adults

Osmaniye -Turkey

EVENT DESCRIPTION

1.1.Event Theme: Teachers learning/teaching/training activity on Montessori Method and its use in teaching 2nd language to adults.

1.2.Event Organizer: Osmaniye İl Milli Eğitim Müdürlüğü

1.3.Venue: Özel Ender Koleji Toplantı Salonu

ATTENDANCE SHORT DESCRIPTION

2.1. Trainers' name and position: Medine GÜNEY, project Coordinator and Fevzi ŞİŞİK, school Inspector.

Actions carried out: Osmaniye MEM, as all project partners should do, prepared a poster and released it on the official webpage and its social media accounts for 5 days. On the poster there were info about the training topic, subtopics, the date, the venue and the contact addresses.

The rationale of Montessori Method and its Philosophy

Montessori Method and cognitive behaviour

5 principles of Montessori Method

- Absorbent Mind
- Learning Environment
- Experimentation and Exploration
- Observation
- Independence

The Parts of Development of the 3 Period Lesson

- Preparation
- During the lesson
- Post lesson

In case of Turkey primary school teachers who have refugee children in their classes also volunteered to attend this event. Because after their teaching with students during daytime they have sessions of teaching Turkish to refugee adults/parents. 9 primary school teacher and 7 teachers of English, German attended the event. It was held on 9th-10th of June, 2021. This event took two days and 12 hours.

At the beginning of the session the trainers handed out KWL chart and asked them to fill in two columns (What I already know about Maria Montessori, her philosophy and how to implement Montessori Method in teaching 2nd language to adults and what do I want to learn in this ltt). And the 3rd column (What I learned) was filled in after the two days of session. The attendees also took a questionnaire on Maria Montessori Principles to see the achievement of the training. You can reach the questionnaires from this link. (<https://forms.gle/NRMpyuMYhfF9WV3N9>)

2019-1-TR01-KA204-074258
 Montessori Method in Teaching 2nd Language to Adults
 Öğretmen Eğitim Değerlendirme Formu
 (09-10.06.2021)

Eğitim Döşemeyicisi : Osmanlıya 2 Milli Eğitim Müdürlüğü
 Eğitim Yarı : Özel Ender Kurumun Toplantı Salonu

Marie Montessori ve Metodu Hakkında Ne Biliyorum	Bu Eğitim ile Marie Montessori ve Metodu Hakkında Ne Öğrenmeyi Bekliyorum	Bu Eğitimde Marie Montessori ve Metodu Hakkında Ne Öğrendim.
İnsanı özen verdiği bilgileri. Çocuklara özen verdiğini biliyorum. Özlemi keşfetmede istiyey.	Bu eğitim ile yöntemi kullanarak dil öğretmeyi istiyorum	Çocukların yapmayı yaşadık öğrenmek gerektiğini biliyoruz. Buna uygun sınıflar kurarak materyallerle desteklenmektedir. Çocuklara göster yaparak öğrettiğini biliyoruz.

2019-1-TR01-KA204-074258
 Montessori Method in Teaching 2nd Language to Adults
 Öğretmen Eğitim Değerlendirme Formu
 (09-10.06.2021)

Marie Montessori ve Metodu Hakkında Ne Biliyorum	Bu Eğitim ile Marie Montessori ve Metodu Hakkında Ne Öğrenmeyi Bekliyorum	Bu Eğitimde Marie Montessori ve Metodu Hakkında Ne Öğrendim.

2019-1-TR01-KA204-074258
 Montessori Method in Teaching 2nd Language to Adults
 Öğretmen Eğitim Değerlendirme Formu
 (09-10.06.2021)

Marie Montessori ve Metodu Hakkında Ne Biliyorum	Bu Eğitim ile Marie Montessori ve Metodu Hakkında Ne Öğrenmeyi Bekliyorum	Bu Eğitimde Marie Montessori ve Metodu Hakkında Ne Öğrendim.

2019-1-TR01-KA204-074258
 Montessori Method in Teaching 2nd Language to Adults
 Öğretmen Eğitim Değerlendirme Formu
 (09-10.06.2021)

Marie Montessori ve Metodu Hakkında Ne Biliyorum	Bu Eğitim ile Marie Montessori ve Metodu Hakkında Ne Öğrenmeyi Bekliyorum	Bu Eğitimde Marie Montessori ve Metodu Hakkında Ne Öğrendim.

2019-1-TR01-KA204-074258
 Montessori Method in Teaching 2nd Language to Adults
 Öğretmen Eğitim Değerlendirme Formu
 (09-10.06.2021)

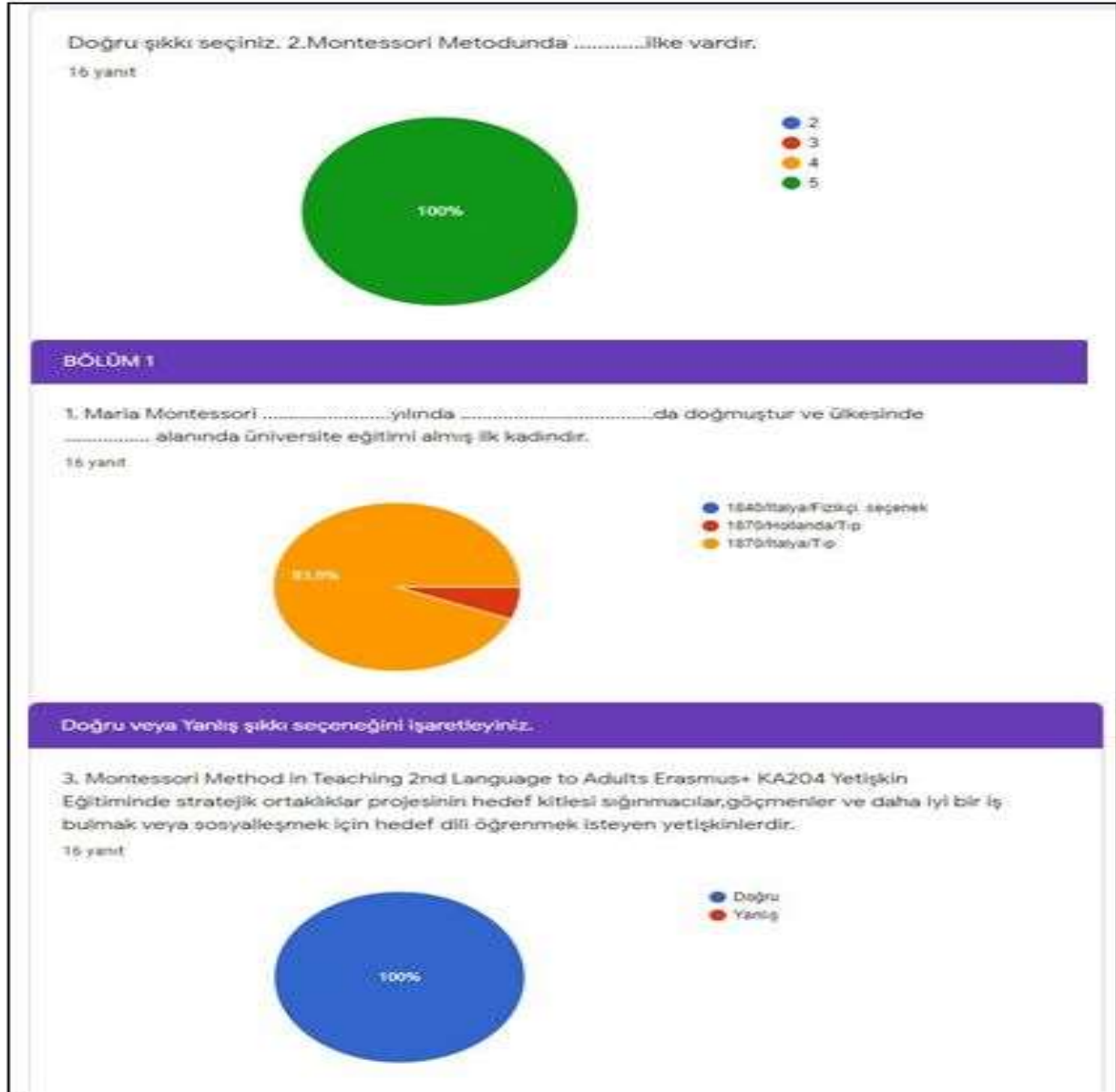
Marie Montessori ve Metodu Hakkında Ne Biliyorum	Bu Eğitim ile Marie Montessori ve Metodu Hakkında Ne Öğrenmeyi Bekliyorum	Bu Eğitimde Marie Montessori ve Metodu Hakkında Ne Öğrendim.

2019-1-TR01-KA204-074258
 Montessori Method in Teaching 2nd Language to Adults
 Öğretmen Eğitim Değerlendirme Formu
 (09-10.06.2021)

Marie Montessori ve Metodu Hakkında Ne Biliyorum	Bu Eğitim ile Marie Montessori ve Metodu Hakkında Ne Öğrenmeyi Bekliyorum	Bu Eğitimde Marie Montessori ve Metodu Hakkında Ne Öğrendim.

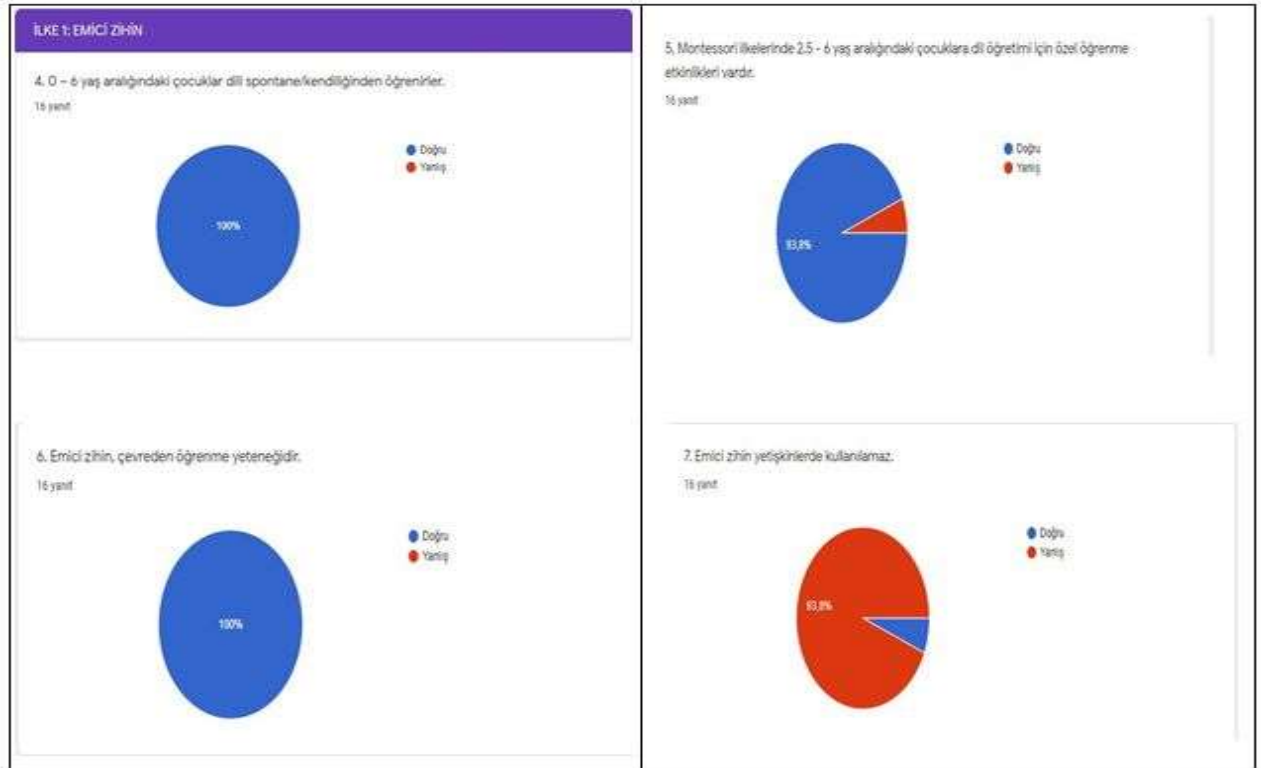
The report of the questionnaire on Montessori Method and Its Principles

PART I



PART II

PRINCIPLE 1 ABSORBENT MIND



PRINCIPLE 3 EXPERIMENTATION AND EXPLORATION

İLKE 3 DENEY VE KEŞİF

12. Öğrenciler derslerin içerğine göre kendi çalışmalarını seçebilirler. Biz buna _____deriz.

16 yanıt

Seçenek	Oran
Seçme özgürlüğü	93.8%
Sanat tarihi	6.2%
Kama yapma yöntemi	0%

14. Hayal gücü, gerçekte duyular için mevcut olmayan şeyin zihinsel bir kavramının oluşturulmasını içerir. Yaratıcılık, hayal gücünün bir ürünüdür ve hayal edilen fikirlerin yeni ve yaratıcı yollarla zihinsel olarak yeniden birleştirilmesinden kaynaklanır. Her ikisi de duygusal deneyim yoluyla oluşturulan bağımlı zihinsel hayallerdir.

16 yanıt

Seçenek	Oran
Yaratıcılığa özel güç	100%
İnsan eğitimi	0%
Hayal düşünme	0%

13. Hazır durumda olan bir Montessori sınıfında öğrenciler 1) bir aktiviteyi seçmek; 2) aktiviteyi tamamlamak ve öğrenme materyallerini yerine geri koymak; ve 3) tatmin duygusu yaşamak gibi temel bir çalışma döngüsünü tamamladıklarında bir normalleştirme olayı yaşarlar. Bu bir _____dir.

16 yanıt

Seçenek	Oran
Hazır Öğrenme Oranı	81.3%
Normalleştirme Olayı	18.7%
Hayata Dönem	0%

15. Sözlü ve yazılı becerileri geliştirmeye yönelik 2 etkinlik ve altıncı, yaratıcılık ve eleştirel düşünmeyi geliştirmeye yönelik 2 etkinlik örneği yazınız.

16 yanıt

Bir yapılmaması olay yönteminin kullanılarak bir soruna çözüm bulunmasını sağlanabilir deneyimlere uygun bir film izlettikten sonra filmde geçen olaylar hakkında sorular yapılır, verilen bir konu hakkında düşünme için yazma etkinlikleri yapılır.

Bir yapma etkinlikleri görmek, bakmaya görmek, görselleştirme görmek gibi gerçek yaşam durumlarının simülasyonları yapılabilir. Öğrencilerin sınıfı film izledikten sonra tartışmaları, soruları dinlemeleri ve ardından kendi bakışları bir sergi yazmaları sağlamak, farklı öğrenci türlerine hitap edecek ve derslere anlama becerilerini ve yazma becerilerini geliştirmelerine yardımcı olacak diğer bir etkinliklerdir.

Bir yapma, eleştirme görmek, gibi gerçek yaşam durumlarının canlandırma yapılabilir. Bir film izlenerek öneriler ilgili konuşmak, tartışma çıkarmak olabilir.

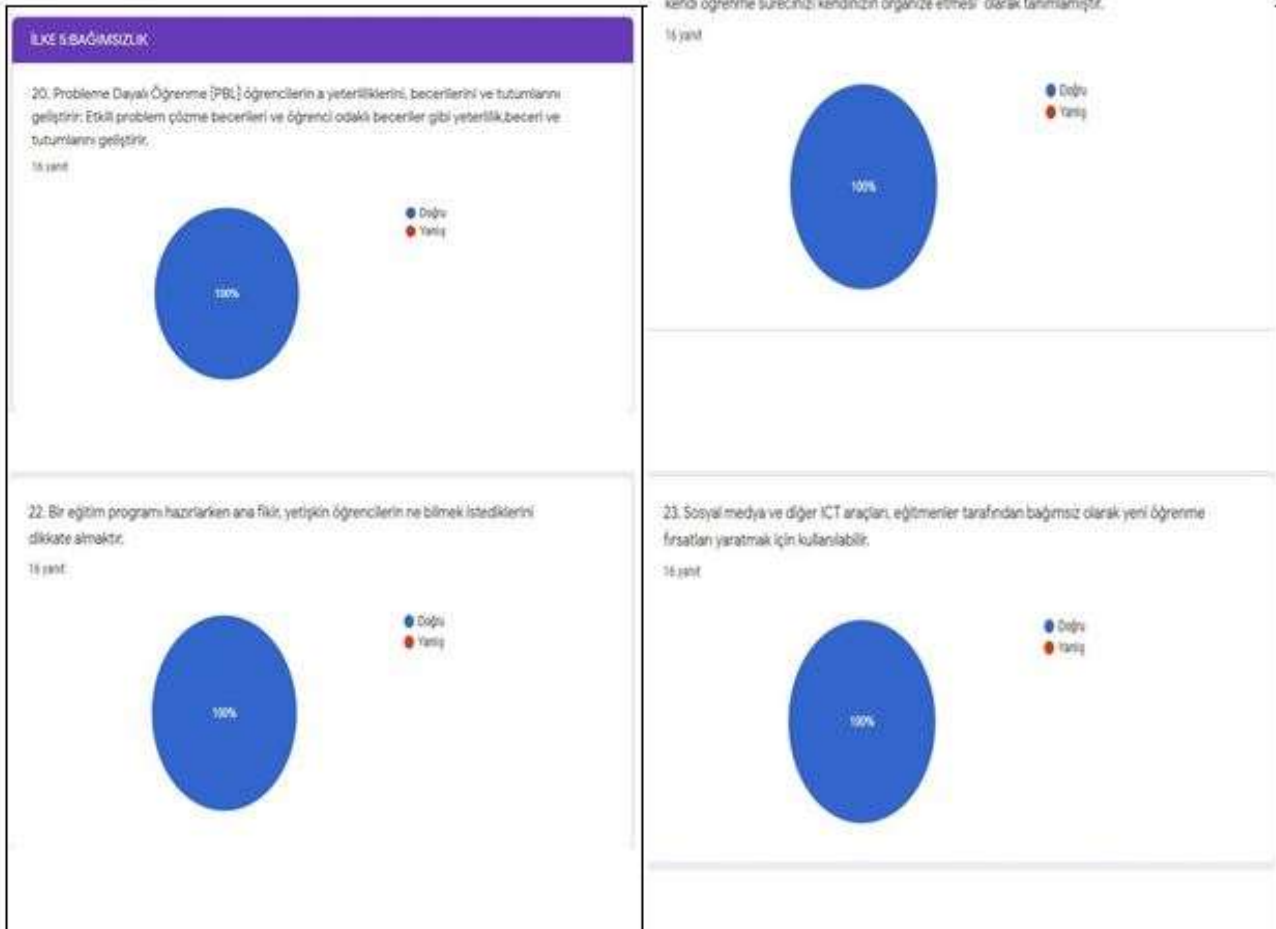
Kelime grupları maketleri okuma açacı.

1- Bir hafta bir film izlettikten sonra filmle ilgili sorular ve tartışmalar alınarak filmle ilgili sorular sorulabilir. İzlenen film hakkında her bir öğrenciye kendi bir film yaptırılabilir. Ya da filmle ilgili bir müzik kesitleri olabilir. 2- Okudukları romanı sahne canlandırabilir bir oyun sergileyebilir. Bu etkinlikler gerçekleştirildiğinde öğrencilerin öğrenme ve öğretme alanındaki katkıları artırılabilir. Bu tür etkinlikler gerçekleştirildiğinde öğrencilerin öğrenme ve öğretme alanındaki katkıları artırılabilir.

PRINCIPLE 4 OBSERVATION

ILKE 4-KESFETME	
<p>16. Öz disiplinli/üzerleme ve eğitime kişisel yaklaşım Montessori Metodundaki ölçümete taşlandı.</p> <p>16 yant</p>	<p>17. Psikolojide bu, başkalarının davranışlarını gözlemleme, koruma ve kopyalama işlevi olarak ortaya çıkan bir öğrenme türü olan gözlemsel öğrenme olarak bilinir. Gözlemsel öğrenme, bir başkasının davranışının tıpa tıp taklidi ile aynı şey değildir. Bu öğrenme türü, başka bir kişinin olumsuz sonuçlarla belirli bir şekilde davrandığını görmenin bir sonucu olarak davranıştan kaçınma kavramını da kapsar.</p> <p>17 yant</p>
<p>18. 20. Yüzyılın başlarında Vİta Montesci'da Alice Halgarten ve Maria Montessori, çocuklara sadece öğrenme deneyimlerini ve gözlemlerini gönderebilecekleri "Montesci Takvimi" kişisel portföyünü denediler</p> <p>18 yant</p>	<p>19. _____ ("drama", "keşif", "hikaye anlatımı", "rutin", "sanat", "tartışma" ve "empati") yetiştirmeye uygulanan, öğretmen eğitimi ile ilgili birerlemede net bir görüşe sahip olmasını sağlayan bir tür müfredat göstergesini temsil eder.</p> <p>19 yant</p>

PRINCIPLE 5 INDEPENDENCE



The Report of KWL Chart in English

	What I know	What I want to learn	What I have learned
	I know that it is an individualized education method	I want to learn how I can I apply this method into my teaching and what can I do.	I learned the importance of learning by living and doing, and how important it is to give the students autonomy over their learning materials.
	It is a method that provides training according to human relations based on practice	details and application examples	Information about Maria and theoretical information about the classroom environment and practices
	<p>Maria Montessori is the first female doctor in Italy. She entered the medical school and became a doctor even though women were forbidden to study in the medical school.</p> <p>With this method, a student-centered and game-based method has been developed, taking into account individual differences.</p>	<p>To develop myself as a teacher, as an educator, to apply every knowledge I have gained in my field with my dear students.</p> <p>To notice the differences easily, to touch each student with love and interest, to guide and guide them.</p>	<p>Bu yöntemde:</p> <ul style="list-style-type: none"> *The importance of individual differences, *Suitability of the physical environment *Teacher should guide and observed *Education should be done free of any kind of judgement. * By playing games, teaching can be done in a free environment based on unprotected discovery. * The child's orientation, interest and order should be on

			their own initiative.
	<p>What I know about Montessori is just what I read on the internet. It is a learning method where students participate actively, and teachers guide them students in a natural environment.</p>	<p>I want to learn how to implement to my students, my children, and people around me.</p> <p>I would like to know how to destroy a rote-based education system, how to apply this method in these difficult conditions.</p> <p>I would like to know the smallest details.</p> <p>I would like to learn, apply, and disseminate in a way that does not remain on paper.</p>	<p>It was a fruitful training. I hope we have an education system that we can apply this method, have good results and raise new generations.</p> <p>As can be understood from the proverb 'The tree bends when it is young', children can be educated from a young age, and the desired gains are given through a trained guide by experiencing and discovering this.</p> <p>Excellent system but difficult to implement. Not on our terms. But as an educator, I think you have to start somewhere.</p>
	<p>Learning by loving, touching, and applying. It is learning in life.</p>	<p>In Montessori method I think I will learn technics that will be new in my teaching. I think I can raise self-sacrificing individuals.</p>	<p>I learned that individual development is important in the Montessori method, and I also learned that the classroom environment should be bright, organized and suitable for the student, that students will learn by doing research and presenting, that</p>

			students absorb information like a sponge and the importance of imagination.
	I know that in an activity-based learning environment, individuals are actively involved in education by experiencing, doing and living.	I am waiting for my theoretical knowledge to be divided into capillaries in more detail.	I learned that Maria Montessori was one of the female doctors. I learned that there are five different areas in the education method and that there is a method in which the child plans the teaching process herself by living by doing it herself and learns at her own pace in the process. Actually, I have just stepped into the Montessori method. There is a lot to learn.
	Maria Montessori is a psychiatrist who was brought up in the strict rules of a Catholic family and adopted an understanding of education based on subject differences, opposing the calming of people in the limited education process by raising a counter flag. In the Montessori	Being in the same environment with disadvantaged groups naturally forces us to reach children whose mother tongue is not Turkish, and I also expect that these trainings will guide us in a methodical sense when we are exposed to situations other than our mother tongue.	To put it bluntly, this education did not take place as a second language education for adults. The fact that the content is mostly positioned on the 0-6 age group and the activities cannot be associated with the common language framework program has created the opinion that the education cannot

	method, there are directives for disadvantaged groups, especially in language teaching, which has adopted the principle of individualized education.		reach its purpose in a personal sense.
	Maria Montessori is a medical doctor in fact. However, since she was curious about education, she did studies on this subject.	I wonder how Maria Montessori struggled to achieve her ideals as a woman and how she made her voice heard in the world. I want to know which way methods and approaches she uses.	She is Italian and a scientist. She leaves Italy for opposing fascism. She found Montessori School in London. She was nominated to Nobel prize in 1951. She died in 1952 at the age of 82. She was buried in a cemetery in Netherlands. She started a new trend in education.
	She is a person who worked with children with special needs and developed a method in her own way by taking care of other children. This method is currently being tried to be applied all over the world. It focused on learning by experience.	I want to learn how can apply this method in my classes.	I learned who Maria Montessori is, her method and its principles. And I also learned how can I implement this method in my classes.
	I know she gave importance to people, living creatures in	I want to teach the target foreign language with this	She defends that children should learn by experiencing and

	nature. She wants children to experience the solutions.	method.	doing. This learning type should be supported by necessary materials. She plans the education by observing them.
	I do not know much rather than some info heard from here and there.	I hope to learn a method which will develop me personally and in profession.	I wish the training activity were more detailed. But I learned some very precious info that I can use in my personnel and professional life.
	I know that Montessori Method is teaching language based on activities. Especially while teaching letters and words.	I want to learn Montessori method in tiny details and hope to be useful for my students by using this method.	I learned that Maria Montessori is a person who dedicated herself to education and during this dedication she developed a new method. And the method was based on learning by doing, by experiencing and using materials in life.
	I know that it is a method of learning by doing and experiencing.	I hope to learn a new technic in reading and writing and teaching a second language.	It is a method in which pre-prepared materials are prepared in line with the targeted gains, and only one of them is prepared in the classrooms, which consists of five sections, without being involved under the supervision of a guide.

GENERAL IMPRESSION OF THE TRAINING

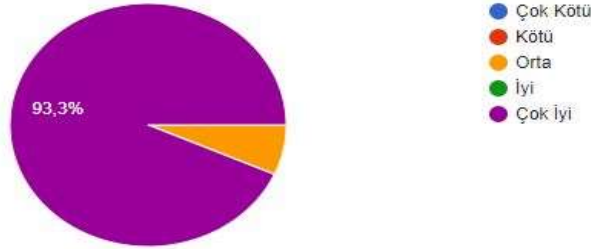
Eğitim Bilgileri

Eğitim organizasyonunun değerlendirilmesi

Sizce Eğitim Genel Olarak Nasıldı

2 gün 12 saat süren eğitim genel olarak

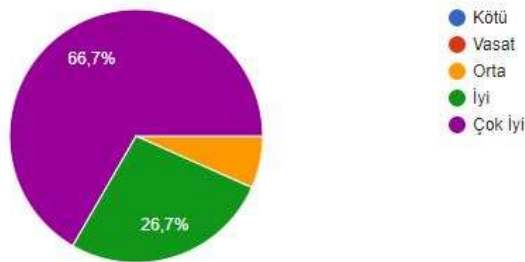
15 yanıt



The training hall is suitable for the training activity

1. Eğitim salonu söz konusu eğitim için uygundur.

15 yanıt

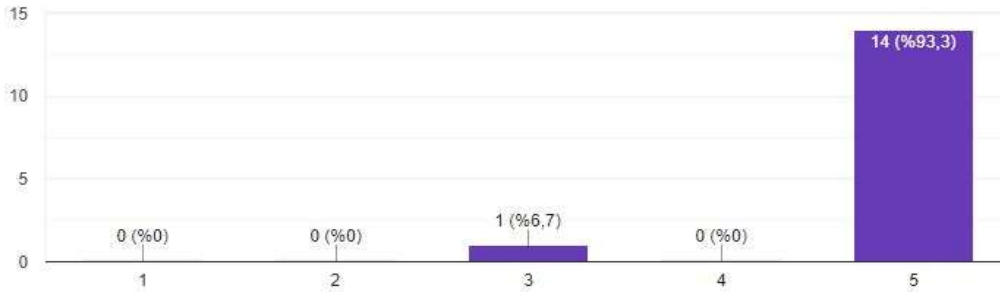


The training activity is useful for my professional development

Eğitim programının ve eğitim yöntemlerinin değerlendirilmesi

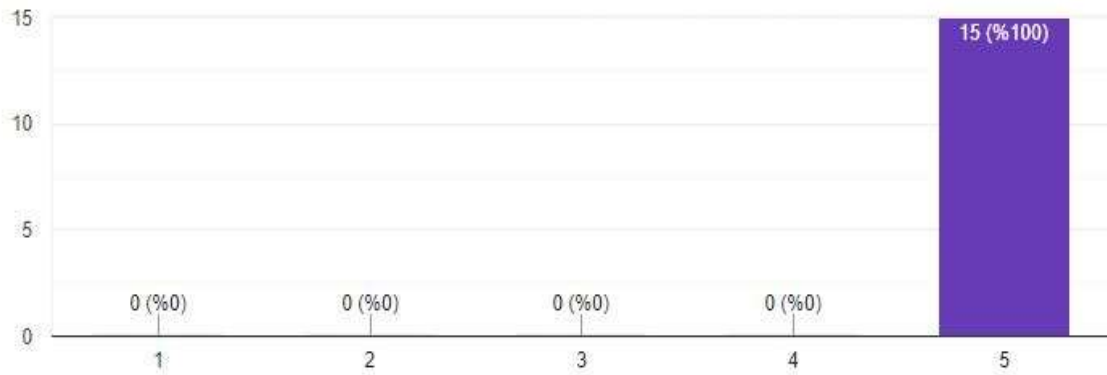
1. Aldığım eğitim mesleki gelişimim için uygundur.

15 yanıt



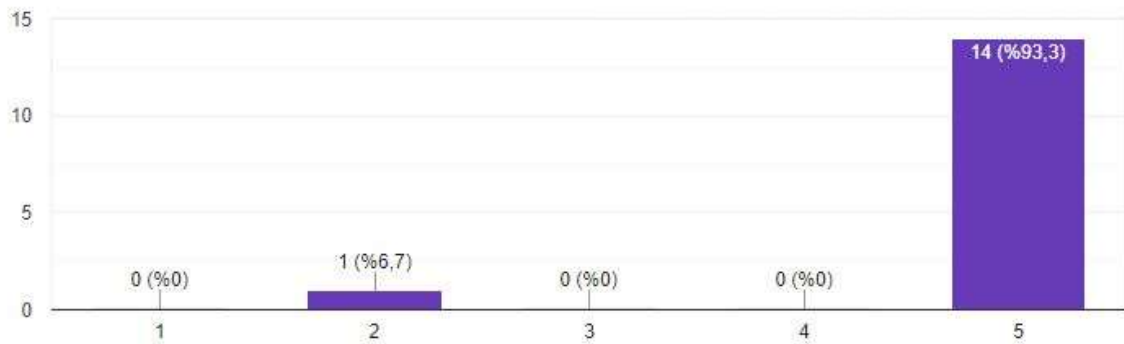
2. Eğitimin süresi ve saatleri, eğitim konusunun anlatılması için yeterli idi.

15 yanıt



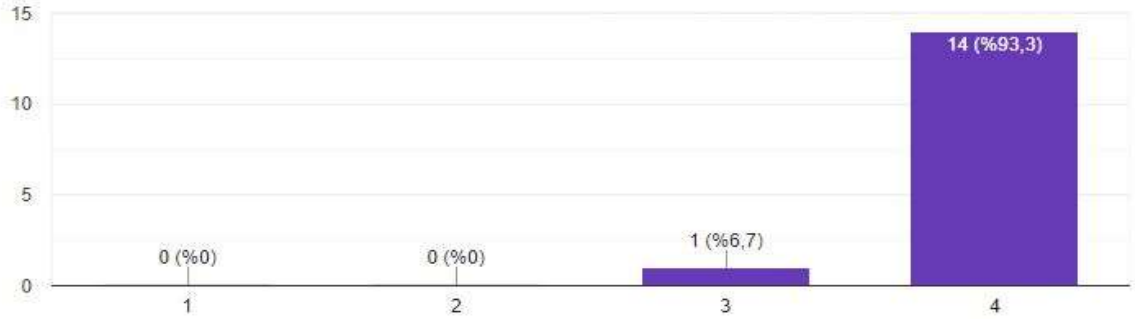
3. Eğitim materyalleri uygundu.

15 yanıt



4. Eğitim Süresince çay-kahve aralarında sunulan ikramlar ve öğle yemeğini değerlendiriniz.

15 yanıt

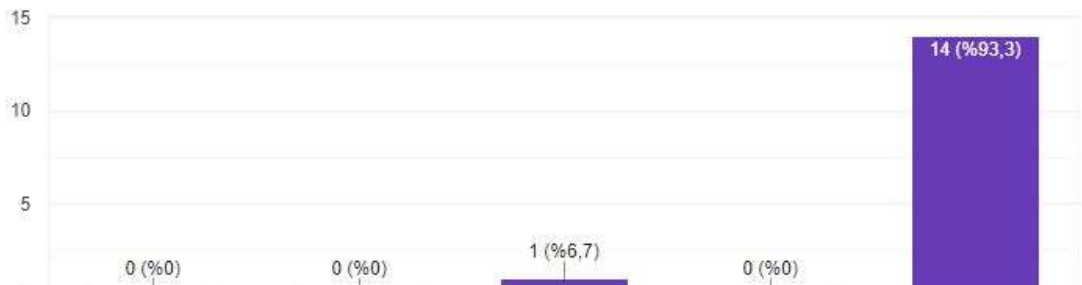


The Experience of the Trainers

Eğitim programının ve eğitim yöntemlerinin değerlendirilmesi

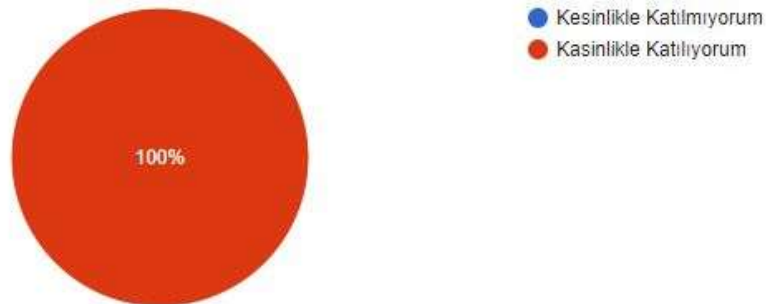
1. Aldığım eğitim mesleki gelişimim için uygundur.

15 yanıt



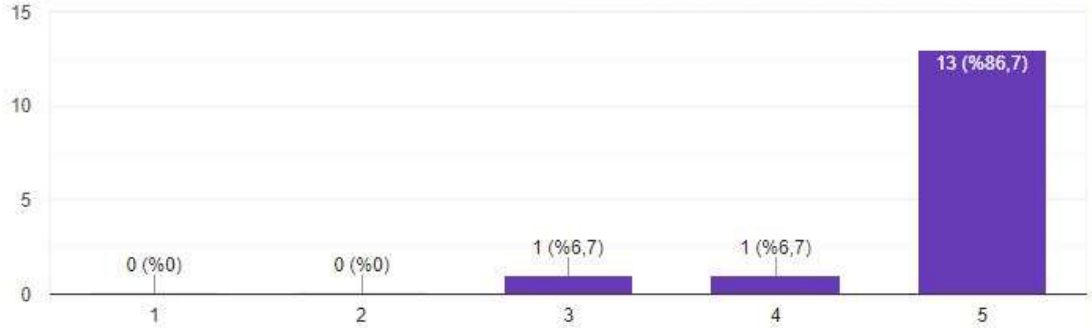
2. Bu eğitim ile mesleğimle ilgili yeni bir çalışma alanı kazandım.

15 yanıt



3. Kullanılan ve anlatılan eğitim metot ve uygulamalarını çalışmalarında kullanabiliyim.

15 yanıt

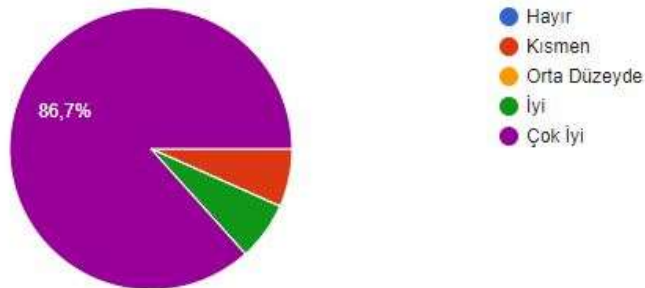


Attitude of the Instructors

Eğitmenlerin çalışmalarının değerlendirilmesi

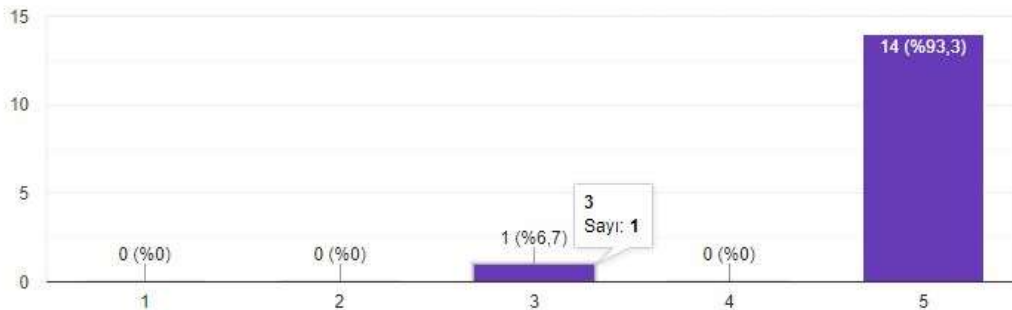
1. Eğitmenin deneyimi eğitim konusu için yeterliydi.

15 yanıt



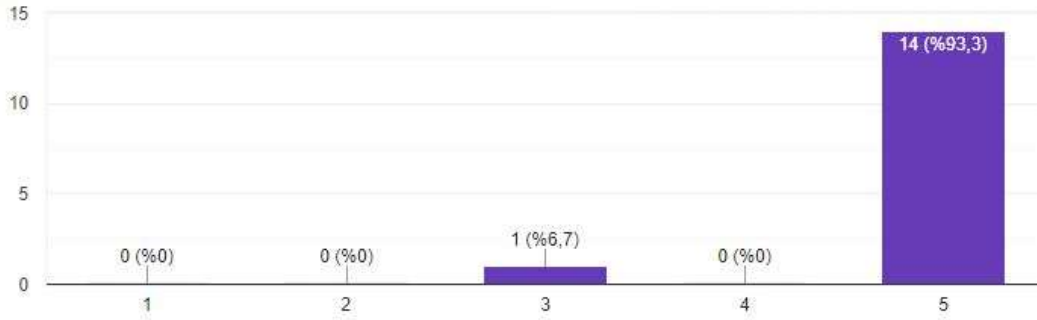
2. Eğitmenin tutumu arkadaş canlısı, profesyonel ve kararlıydı.

15 yanıt



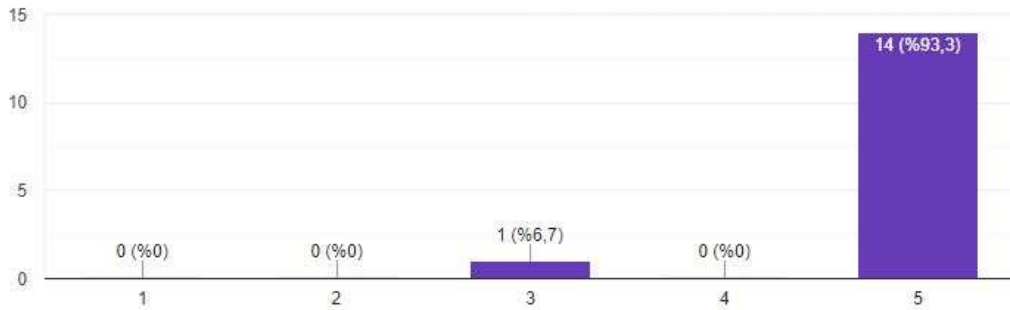
3. Egzersiz talimatları açık ve anlaşılırdı.

15 yanıt



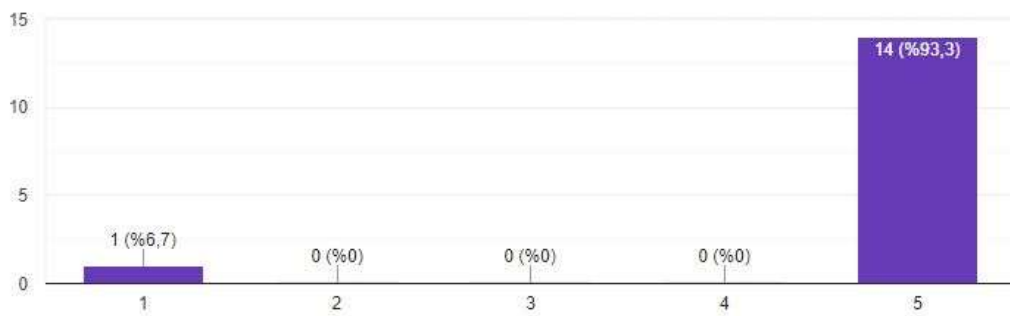
4.Eğitimin konusunun kavranması için konu ile ilgili tartışmaları yürütme ve soruları yanıtlama şekli olumluydu.

15 yanıt



5.Bilgiyi sunma şekli , eğitim hedefine ulaşmak için uygundu.

15 yanıt



VISUALITY of the LOCAL TRAINING ACTIVITY:

<https://osmaniyeerge.meb.gov.tr/www/montessori-metodu-ile-yetiskinlere-2-dil-ogretimi-baslikli-projemizin-ogretmen-egitimleri-basliyor/icerik/350>

<https://osmaniyeerge.meb.gov.tr/www/erasmus-ka204-montessori-method-in-teaching-2nd->

[language-to-adults-baslikli-projemizin-ogretmen-egitimi-gerceklestirildi/icerik/352](https://www.facebook.com/MMTLTeaching)

<https://www.facebook.com/MMTLTeaching>

<https://www.facebook.com/medine.tombul/>



PHOTOS



MMTLA: THE EUROPE FOR ALL CASE

Local LTTA on Montessori Method in Teaching 2nd Language to Adults

Milan -Italy

1. EVENT DESCRIPTION

1.1. Event Theme: Teachers learning/teaching/training activity on Montessori Method and its use in teaching 2nd language to adults.

1.2. Event Organizer: Europe for All

1.3. Venue: Impact Hub Milano

2. ATTENDANCE SHORT DESCRIPTION

2.1. Trainers' name and position: Antonio Corigliano, Project coordinator; Noemi Morrone, teacher

Actions carried out: Europe for All was responsible for organizing Learning, Training, Teaching activities for the participants from partners in the project. Therefore, Europe for All held the LTTA in Milano from 12/10/2020 to 16/12/2020. That was the first meeting and workshop of the project. The teacher of our organization, Noemi Morrone, guided the LTTA and the project participants. She has prepared a guidebook for participants to use in the project's future activities and shared it with all partners. The following framework of subjects was held in the LTTA:

Who is Maria Montessori

Principles of the Montessori Method

respect for the learners

the absorbent mind

sensitive periods

the prepared environment

auto education

The Planes of Development and The 3 Period Lesson

The 12Principles from Montessori Method and MMA.'

Class management and motivational approach to adult education

The Practical Part: Guidelines on Materials and Activities'

Sample Lesson Plan

Europe for All also held dissemination activities. Europe for All has prepared a poster for LTTA and training courses and shared it on social media. They also sent the training course flyers to emails of various schools. The training topic, the date, the venue, and the title can be seen on the poster. It included Montessori Methods for English teachers that they can use as educational content during their education. The training was held face to face after waiting for the pandemic conditions to improve. At the same time, observation trips were organized to schools where similar methods were applied in practice.

The training course took place at Impact Hub in Milan in November 2021. The educational materials used for Montessori Education were based on the output developed in the project: "The Montessori Method Application Guide in Second Language Teaching in Adult Education."

The subjects below were mentioned in these courses:

The Origin of the Montessori Method

The Logic and Philosophy of the Montessori Method

Five principles of Montessori Method

Absorbent Mind

Learning Environment

Experimentation and Exploration

Observation

Independence

School visit and observation

Workshop – Preparing sample lesson

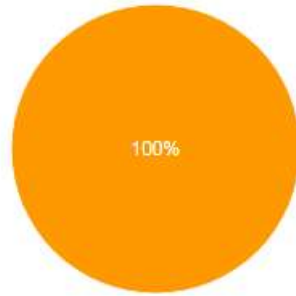
The groups participating in the training consisted of teams from France, Poland, and Romania, who interacted through our visibility activities. Our trainings lasted for approximately 3 hours and five days. After the training, a survey was conducted on the Maria Montessori Principles to measure the participants' success and effects of the training. Results of these surveys can be seen at the following link:
https://docs.google.com/forms/d/1u6Bs7RiCgppVgbx3Vvj_SXbnhgJRGT25-mkkGJyZkqo/edit?usp=sharing_eil_dm&ts=61fca889

Choose the best option

1. Maria Montessori was born in(year),(country) and the first woman who educated at University in her country.



15 yanıt

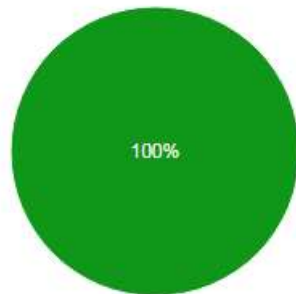


- 1840 / Italy /Physician
- 1870 /Netherlands /Medicine
- 1870/Italy/Medicine

2. There areprinciples in Maria Montessori Method.



15 yanıt



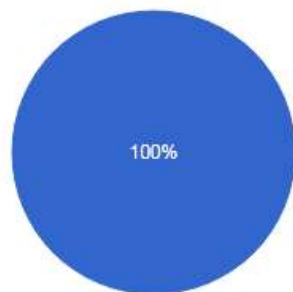
- 2
- 3
- 4
- 5

Choose True or False

3. The target group of this project (Montessori Method in Teaching 2nd Language to Adults Erasmus+ KA204) is the refugees ,immigrants and adults who want to learn the target language to find better jobs ,to socialize or to realize their daily activities without asking any help.



15 yanıt



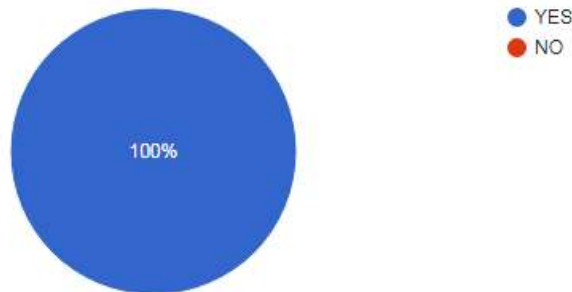
- True
- False

Principle 1 (Absorbent Mind)

If you use the same presentation for your training you can use ask the questions below. Here it is;

 Kopyala

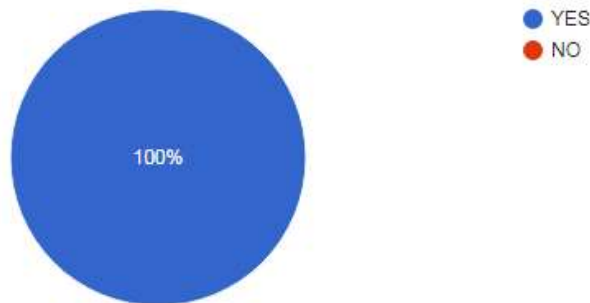
14 yanit



5. Absorbent mind is the ability to learn from the environment

 Kopyala

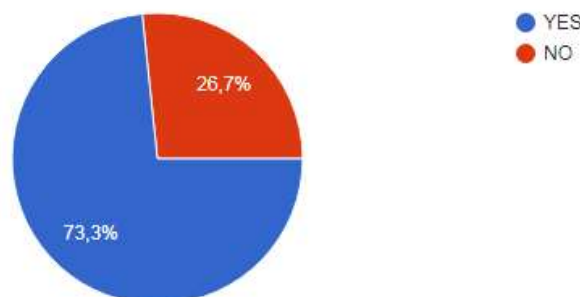
15 yanit



6. It is not possible to use absorbent mind with adults

 Kopyala

15 yanit



7. Define some of the key elements of the Montessori environment (A: natural lighting, soft colors, natural materials, no rigid focal points, accessible learning materials)

15 yanit

Uninterrupted Work Periods: In Montessori classrooms, an extended period of “free choice” time called the “uninterrupted work period” recognizes and respects individual variations in the learning process. During the work period, students have time to select and work through various tasks and responsibilities at their own pace, without interruption.

8. Identify 5 different resources that would be appropriate to teaching language to adults.

15 yant

Workshops, seminars, volunteering activities, basic story books, doing practice.

Online language applications, daily practice, word cards, chatting, reading

Language applications, online meetings, daily study, reading, singing

Workshops, seminars, online practices, daily works, key cards.

Dictionary, magazine, news, music

dictionary

Dictionary

Authrntic learning materials, books

Dictionary, word cards

9. Describe how would you adapt your current learning environment to a Montessori based space.

15 yant

I would create online or offline events schedule to make studens in contact each other and let them create their own environment for society.

Work papers, quizzes

Organizing interactive events

Interactive events

I would create online or offline events schedule to make studens in contact each other and let them create their own environment for society.

I would give online homeworks for students. So, they can communicate with each other and play games for language.

I can add a brainstorm space in my learning environment(paper, board etc)

I can add a brainstorm space in my learning environment

10. Explain the concept of mixed ages and levels in the Montessori learning groups.

15 yanıt

0-60

Montessori classrooms are divided into multi-age groupings based on each child's stage of development. Students stay with one class for an entire three-year cycle. This three-year grouping starts with the Children's House, designed for ages 3-6, and continues on through Elementary for ages 6-9 and 9-12.

Montessori classrooms are divided into multi-age groupings based on each child's stage of development. Students stay with one class for an entire three-year cycle.

Montessori classrooms need to be based on each child's stage of development.

0-70+

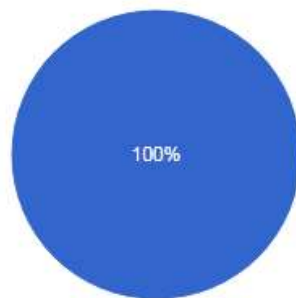
In Montessori schools, multi-age groupings enable younger children to learn from older children and experience new challenges through observation. Older children reinforce their own learning by teaching concepts they have already mastered, while developing leadership skills and serving as role models. Because each student's work is individual, children progress at their own pace; there is cooperation rather than competition between the ages.

Principal 3 (Experimentation and Exploration)

11. Learners may choose their own work that corresponds to the lessons.

 Kopyala

15 yanıt



- Freedom of choice
- Art appreciation
- Multi-age classroom

12. Within the prepared environment of the Montessori classroom, the learners experience a normalizing event every time they complete a basic work cycle, which includes 1) choosing an activity; 2) completing the activity and returning the materials to the proper place; and 3) experiencing a sense of satisfaction.



15 yanıt



13. Imagination involves the forming of a mental concept of what is not actually present to the senses. Creativity is a product of the imagination and results from the mental recombining of imagined ideas in new and inventive ways. Both are dependent mental imaginary formed on through sensorial experience.



15 yanıt



14. State 2 activities aimed at developing oral and written skills and 2 activities aimed at developing fluency, creativity and critical thinking.

15 yanıt

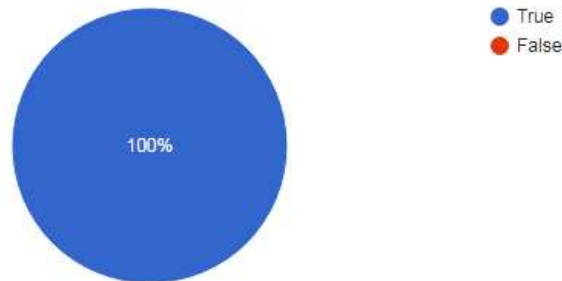
- Diaries, reading stories in loud, playing games, acting
- drama- role play
- For written skills: 1) Watching films 2) Translation practices / Critical thinking: 1) Debates 2) Presentations things to people
- Watching series, Key cards, Daily Conversation, Presenting things
- Drama, role play
- Playing Games, writing diary, creating games, creating slides
- Drama- role play
- Drama, role play, songs
- Written and oral skills: 1) Watching movies. series 2) Doing Translation

Principle 4 (Observation)

15. Self-regulation and personal approach to education are the milestones in the Montessori Method.



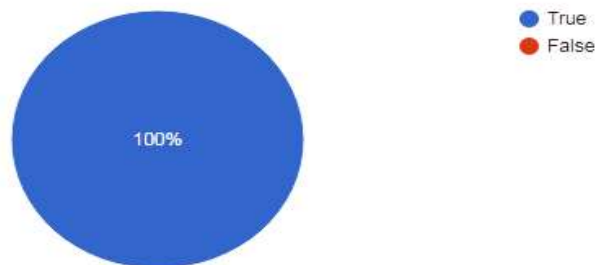
15 yanıt



16. In psychology, this is known as observational learning which is a type of learning that occurs as a function of observing, retaining and replicating the behaviour of others. Observational learning is not the same as pure imitation of another's behaviour. This type of learning also encompasses the concept of behaviour avoidance as a result of seeing another person behave in a certain way with negative consequences.



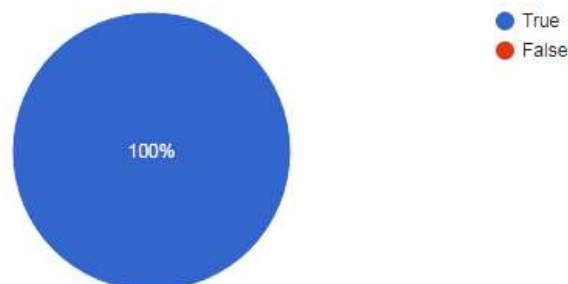
15 yanıt



17. In Villa Montesca at the very beginning of 20th century, Alice Hallgarten and Maria Montessori experimented with the "Montesca Calendar" personal portfolio addressed to children in which they can just post learning experiences and observations.



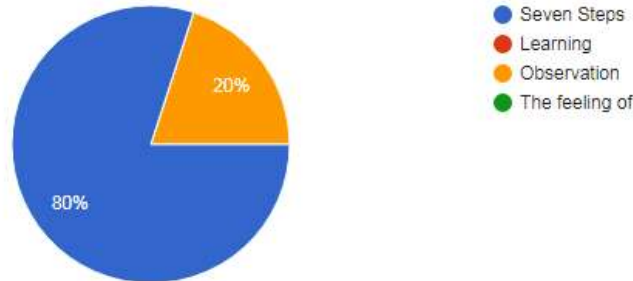
15 yanıt



18. The seven steps ('drama', 'exploration', 'storytelling', 'routine', 'arts', 'discussion' and 'empathy') applied to adults represent a sort of curricular indication which allows the teacher to have a clear view of the educational progress.



15 yanit

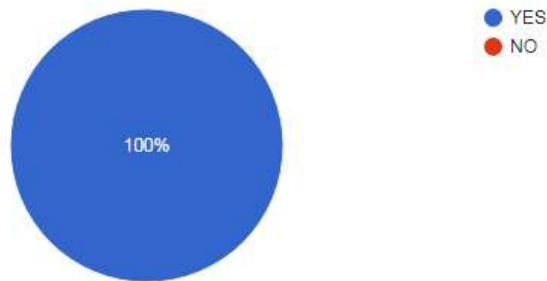


Principle 5 (Independence)

18. The seven steps ('drama', 'exploration', 'storytelling', 'routine', 'arts', 'discussion' and 'empathy') applied to adults represent a sort of curricular indication which allows the teacher to have a clear view of the educational progress.



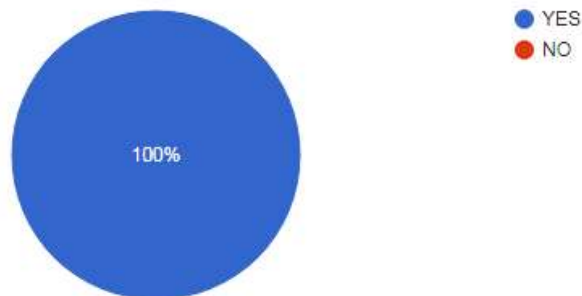
15 yanit



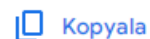
20. The European Parliament and Council, defined learning to learn as "ability consistent and persistent learning, organizing your own learning process only individually"



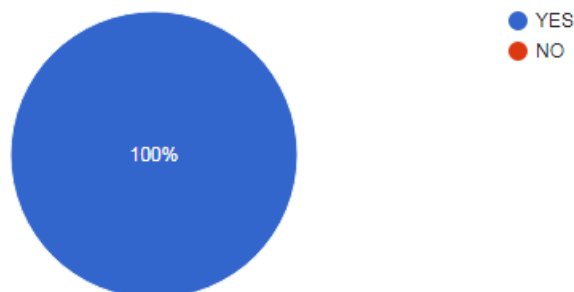
15 yanit



22. Social media and other ICT tools can be used by trainers to create new learning opportunities independently.



15 yanıt



Thank You

VISUALITY:

<https://www.facebook.com/erasmusforallmilano/posts/2732594447043912>

<https://www.facebook.com/erasmusforallmilano/posts/2730625190574171>

<https://www.facebook.com/erasmusforallmilano/posts/2727437310892959>

<https://www.facebook.com/erasmusforallmilano/posts/2772150869754936>

<https://www.facebook.com/MMTLAteaching/photos/206453270902281>

<https://www.instagram.com/p/CF9kIZSB0c1>

<https://www.instagram.com/p/CFNb-1qiVtc/>

<https://www.instagram.com/p/CI-EFRihTTG/>

PHOTOS:



MMTLA: THE LUSOFONA UNIVERSITY CASE

Local LTTA on Montessori Method in Teaching 2nd Language to Adults

Lisbon - Portugal

EVENT DESCRIPTION

1.1. Event Theme: Teachers learning/teaching/training activity on Montessori Method and its use in teaching 2nd language to adults.

1.2. Event Organizer: Universidade Lusófona de Humanidades e Tecnologias

1.3. Venue: Due to COVID-19 restrictions, this event was held online.

ATTENDANCE SHORT DESCRIPTION

2.1. Trainers' name and position: Anabela Mateus and Paula Claro, teachers and trainers of English.

COFAC held the Local Teacher Training Activity "Montessori Method in Teaching 2nd Language to Adults online training course" on June 14 and 15, 2021, 12 hours in total. Thirteen teachers of foreign languages participated in the sessions that had the following agenda:

June 14

9H – 9.45H Welcome. Ice breakers

9.45H – 10.45H Introduction to the Montessori Method in Teaching 2nd Language to Adults project

10.45H – 11H Tea/coffee break

11H – 12H Principle I – Presentation, constructive discussions

12H – 14H LUNCH BREAK

14H – 14.30H Quiz / Activities / Tasks

14.30H – 15.30H Principle II – Presentation, constructive discussions

15.30H – 15.45H Tea/coffee break

15.45H – 17H Quiz / Activities / Tasks

June 15

9H – 9.15H Welcome. Ice breakers

9.15H – 10.30H Principle III – Presentation, constructive discussions

10.30H – 10.45H Tea/coffee break

10.45H – 11H Quiz / Activities / Tasks 11H – 12H

Principle IV – Presentation, constructive discussions 12H – 14H LUNCH BREAK

14H – 14.30H Quiz / Activities / Tasks

14.30H – 15.30H Principle V – Presentation, constructive discussions

15.30H – 15.45H Tea/coffee break

15.45H – 16.00H. Quiz / Activities / Tasks

16.00H – 17.00H. Evaluation. Conclusion

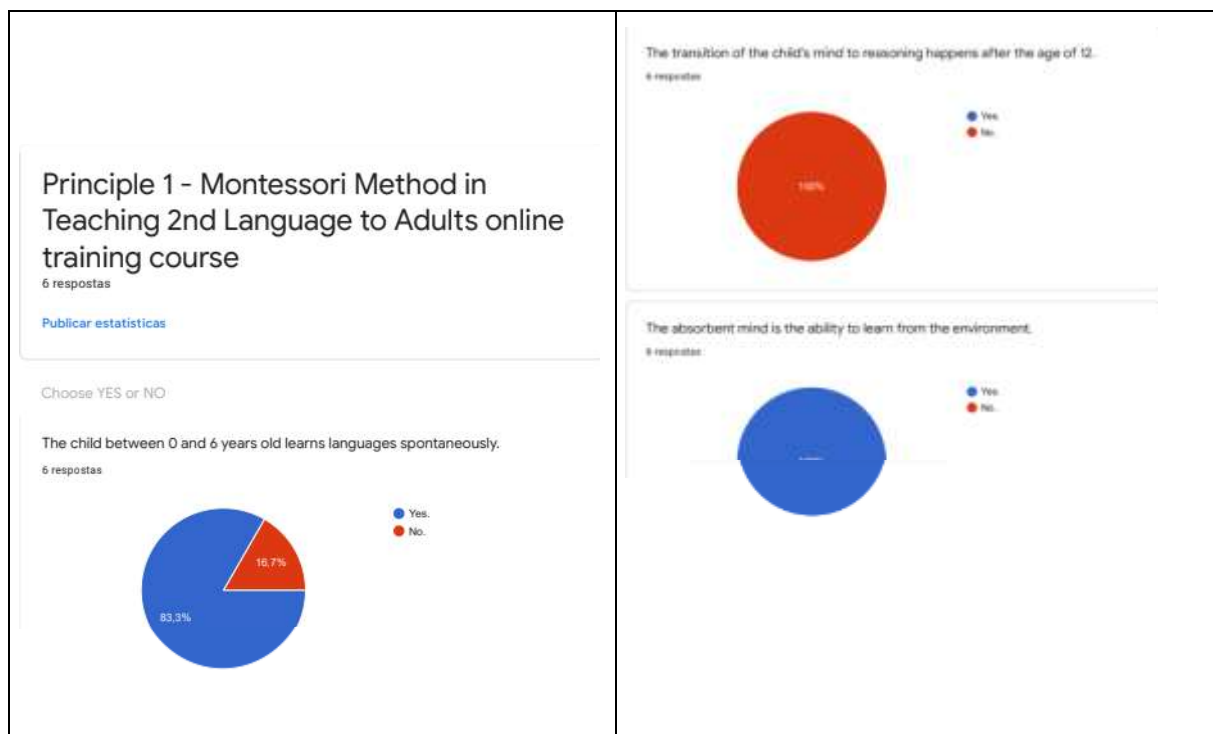
During the training, the participants had the opportunity of becoming familiar with the work developed by Maria Montessori and with the method developed under the research project “Montessori Method in Teaching 2nd Language to Adults”.

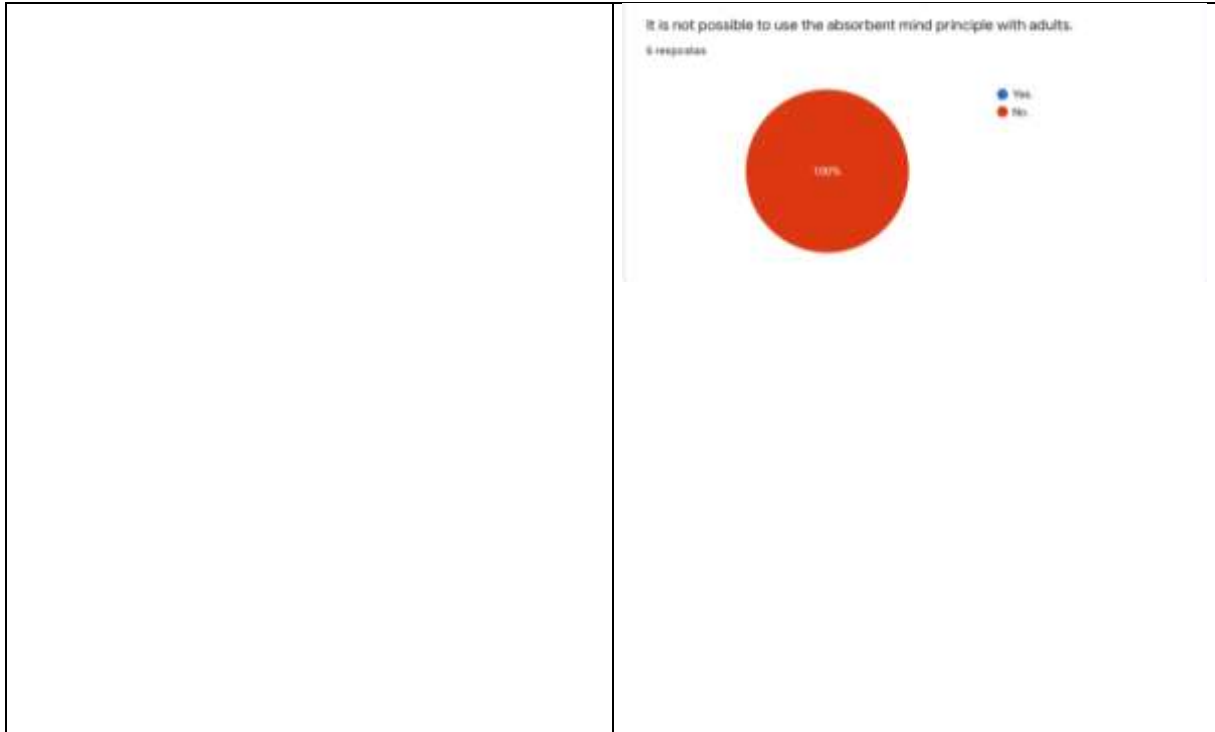
As can be seen on the agenda, the trainers presented each principle and a discussion was held at the end with the participation of the trainers and participants. There were also activities and tasks developed related to each of the principles presented.

At the end of the presentation and discussion of each principle, the participants also answered a questionnaire about the contents focused. The questionnaire combined a variety of questions, among which we can highlight open questions, true or false questions, fill in the gaps questions, and yes or no questions:

These are the questions and answers that comprised these questionnaires:

Principle 1:





Principle 2:

Principle 2 - Montessori Method in Teaching 2nd Language to Adults online training course

8 respostas

[Publicar estatísticas](#)

Define some of the key elements of the Montessori environment.

8 respostas

É um método muito rico, que precisamos aprender e nos envolver com o mesmo.

Freedom is a key element of the Montessori environment which is specifically designed to facilitate independent learning in children.

Mainly, it's a Student centered approach - based on self-motivation and self-discipline, the students are encouraged to pursue their personal interests and needs in a stress-free and safe environment, the teacher/trainer is a facilitator, more like a coach that is in the classroom not to lead and become a focal point, but to guide and encourage the student's natural pace.

realidade e natureza, responsabilidade na vivência em comunidade, estrutura e ordem

Trabalho cooperativo, autoaprendizagem, ambiente de aprendizagem, respeito pelo espaço/tempo de aprendizagem individual

simplicity, functionality, durability and modularity

Identify some resources that would be appropriate to teaching language to adults.

8 respostas

Muito interessante proporcionar uma aprendizagem de uma segunda língua, utilizando um espaço que hoje todos usam, como por exemplo o celular.

Freedom to choose the type of topics students wish to study.
Use of self-corrective activities to encourage the autonomous learning.

Some appropriate resources for adult language learning would be a room layout that would encourage students facing each other and thus more inviting to communicating and exchanging ideas, natural and soft lighting as well as a decluttered room would be ideal.

autoeducação, responsabilidade, aprendizagem espontânea e vivência do mundo

Espaço simples e organizado, materias previamente preparados, ambiente de aprendizagem

a computer and an internet connection

Comment on the concept of mixed ages and mixed levels in the Montessori learning group.

8 respostas

Não tenho experiência, mas acho super interessante este estudo com vários níveis e várias idades

The mixed-age classroom has a number of benefits. Younger children learn by watching older children as well as adults. In a mixed-age classroom, older children who are completing challenging lessons are an example to the younger children; they show what is possible.

The concept of mixed levels is very interesting, it could work much like a 'buddy system' in which each one can share their ideas and knowledge, creating an environment where mutual growth is valued and appreciated.

acredito que tendo mistura de idades irão trocar experiências e terem ajuda mútua

Este conceito concebe no mesmo espaço de aprendizagem crianças/adultos com idades e níveis de conhecimentos distintos.

Mixed ages and mixed abilities is a very effective approach to any learning and

Principle 3:

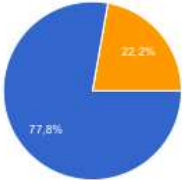
Principle 3 - Montessori Method in Teaching 2nd Language to Adults online training course

9 respostas

Publicar estatísticas

1. Learners may choose their own work that corresponds to the lessons

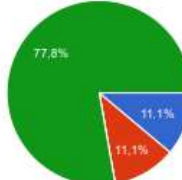
9 respostas



- Freedom of choice
- Art appreciation
- Multi-age classroom

2. Out of the classroom activities, promote...

9 respostas



- Self-learning
- Independence
- Self-confidence
- All of the above

3. State 2 activities aimed at developing oral and written skills and 2 activities aimed at developing, creativity and critical thinking.

9 respostas

oral and written skills: shopping scripts and role play; creativity and critical thinking: Haiku poem and debates.

Participating in debates and sharing a recipe for the oral skills cover everything

1- Uma atividade reflexiva propondo o uso do cordel em sala
 2- Observar a oralidade e interpretação individual

orais: trabalho em grupo e visitas in loco

dialogue writing; role-playing; video watching; debating

Oral skills: Role Play and Brainstorming. Written skills: write letters/e-mails and self-presentations. Creativity and critical thinking: Think-Pair-Share and problem solving.

Oral and written skills: promoting a debate; writing an opinion about a movie; Creativity and critical thinking: visiting a museum, recreating one specific painting

4. State the purposes of exploration and experimentation activities.

9 respostas

To develop critical thinking, engaging the student in their learning process, embrace different learning styles.

Promote independence, self-learning, motivation, engagement


Explorar a criticidade acerca da atividade proposta anteriormente

analisar o grau de aprendizagem; identificar a compreensão, esquematizar os conteúdos aprendidos


being able to get all types of students involved in the teaching/learning process


Adults can ask questions and explore the limits of their understanding, as well as develop their critical thinking skills.


They have as purposes to help developing curiosity, confidence, creativity and so one. So they support the learning process by enlarging the learning environment, accordingly to Montessori principles I and II.














Page 111

Principle 4:

Principle 4 - Montessori Method in Teaching 2nd Language to Adults online training course

6 respostas

Publicar estatísticas

Self-regulation and personal approach to education are the some of the milestones in the Montessori Method.

6 respostas

100%

- True
- False

In psychology, this is known as observational learning which is a type of learning that occurs as a function of observing, retaining and replicating the behaviour of others. Observational learning is not the same as pure imitation of another's behaviour. This type of learning also encompasses the concept of behaviour avoidance as a result of seeing another person behave in a certain way with negative consequences.

6 respostas

100%

- True
- False

In Villa Montesca at the very beginning of the 20th century, Alice Hallgarten and Maria Montessori experimented with the "Montesca Calendar", a personal portfolio addressed to children in which they can post learning experiences and observations.

6 respostas

66.7%

33.3%

- True
- False

The _____ ('drama', 'exploration', 'storytelling', 'routine', 'arts', 'discussion' and 'empathy') applied to adults represent a sort of curricular indication which allows the teacher to have a clear view of the educational progress.

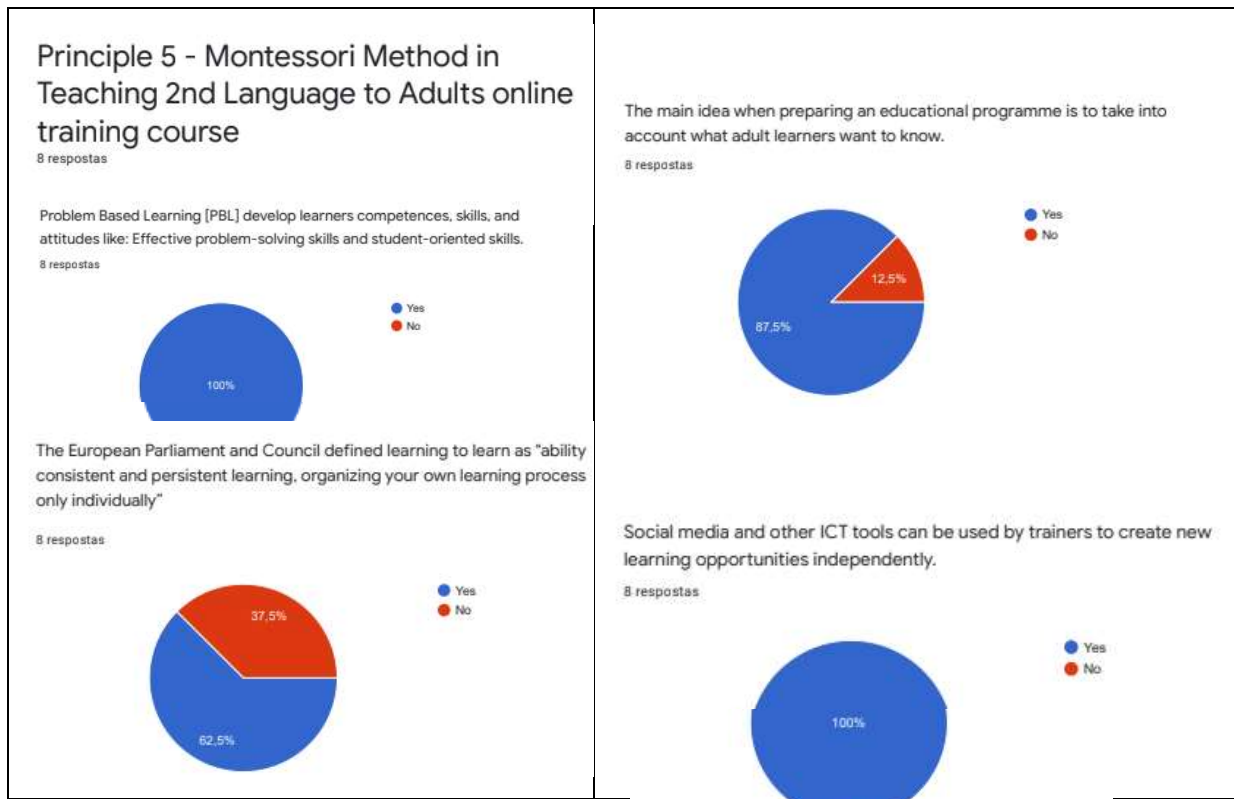
6 respostas

66.7%

33.3%

- Learning steps
- Seven steps
- Observation
- Feeling of

Principle 5:



The separate questionnaire on the overall quality of the training course that the participants answered at the end of the two days comprised 12 questions that used different types of scales.

You can access the questionnaire here: <https://forms.gle/uNganjii599NcbmRA>

The obtained answers can be found below:

UNIVERSIDADE LUSÓFONA **MONTESSORI METHOD**
in Teaching 2nd Language to Adults

Montessori Method in Teaching 2nd Language to Adults online training course

13 responses

Publicar estatísticas

My general impression on this training event is

13 responses

Category	Percentage
Excellent	88.2%
Good	10.8%
Fair	7.7%
Poor	3.3%

Evaluation of the training organization

The meeting hall is suitable for this kind of event

13 responses

Rating	Count	Percentage
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	23.1%
5	10	76.9%

The duration and hours of the training were sufficient to present the topic.

13 responses

Category	Percentage
Strongly disagree	0.0%
Disagree	0.0%
Neutral	0.0%
Agree	80.2%
Strongly agree	19.8%

Educational materials are appropriate for the training.

13 responses

Category	Percentage
Excellent	88.2%
Good	10.8%
Fair	7.7%
Other	3.3%

Evaluation of the training program and training methods

The education I receive is suitable for my professional development.

13 responses

Rating	Count	Percentage
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	23.1%
5	10	76.9%

With this training, I gained a new field of work related to my profession.

13 responses

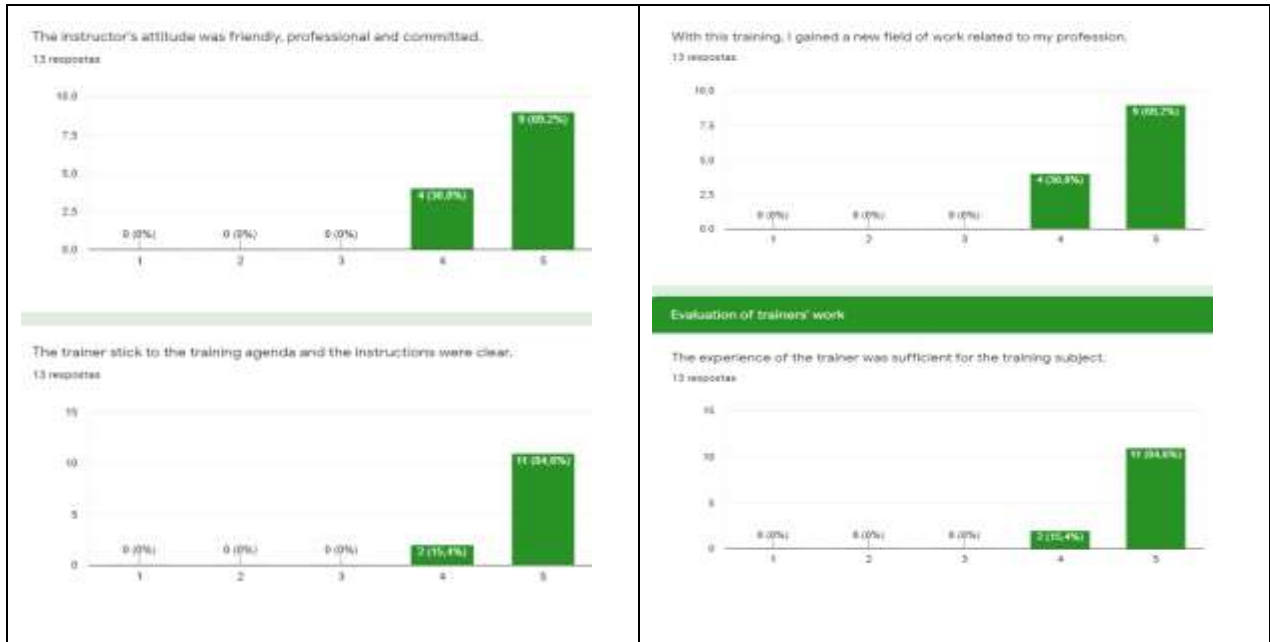
Rating	Count	Percentage
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	4	30.8%
5	9	69.2%

Evaluation of trainers' work

The experience of the trainer was sufficient for the training subject.

13 responses

Rating	Count	Percentage
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	15.4%
5	11	84.6%



Call for participation in the online training on the Translation and Languages Department Facebook page: <https://www.facebook.com/traducao.lusofona/posts/4333355826677113>

Post about the online training on the Translation and Languages Department Facebook page: <https://www.facebook.com/traducao.lusofona/posts/4571362779543082>

Call for participation in the online training on the Translation and Languages Department LinkedIn page: <https://www.linkedin.com/feed/update/urn:li:activity:6797565030570188800>

Post about the online training on the Translation and Languages Department LinkedIn page: <https://www.linkedin.com/feed/update/urn:li:activity:6826922473661972480>

Call for participation in the online training on the Lusophone Institute for Research and Development Facebook page: https://www.facebook.com/permalink.php?story_fbid=2951807515064661&id=1835038436741580

Post about the online training on the Lusophone Institute for Research and Development LinkedIn page: <https://www.linkedin.com/feed/update/urn:li:activity:6797564856473018368>

Flyer of the call for participation in the local training:



Call for Participation in the "Montessori Method in Teaching 2nd language to Adults" online training

14th and 15th of June 2021

Timetable
→ 9.30 am - 5.00 pm*

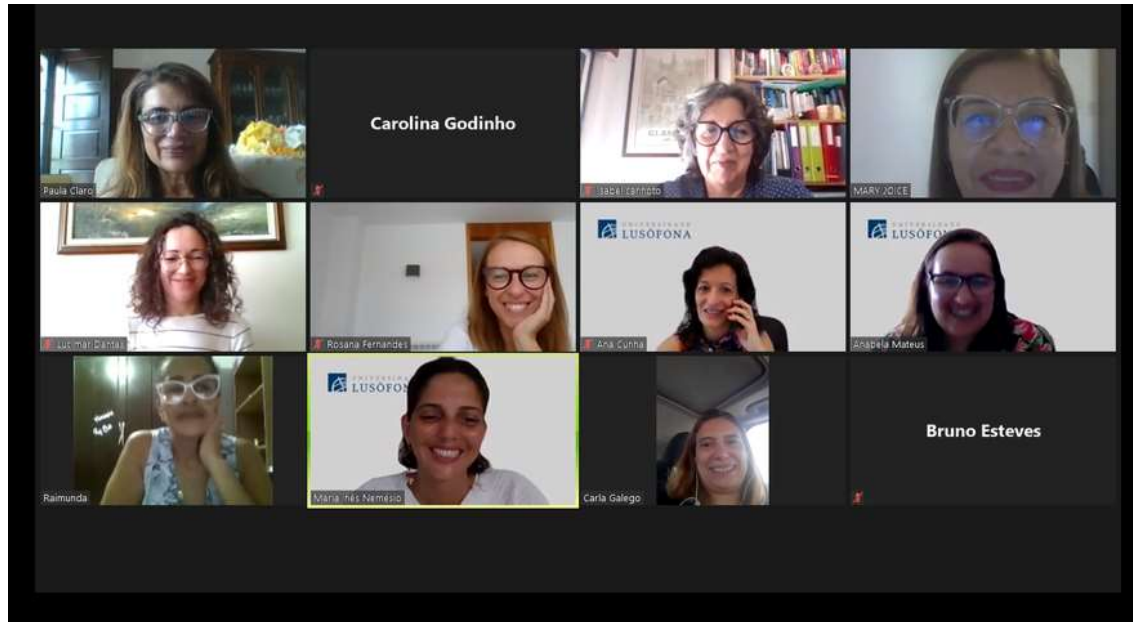
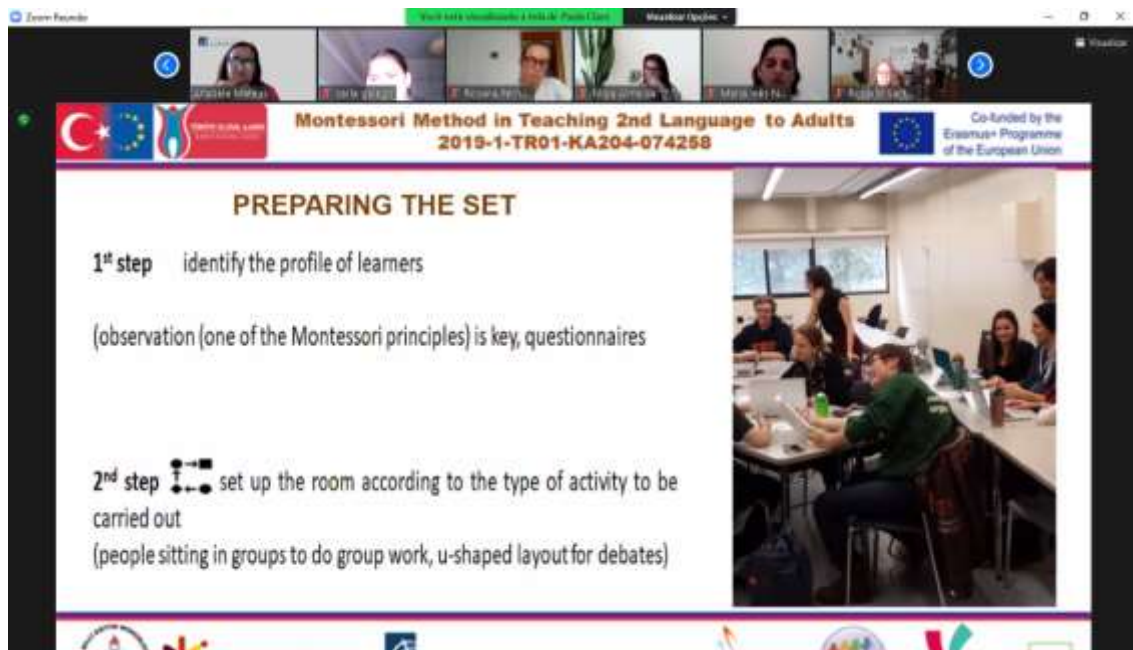
Participants
→ Teachers/Educators working with adults in the field of language teaching.

Apply until the 24th of May

*Lunch break: 12.30 pm - 2.00 pm

The flyer features a central illustration of a woman in a green dress standing next to a whiteboard. The whiteboard displays the text 'Montessori Method in Teaching 2nd language to Adults' and 'online training'. The background is a light blue and green gradient. The text is in a bold, sans-serif font. The logo of the Montessori Method is visible in the bottom right corner of the flyer.

Pictures of the online training session:

Zoom Meeting


Montessori Method in Teaching 2nd Language to Adults
 2019-1-TR01-KA204-074258

Co-funded by the Erasmus+ Programme of the European Union

PREPARING THE SET

1st step identify the profile of learners
 (observation (one of the Montessori principles) is key, questionnaires)

2nd step set up the room according to the type of activity to be carried out
 (people sitting in groups to do group work, u-shaped layout for debates)



MMTLA: THE ROMANIAN CASE

Local LTTA on Montessori Method in Teaching 2nd Language to Adults

EVENT DESCRIPTION

Event Theme: Teachers learning/teaching/training activity on Montessori Method and its use in teaching 2nd language to adults.

1.2. Event Organizer: Centrul Județean de Resurse și Asistență Educațională Arad

1.3. Venue: Arad County, online, via Zoom meeting and conference platform

1.4. Period of implementation: 21-22 May 2021

ATTENDANCE SHORT DESCRIPTION

Trainers' name and position: Liana Maria Barbazan, teacher trainer and psychologist, Dacian Bărbosu, English Teacher, Lucia Carla Matei, Project coordinator.

Actions carried out: The two participants who were trained in using Montessori Method to adults, during the LTTA in Milan, together with the project coordinator from the Romanian partner created a strategy to best pass on the information and tools to other foreign language teachers.

The team created a poster and an invitation for registering for the training activity, which led to increased interest about the upcoming training. The poster was accompanied by extensive information about the topic of the training, the duration and the profile of the participants.

<https://www.facebook.com/cjraearad/posts/4048092545251119> . The registration was made by Google Forms and it was open for 8 days. Out of the total number of 30 applications, 6 registered candidates were not eligible (not teaching languages) and other 2 announced their withdrawal due to personal reasons. Due to Covid-19 related restrictions regarding indoor events, the training was organized online.

Profile of the participants: most of the participants were teachers of English, who work with adults and young students as well. 2 were teaching Romanian to migrant groups, 2 were German teachers and 1 French language teacher. Geographically, 14 of them represented Arad County and 4 were from other counties from Romania, giving this training a larger coverage.



Vineri, 21 mai 2021	
Bun venit. Prezentarea participanților. Ice breakers	
Introducere - Metoda Montessori pentru adulți	
pauză ceai/cafea	
Principiul I - teorie și sarcină de lucru, discuții constructive	
pauză ceai/cafea	
Prezentare sarcină de lucru	
Studiu independent 1 oră - temă 1	
Sambătă, 22 mai 2021	
Bine ați venit. Ice breakers	
Principiul II - teorie, sarcină de lucru, rezolvare sarcină de lucru și prezentare	
pausa de cafea/ ceai	
Principiul III - teorie, sarcină de lucru, rezolvare sarcină de lucru și prezentare	
pauza	
Principiul IV - teorie, sarcină de lucru, rezolvare sarcină de lucru și prezentare	
pauza de masa	
Principiul V - teorie, sarcină de lucru, rezolvare sarcină de lucru și prezentare	
Evaluare, concluzii	

The training took place between 21 and 22 May 2021, and a total of 21 participants completed it successfully.

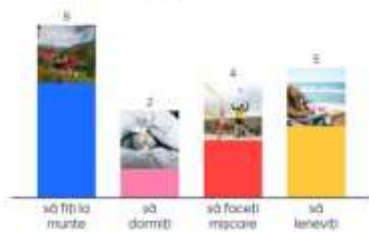
About the methodology, CJRAE Arad used a combination of static presentations with discussions, group works, energizer activities and individual study (assignments). The applications/platforms used were Zoom, Menti.com, the Microsoft Office suite and online links.

Agenda was detailed and the participants knew beforehand what to expect and how to manage their time in order to allocate full attention to the Montessori Training.

The educational resources used for the training were mainly based on the output developed in the project, “Guide for the application of the Montessori Method to Teaching 2nd Language in Adult Education”, but the trainers created their own content, especially regarding the participant tasks and the interactive sessions.

Ice breaking activities and feedback collection

Ce ați prefera să faceți?



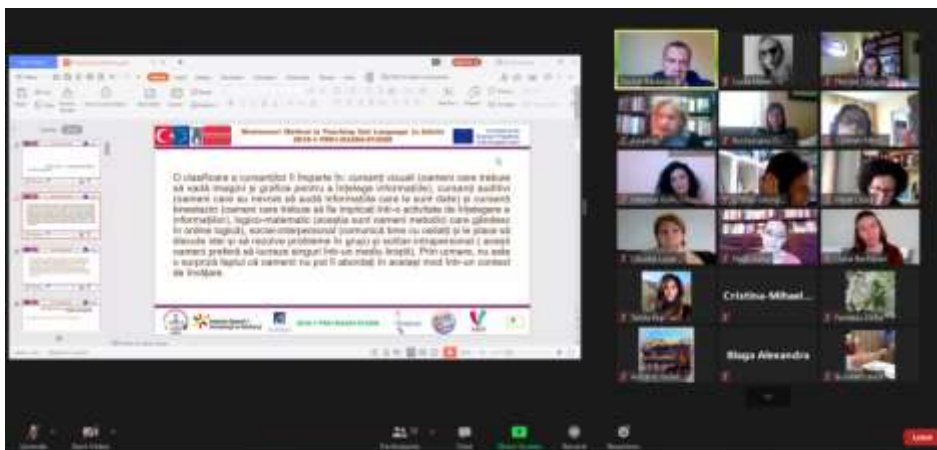
you rather do instead of being here?

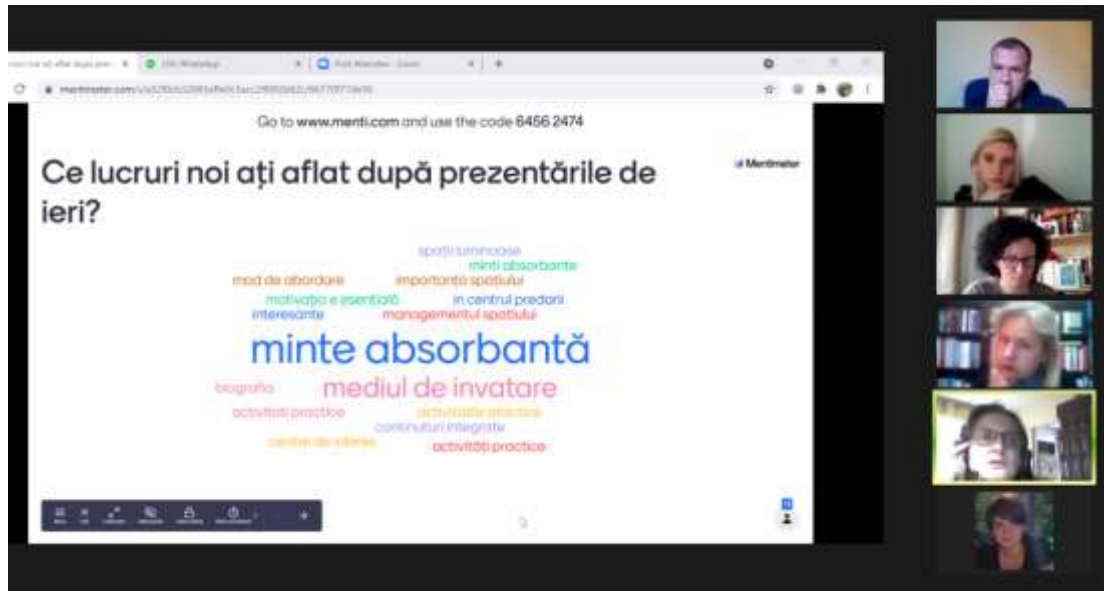
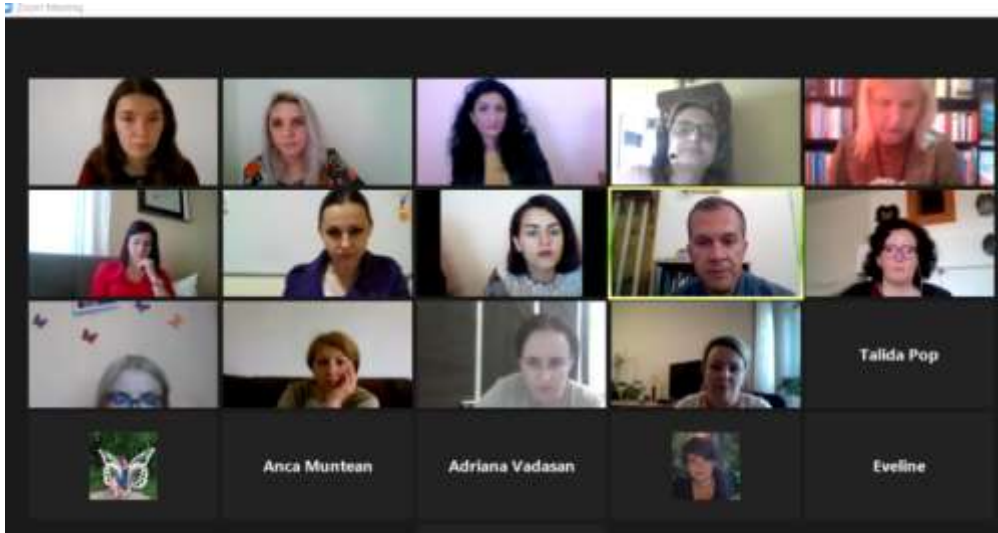
Cum vă simțiți azi?



What would

How are you feeling today?







Participant tasks during training days

TASK 1

Write a 100-word essay in which you present how you imagine a conducive learning environment for teaching language to adults, respecting the Montessori philosophy and practices.

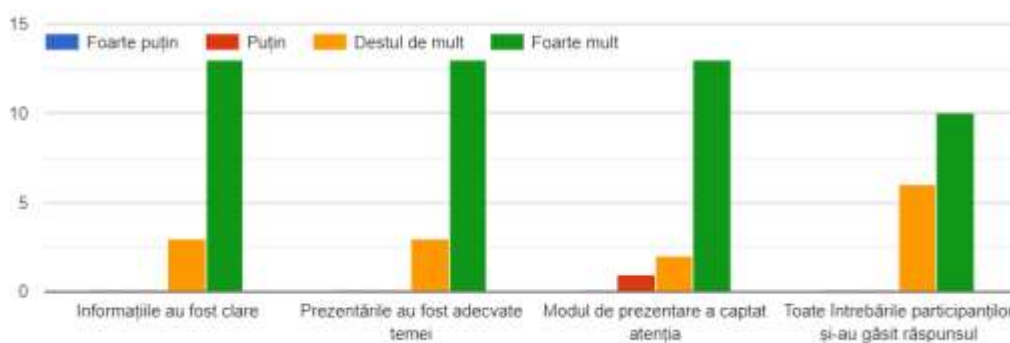
TASK 2

Describe an adult language teaching activity based on Montessori principles. Mention the field of development: practical life, sensory activities, language, mathematics and cultural disciplines, the type of student that would suit this activity and what each student could write in his or her portfolio at the end of the day.

Evaluation of training

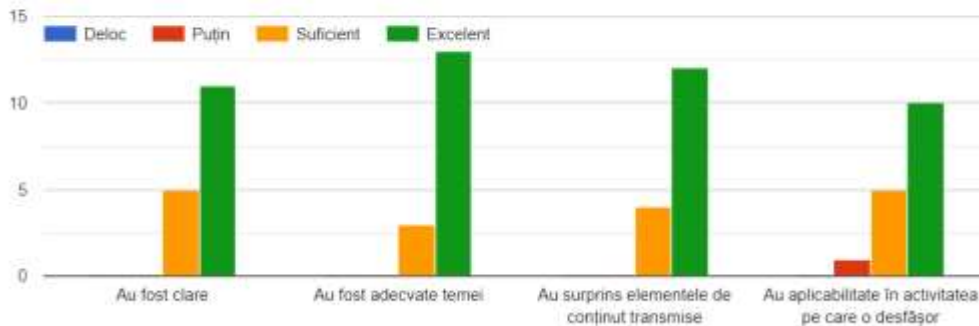
Training assessment was done using, again, Google forms. The evaluation form can be checked here: <https://forms.gle/MRG1hZUPMFYzZX8RA>

Vă rugăm să evaluați calitatea prezentărilor formatorilor



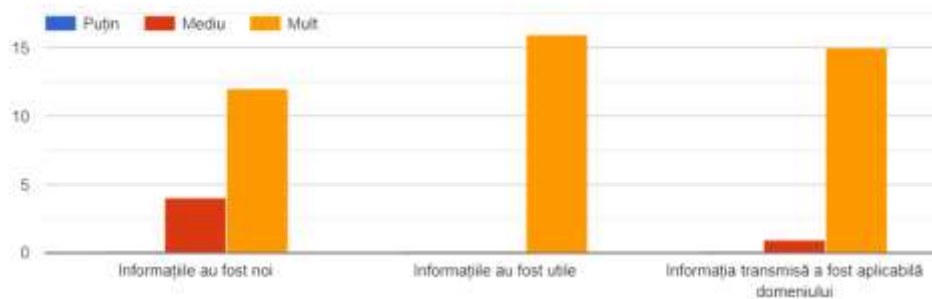
Please evaluate the quality of the presentations – Were they clear? Were they adequate? Were they attention catching? Did all participant find answers to the questions?

Vă rugăm să evaluați calitatea sarcinilor de lucru privind următoarele aspecte



Please evaluate the quality of tasks – Were they clear? Were they adequate? Were they attention catching? Did all participants find answers to the questions?

Vă rugăm evaluați calitatea conținuturilor

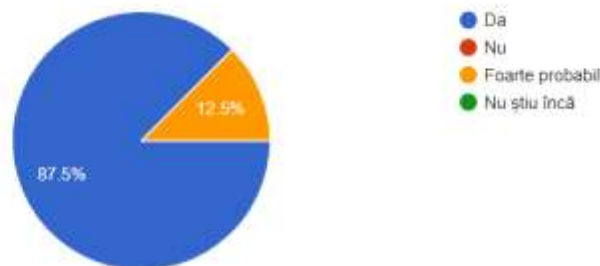


Please

evaluate the quality of contents – information was new, information was useful, information was practical to my field of work

Credeți că veți folosi în activitatea dumneavoastră unele dintre principiile metodei Montessori?

16 responses



Do you think you will use in your professional activity, from now on,
principles from the Montessori Method?

Dissemination



CJRAE Arad

Published by Lucia Matei · May 27, 2021 ·

Trainingul online „Metoda Montessori în predarea limbilor străine, adulților”, organizat de CJRAE Arad, s-a încheiat cu succes.

Mulțumim participanților activi, care au adus o contribuție valoroasă conținuturilor discutate. Organizarea frumoasă a adus ca propunere inițierea unei serii de formări pe această temă. Suntem mândri de echipa noastră.

Vă mulțumim!



1,892

People reached

258

Engagements

Boost post



27

7 Comments 2 Shares

MMTLA: THE AUSTRIAN CASE

Local LTTA on Montessori Method in Teaching 2nd Language to Adults

Vienna Association of Education Volunteers – Austria

1. EVENT DESCRIPTION

1.1. Event Theme: Teachers learning/teaching/training activity on Montessori Method and its use in teaching 2nd language to adults.

Event Organizer: Vienna Association of Education Volunteers

Venue: Online Webinars organized on “Zoom” online meeting platform

2. ATTENDANCE SHORT DESCRIPTION

2.1. Trainers’ name and position: Magdalena Miladinovic, Project Coordinator and Marco Roux, English language teacher.

Actions carried out: VAEV prepared a “Call for participants” invitation and released it on VAEV’s Facebook page for the duration of one week. The invitation included the Montessori Methods content that will be presented during the online training for english language teachers as well as the eligibility criteria for the participants and the contact persons details for any further required information and registration. The training was organized online, due to the COVID restrictions.

The webinar took place in Zoom in September and October 2021. The educational materials used for the Montessori Webinar were based on the output developed in the project: “Guide for the application of the Montessori Method to Teaching 2nd Language in Adult Education”.

Most participants in the local training were language teachers and trainers from Traiskirchen (Austria) who work with Syrian migrants and refugees.

After the training sessions, attendees took a questionnaire on Maria Montessori Principles to see the achievement of the training. We wanted to hear their feedback and the impact on their professional upgrading.

You can reach the questionnaires from this link.

<https://docs.google.com/forms/d/1MkyjKw7ADC5WA0kOnlZWklWrcVgHdCu-2YjclchYloA/edit>

Evaluation

General Impression on the training



Training Organization



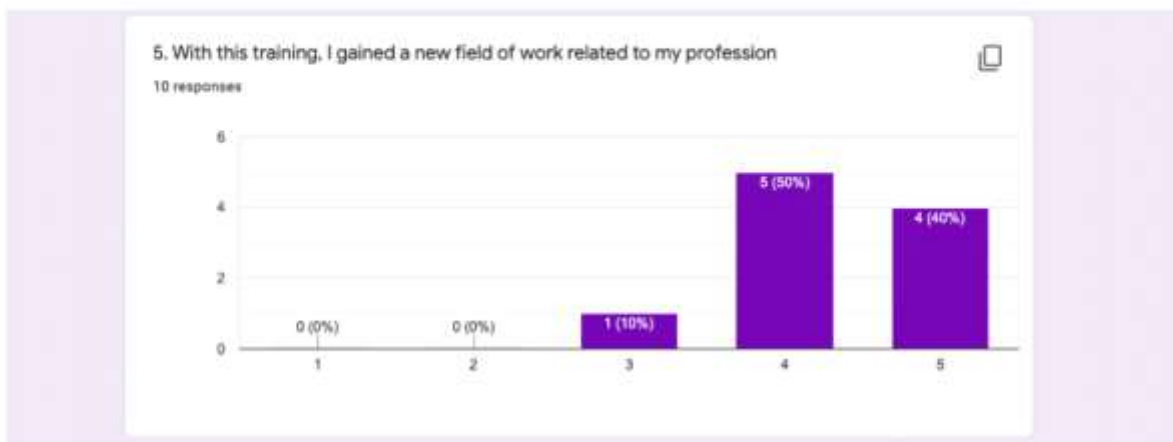
Duration of the Training



Suitability of Training Content



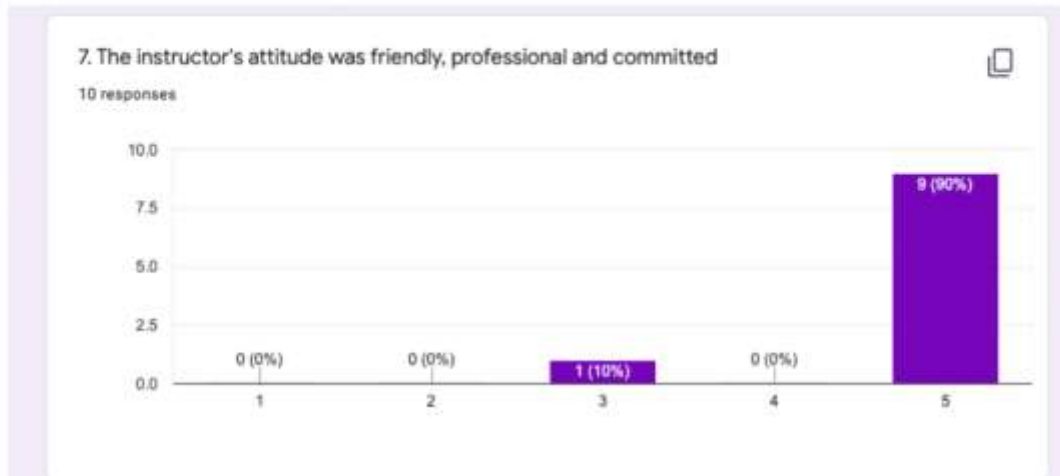
New Field Gain for the professional Development



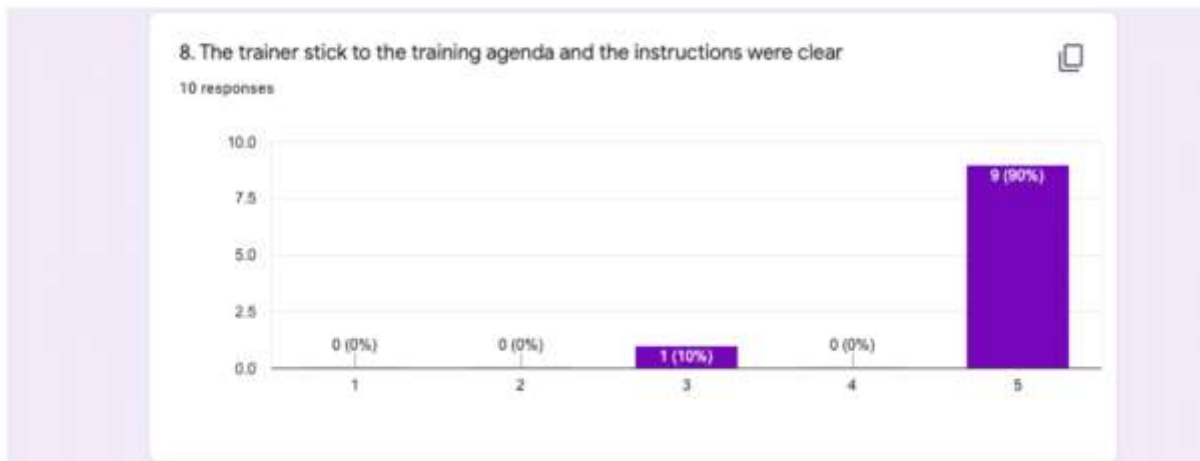
The Experience of the Trainer(s)



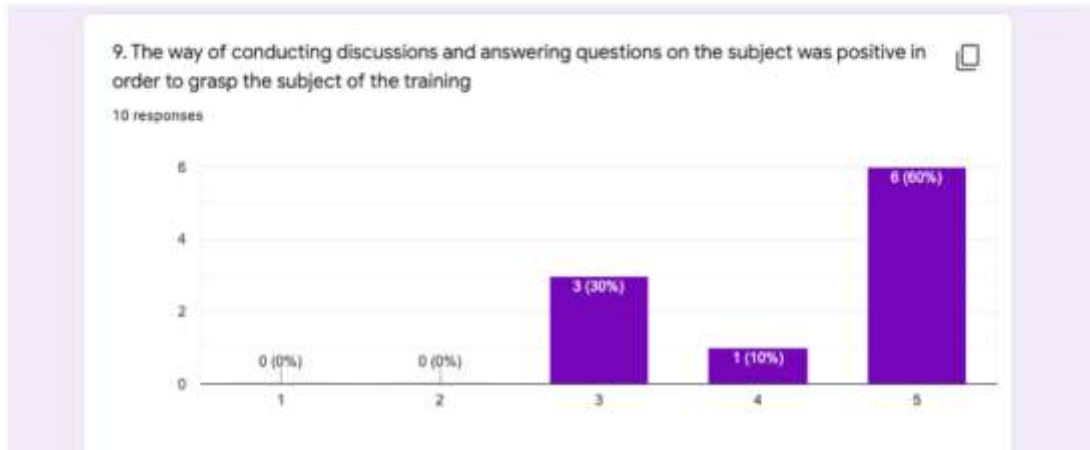
Instructor's Attitude



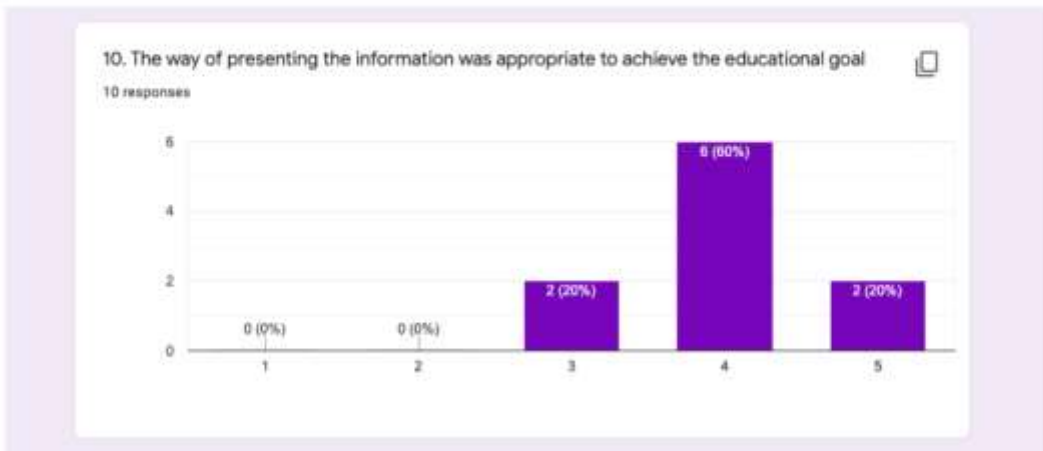
The Agenda and the Instructions




The way of Conducting Discussions



Sufficiency of given Information for Achieving the educational Goal



Visuality:

 Vienna Association of Education Volunteers - VAEV
 29. Juli 2021 · 🌐

Applications for the free webinar/workshops on Guides for the Montessori Method to Teaching 2nd Language in Adult education are now opened!

In order to apply, please send email to: info@vaev.at and indicate your name, surname and your organization/school/training centre etc.

Call for the participation in the "Montessori Method in Teaching 2nd Language to Adults" training



The call for the participation in the "Montessori Method in Teaching 2nd Language to Adults" training is now open. Under this call, around 15 teachers/adult educators in the field of teaching languages, will be selected.

The thematic local activities (which will be conducted either online or face to face, depending on the COVID restrictions) will kick off with a joint event in August 2021 (the precise date and time will be sent per email after the application process is done).

The agenda of the local trainings will comprise 12 hours of training, based on the Montessori Principles, which have been developed in the Montessori Methods manual guidebook.

Eligibility criteria

In order to be eligible to apply, participant need to be a teacher/ adult educator in the field of teaching languages, because the participants will be trained on the rationale of Montessori Method and its use in adult education language learning.

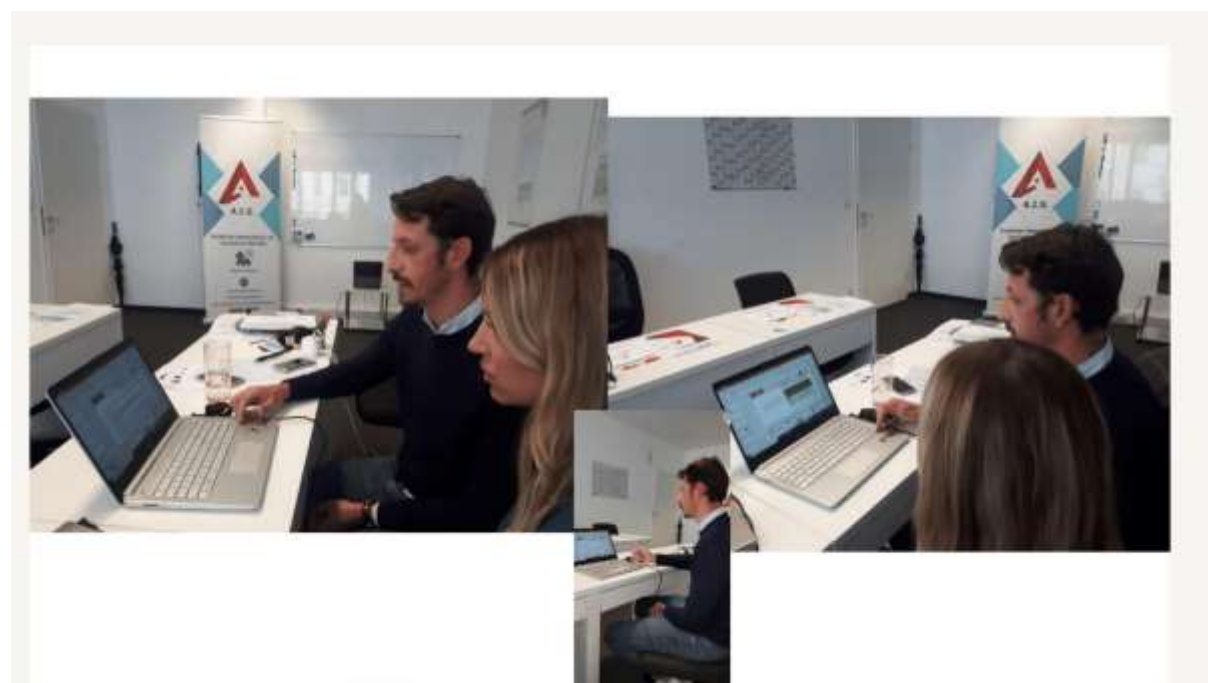
How to apply:

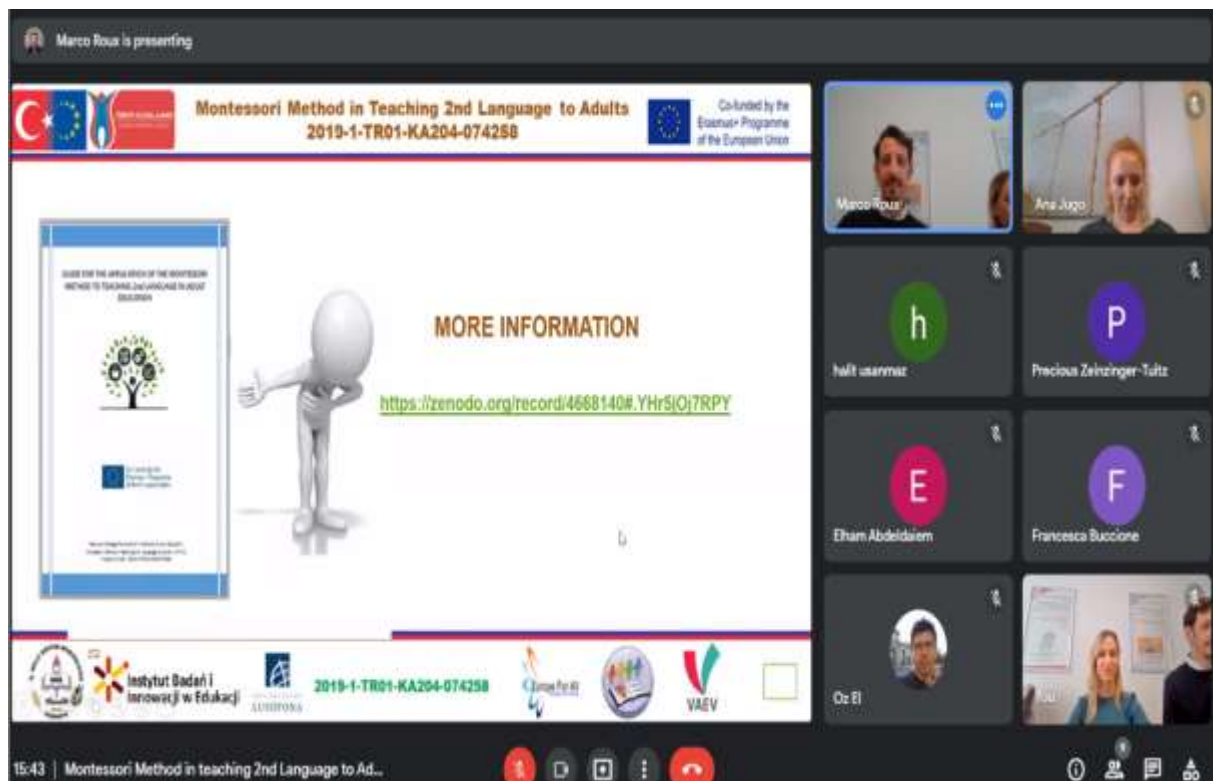
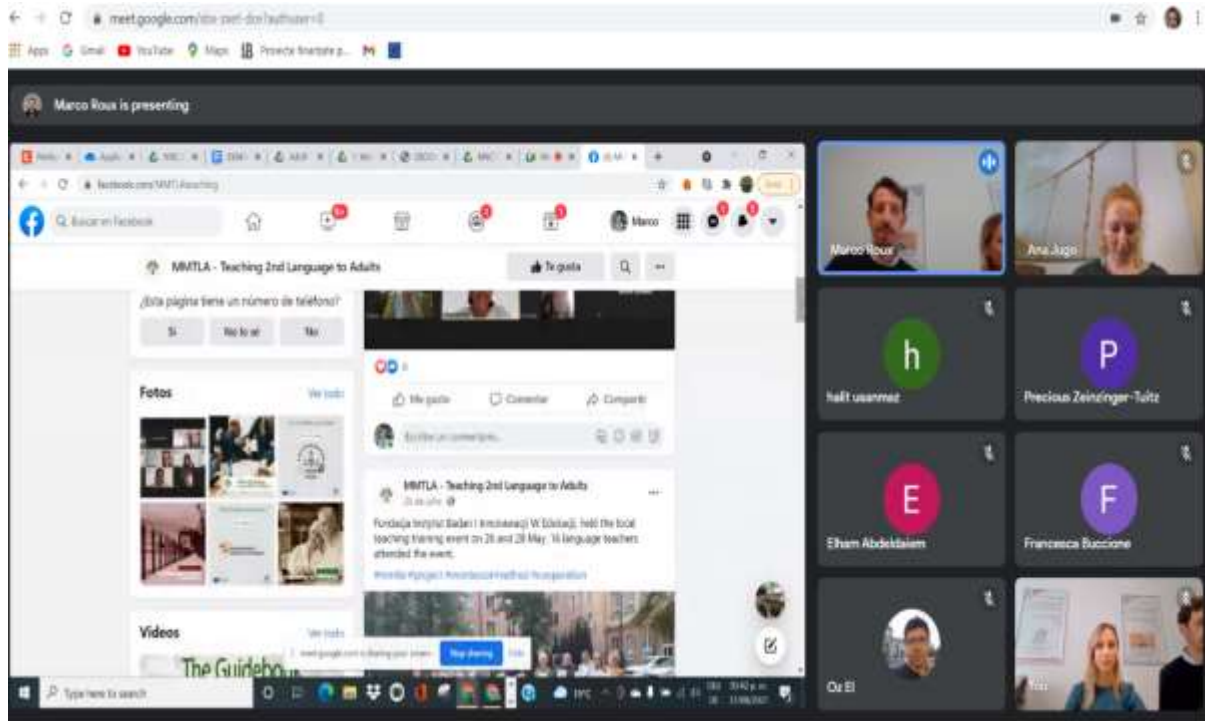
Contact of the local organisation: info@vaev.at

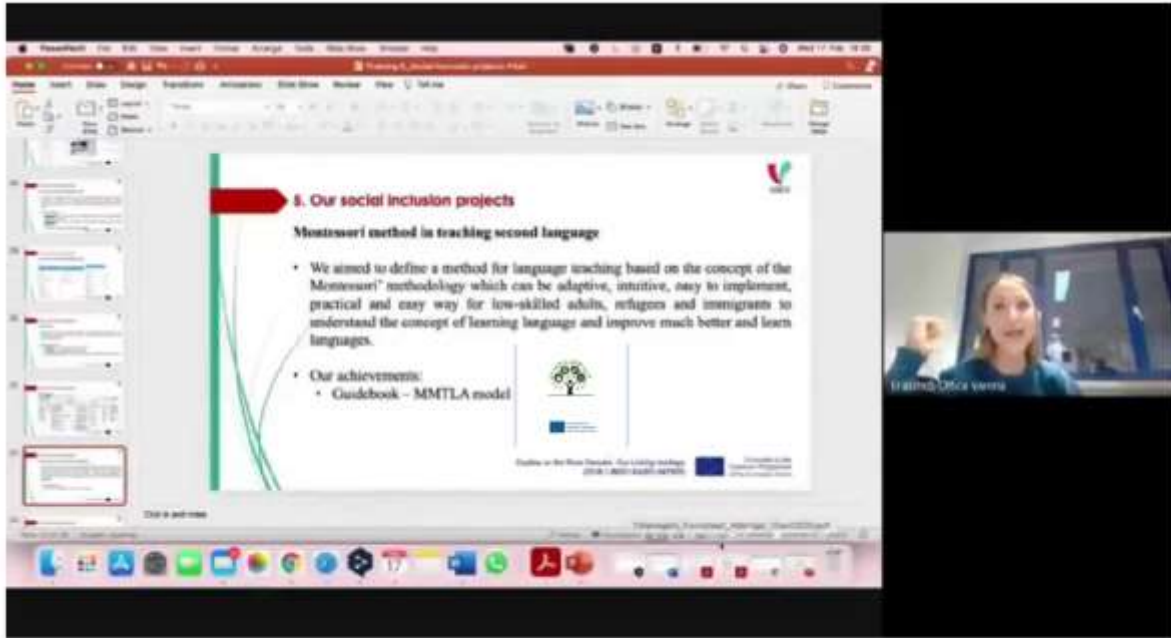
*The event is fully funded by the European Commission under the Erasmus + Programme. No product placement or sales included.



Photos:








MMTLA: THE POLISH CASE

Local LTTA on Montessori Method in Teaching 2nd Language to Adults

1. EVENT DESCRIPTION

1.1. Event Theme: Teachers learning/teaching/training activity on Montessori Method and its use in teaching 2nd language to adults.

Event Organizer: Fundacja Instytut Badan i Innowacji w Edukacji – Poland

Venue: City council, Slaska 2/3, 42-200 Czestochowa and  Google Meet

2. ATTENDANCE SHORT DESCRIPTION

2.1. Trainers' name and position: Renata Ochoa-Dąderska, local coordinator of the project MMTLA ERASMUS+ 2019-1-TR01-KA204-074258 and Luis Ochoa Siguencia Spanish-English language teacher.

Actions carried out: Fundacja Instytut Badan i Innowacji w Edukacji prepared in Polish language an Invitation to participate in the training on "The Montessori method in teaching a second language for adults". The target group were about 15 teachers / adult educators in the area of language teaching

The thematic language training was conducted online and offline line (hybrid), because of the COVID-19 restrictions.

The training activities began in a joint event on May 26, 2021 and end on May 28, 2021. The local training program included 10 hours of rule-based training and 2 hours of self-learning activities.

The educational materials used for the Montessori Webinar were the guidebook prepared by the full contribution of all project partners for the transfer of the Montessori Method in language teaching/learning to adults. The manual guidebook contains the philosophy of Montessori Method, its principles and the reports of teacher training activities in partner countries and available online at: <https://www.researchgate.net/publication/350688178> [504 reads] and Zenodo <https://zenodo.org/record/4668140#.Ye73H-qZNPY> [333 reads].

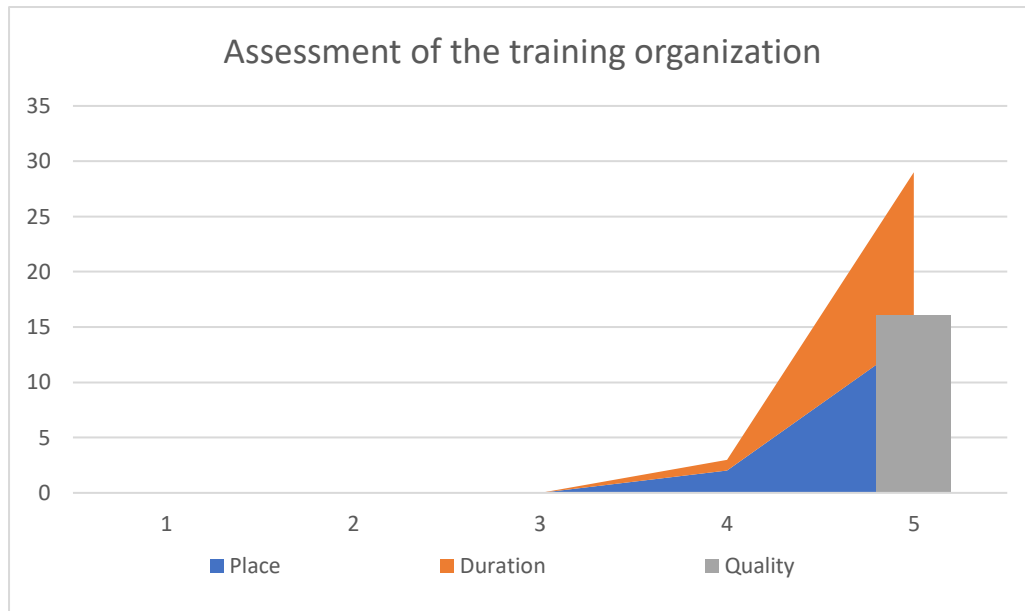
After the training sessions, attendees took a questionnaire on Maria Montessori Principles to see the achievement of the training.

Report

The report of the final feedback about the training course can be summarized as following



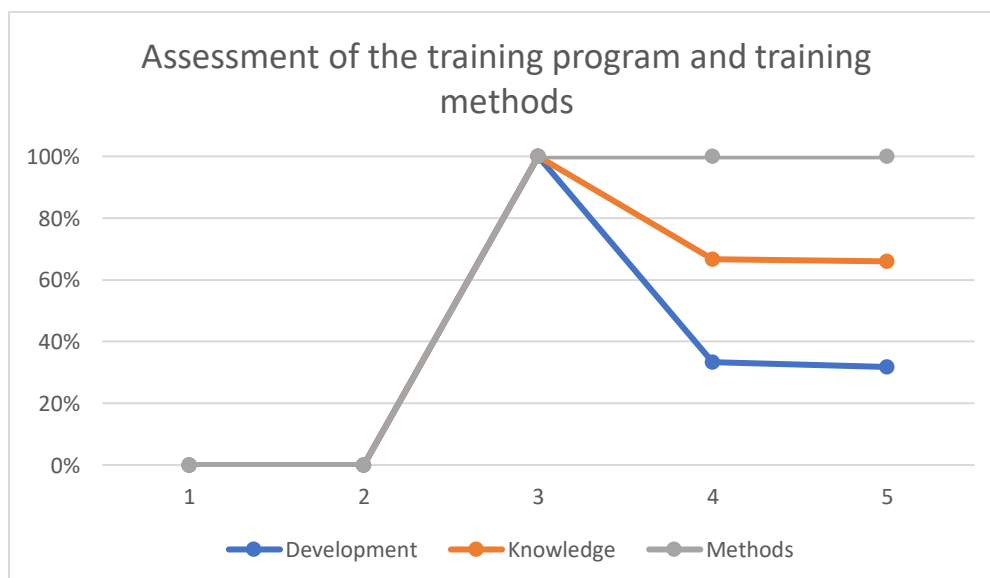
Participants' assessment of the training organization was highly positive [see graph 1]



Graph 1

The place of training (hall, hotel and town) was appropriate, the duration of the training and hours favoured the implementation of the planned material, and the quantity and quality of training materials were conducive to the implementation of the planned material.

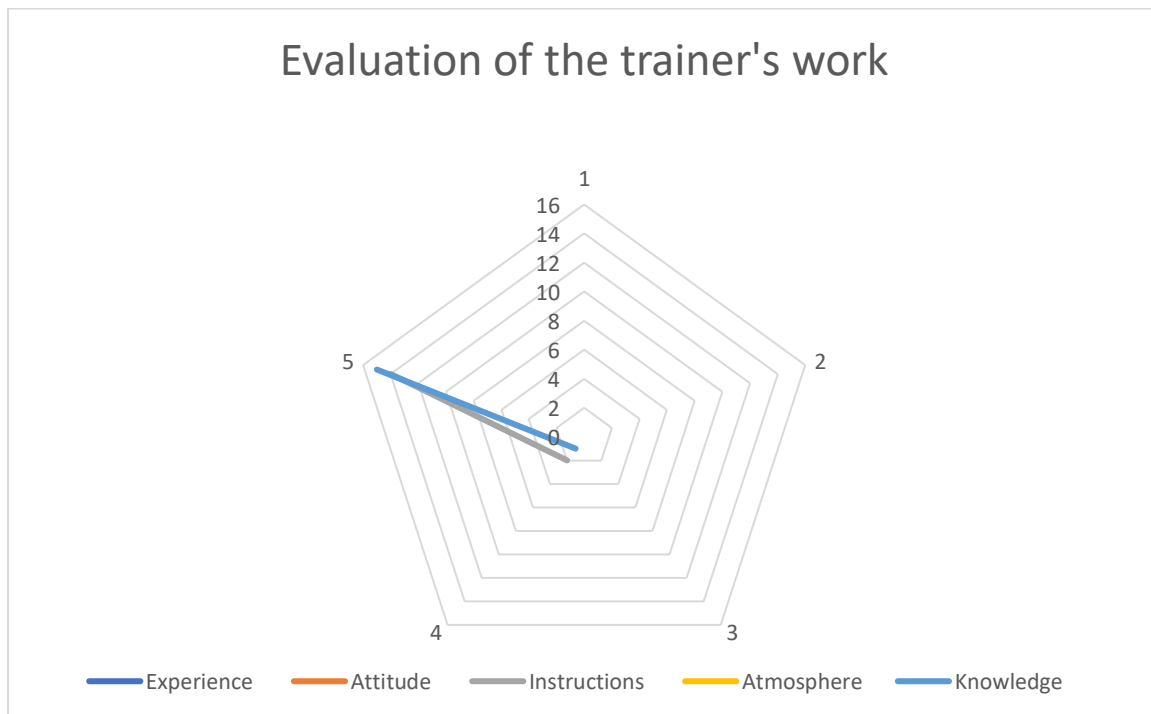
Concerning assessment of the training program and training methods the answers were positive for more of the participants. Only one partially agree [see graph 2]



Graph 2

The training was well suited to their development plan in their workplace, thanks to participation in the training, they gained new knowledge / skills needed for their job and the training methods, work rhythm and teaching aids helped to achieve the training goals.

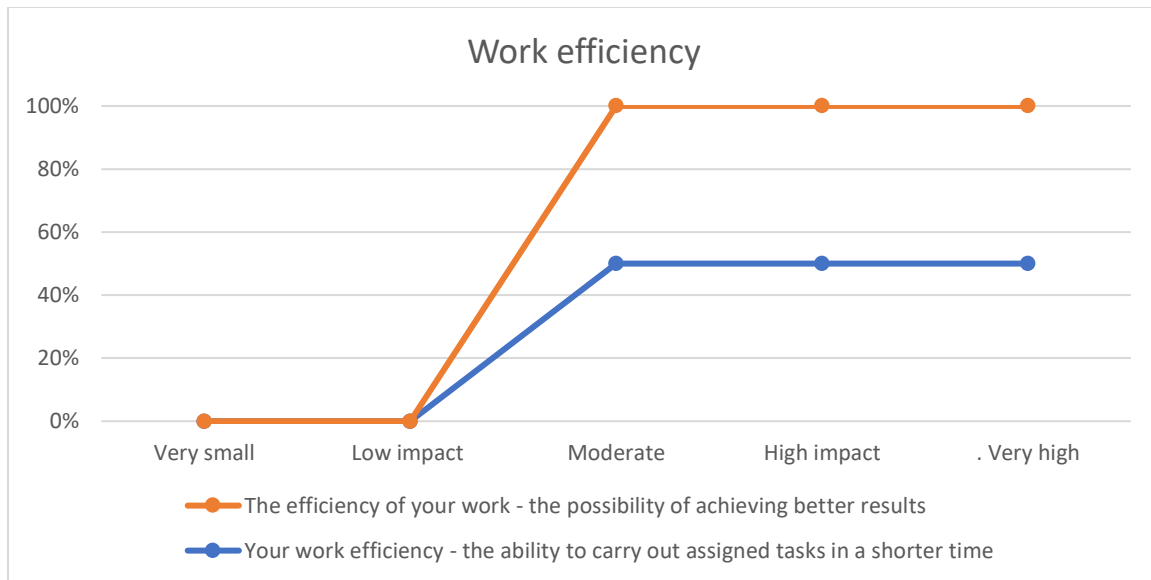
When asked about the quality of the trainer's work, all participants agree that was excellent [see graph 3].



Graph 3

The trainer's experience was adequate to the training topic, the attitude of the trainer was friendly, professional, and committed; the exercise instructions were clear and understandable, the way of conducting discussions and answering questions was favorable to the atmosphere and the achievement of the goal of the training, the way of presenting the knowledge was conducive to achieving the goal of the training.

When asked about to what extent, the training they have participated will have an impact on the following aspects: Their work efficiency - the ability to carry out assigned tasks in a shorter time and the possibility of achieving better results. The answers are positive [see graph 4]



Graph 4

The “Montessori poster with the blended program. 5 hours online and 5 hours’ offline and 2 self-learning activities.

Metoda Montessori w nauczaniu drugiego języka dla dorosłych

Co-funded by the Erasmus+ Programme of the European Union

Program

kurs online „Metoda Montessori w nauczaniu języków dla dorosłych” 26 maja 2021
 12:00 - 18:00
<https://meet.google.com/hem-kznr-tck>

kurs face to face „Metoda Montessori w nauczaniu języków dla dorosłych” 28 maja 2021
 12:00 - 18:00
 ul. Korczaka 14, 42-200 Częstochowa
 Kontakt: info@inbie.pl

Szkolenie
 Częstochowa,
 26-28.05.2021

Partnerstwa strategiczne
 Współpraca na rzecz innowacji i dobrych praktyk
 2019-1-TR01-KA204-074258

A participants list were passed to trainees of the Montessori Method in Teaching second language to adults” training activity implemented in Czestochowa – Poland by INBIE



Montessori Method in Teaching 2nd Language to Adults
2019-1-TR01-KA204-074258
Training course
LIST OF PARTICIPANTS AND CERTIFICATES

Typ	Imię i nazwisko	Język macierzysty	e-mail	Podpis
ANIMATOR	Laura Krawczyk	Polski	laura.krawczyk@...	[Signature]
ANIMATOR	Marta Ochoja-Daderska	Polski	ochoja@...	[Signature]
ANIMATOR	Krzysztof Krawczyk	Polski	krawczyk@...	[Signature]
ANIMATOR	Dariusz Krawczyk	Polski	dariusz@...	[Signature]
ANIMATOR	[illegible]	[illegible]	[illegible]	[illegible]
ANIMATOR	[illegible]	[illegible]	[illegible]	[illegible]
ANIMATOR	[illegible]	[illegible]	[illegible]	[illegible]
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Below can be seen an example of the certificates of attendance the participants to the course received after attending the three intensive training course.



The training course was held inside and outside of the building.



The certificates were received in the open air because COVID-19 regulations.



Information about the project and the course were published in the INBIE webpage of the project, Facebook and Instagram. The call for the participation in the “Montessori Method in Teaching 2nd Language to Adults” training was sent to key partners and general people interested in the topic and working with adults.. Under this call, around 15 teachers/adult educators in the field of teaching languages were selected.

14:58

Pobierz

Instytut Badań i Innowacji w Edukacji
Metoda Montessori w nauczaniu drugiego języka dla dorosłych
Training course,
Cześćochowa, 26-28.05.2021

Instytut Badań i Innowacji w Edukacji



**Zaproszenie do udziału w szkoleniu
nt. „Metoda Montessori w nauczaniu drugiego języka dla
dorożych”**

Fundacja Instytut Badań i Innowacji w Edukacji zrealizuje projekt nr 2019-1-TR01-KA204-074258, zapraszając do udziału w szkoleniu nt. „Metoda Montessori w nauczaniu drugiego języka dla dorożych”. W ramach tego projektu zostanie wyznaczonych około 11 uczestników / wychowawców osób dorożych zajmujących się nauczaniem języka.

Teoretyczne szkolenia językowe będą prowadzone online i offline (hybrydowo), w zależności od ograniczeń związanych z COVID-19. Wzrostyki działania rozpoczną się regularnie wyjazdowo w dniu 26 maja 2021 r. i zakończą 28 maja 2021 r.

Program szkolenia będzie obejmował 12 godzin szkolenia oparte na zasobach Montessori, które zostały opracowane w przewodniku.

Kryteria kwalifikacji

Aby móc opłkować, uczestnik musi być uczestnikiem / wychowawcą dorożych w zakresie nauczania języka, posiadać zaobowiązanie w zakresie podjęcia Metody Montessori i jej wykorzystania w nauczaniu języków w edukacji dorożych.

Kontakt:

Fundacja Instytut Badań i Innowacji w Edukacji
Tel. 661 674 210,
Zasiłk Orlewa
info@ibie.pl

*Wykazujemy w naszym przewodniku przykłady dostępnych w ramach programu działań – nie należy uważać ich za gotowe.



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As for online documents, the basic structure for referencing is similar to the other references but with the addition of a retrieval source.

All photos included in the handbook are open-source photos.

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