PROJECTS IN FOREIGN LANGUAGE TEACHING

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Abstract: This article discusses the use of project work in German language classes. The article highlights the importance of project work in learning a foreign language with the help of examples.

Key words:communicative competence, micro and macro projects, practice-relevant task, exploration projects, intercultural projects, literary projects.

Project work in school and extracurricular lessons has been around since the 1970s years again a frequently discussed one Theme[1]. The aim of foreign lessons is to develop a linguistic Capacity to act[2]. In order to achieve this, required of foreign language learners according to Common European Framework of Reference for Language Learning and Teaching (2001) or based on this according to the German certificate (1999: 19 ff.) various individual competencies. If one takes learning, cognitive and action psychological considerations as a basis, such as: B. by Gudjons (1997,5 1997) can be summarized say that above all the socio-cultural and communicative competence the use of project work can be increased.

What is a project?

Learning project in which the learners produce a complex object, if possible in a team, or complete a clearly defined, practice-relevant task.

To take part in a project the learner need complex skills:

- content knowledge

- linguistic skills

- ability to cooperate

- learning autonomy

- the ability to present.

Characteristics of the project:

- Situational reference and orientation to the world of life

- Orientation towards the interests of those involved

- Social practical relevance

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[1] Zur Projektarbeit vom 16./17. Jahrhundert bis heute vgl. z. B. Apel/Knoll (2001: 19–71).

[2] Mit sprachlichen Äußerungen meint der Common European Framework of Reference for Language Learning and Teaching (2001) auch paraverbale (Intonation, Rhythmus, Lautstärke usw.) und extraverbale Äußerungen (Gestik, Mimik, Körperhaltung).

- Targeted project planning

- Self-organization and self-responsibility.

Project has 2 types - **micro and macro** projects.

1. Microprojects usually consist of one or two teaching units. Microprojects complement the work with the textbook, are oriented towards the global learning objectives of the respective lesson and make handlingoriented learning possible. For example: In class on the topic of fashion, the learners printed their own T-shirts. The task was given in the book "Ausblick"[3] Course Book B1. Page 44.

2. Macro projects span several days and weeks and are often comprehensive. The large projects are called as macro projects. They exceed the usual lesson framework and do away with lessons divided into individual school lessons in favor of longer-term, often interdisciplinary work. Macro projects can be processed in one or more project days or project weeks.

Typical types of macro projects are:

1. Intercultural projects- the learners only speak the target language with other learners. The learners come into contact in German.

2. Exploration projects- in which participants take a closer look at the world in which they live. The aim of the exploration project is to try something new, change something and thereby promote the creativity of the learners.

3. Literary projects- in which a different approach to literary texts is achieved. For example the learner can write poems. A project "Discover poets in you" was carried out in German class and the students wrote this poem themselves:

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[3] Anne Fischer., Sylvia Janke. Ausblick B1. Kursbuch. Deutsch für Jugendliche und Erwachsene. Hueber Verlag 2007. Deutschland.

Praxiserkundungsprojekt

Praxiserkundungsprojekt

Mithilfe des Experiment

Erkundet man wichtiger Aspekt

Zugang zum Unterricht direkt

Die Stunde ist hier Objekt.

So zeigt der Lehrer Intellekt

Und fühlt sich wie ein Expert

Natürlich gewinnt er Respekt

Praxiserkundungsprojekt.

The role of the teacher during the projekt lesson. Project-oriented teaching requires changing the teacher's role. The teacher does not control the process alone in project-oriented lessons, but rather takes on the role of mediator, learning advisor and helper[4].

During the GA:

- the accompanying observation

- advice on group processes

- this encourages further suggestions for solutions

- ensuring the results are effective for learning, e.g. through an oral or written summary on the board or on slides.

Of course, project teaching has advantages and disadvantages.

Advantages:

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[4] Hermann Funk., Christiane Kuhn. Aufgaben, Übungen, Interaktion. Goethe Institut München. 2014. Seite 149.

1. The motivation.

2. Independent thinking.

3. Exertion.

4. Self-consciousness.

5. Social responsibility.

Possible **disadvantages** of project teaching:

1. Higher noise level in the group.

2. Too much native language.

3. Missing aids.

4. Group conflicts.

5. Difficulties in voting.

6. Economical effort.

7. Time expenditure.

Although project teaching has many disadvantages, project-oriented teaching can promote students' independence.

In summary, it can be said that project teaching should and must be introduced step by step in order to promote the continuous increase in skills of the learners and to carefully prepare them for work on larger and more extensive projects. By carefully introducing more complex tasks and problems, the goal can be achieved of allowing learners to work on such micro and macro projects independently and over longer periods of time.

Literature:

1.   Apel Knoll. Zur Projektarbeit vom 16./17. Jahrhundert bis heute vgl. Deutschland (2001: 19–71).

2.   Common European Framework of Reference for Language Learning and Teaching (2001).

3.   Anne Fischer., Sylvia Janke. Ausblick B1. Kursbuch. Deutsch für Jugendliche und Erwachsene. Hueber Verlag 2007. Deutschland.

4.   Hermann Funk., Christiane Kuhn. Aufgaben, Übungen, Interaktion. Goethe Institut München. 2014. Seite 149.