

CHAPTER ONE

INTRODUCTION

This study is concerned with the "Perception of Pre-Primary Level Teachers on Montessori Method in English Language Teaching." This topic consists of background/context, statement of the problem, rationale of the study, objectives of the study, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1 Background

Language is a set of signals by which we communicate. Language is common to all human beings and no other else. Language is, today, an inseparable part of human society. Human civilization has been possible only through language. It is through language only that human has come out of the Stone Age and developed science, art and technology in a big way. In other words, Language is a system of arbitrary vocal symbols by means of which a social group cooperates. (Bloch and Trager, (1942, p. 35))

Human beings have two ways of gaining mastery over a language: (a) acquisition(b) learning. When one gradually develops the ability in a language using it naturally in a communicative situation for instance, developing first language skill is acquisition. 'Learning' is the conscious process of accumulating knowledge of the vocabulary and grammar of a language which is related to the second or foreign language.

Piaget (1936, p. 73), described, "language learning as an outcome of the child's individual and internal cognitive development.

Children explore, discover and manipulate language as they engage in word play in the same way that they explore, discover and manipulate their physical environment to learn about their

world." Vygotsky (1962, p. 115), however, described, "the learning of language as a social process. Children learn language as they interact with adults and peers." Piaget viewed, "language as developing from the individual to the social. Each child is a unique individual bearing the potentiality to be the best that he/she can be. Children between the ages of 2 to 6 are considered to be the most sensitive and important. The philosophy believes, after its long research in a child that there must be an effective way to educate them. Children are interested in many things. They are curious and questioning. They engage in deliberate, systematic exploration and develop a plan of action."

Language learning on the whole follows a systematic order from individual to social. In our context Nepal, teaching English language at Pre-primary level is indeed, very challenging. It demands for a good deal of training methods of materials. It is felt that no book is perfect in itself. The pre-primary level is the foundation level. It really needs to be taken good care of. In order to meet the increasing demand for English-medium preparatory school in urban areas many pre-primary schools have been started on a private basis under variety of names. Though the concept of pre-primary school education is a recent development in Nepal. Montessori Kinder World(model schools) are run by NMTC, Nepal Montessori Training Center in Jamsikhel, Lalitpur. NMTC was 1st launched in 2001 in Nepal, since then pre-school education spread widely across Nepal. (as mentioned in Sedhai, (2007)).

1.2 Statement of the Problem

English is an international language, a lingua franca widely used across the world. In Nepal, English is used as a foreign language for the purpose of reading and writing and to be able to communicate with foreigners. Learners often feel difficulty in learning the English language. Learners are not intrinsically motivated to learn English rather they are forced to learn. So, English language teaching is one of the most challenging tasks for the teachers specially at pre-primary level.

Montessori method is mostly material based technique of teaching. It gives priority to the learners' self- realization and comprehension rather than traditional way of teaching. Learners are encouraged to perform independent activities in groups and pairs. Teachers act as facilitators. Therefore, teachers must be well-trained under Montessori method for teaching English language to learners. They must have positive perception towards Montessori method of teaching.

1.3 Rationale of the Study

As Montessori method is widely used and very effective way of imparting pre-school education to the children of 2-6 years of age though the history of this method in Nepal is not so long. In order to find out answers of these questions, 'How the teachers feel teaching through Montessori method? Do they feel it easy or difficult? Is Montessori method really fruitful for both teachers and learners? What role does Montessori method and Montessori teachers play in English language teaching? etc. and their perception on Montessori method' do they have positive perception towards Montessori method teaching English, I had chosen this topic for my research study. With the help of this study I found out that pre-primary level teachers mostly preferred the application of Montessori Method in English language teaching. They expressed that this method is very effective for teaching small children in an autonomous and

independent way in friendly environment. So, this study will be helpful for the extension of Montessori Method in English language teaching not only in Kathmandu valley but across Nepal.

1.4 Objectives of the Study

1. To find out the perception of the pre-primary level teachers on application of Montessori method in teaching English.
2. To suggest some pedagogical implications.

1.5 Research Questions

The research questions of my study are mentioned below.

1. How do pre-primary level teachers perceive Montessori method ?
2. Do they prefer teaching English applying Montessori method ?
3. Does Montessori method play a vital role in ELT of pre-primary level?
4. Should Montessori method should be adopted in primary level too for ELT?
5. Do they think using Montessori based materials while teaching is difficult?

1.6 Significance of the Study

The findings of this study will be beneficial to the curriculum planners of pre-primary level to frame and develop training package for language trainers. Similarly, the curriculum planners can get relevant ideas to design and implement effective teaching techniques and materials of pre-primary level. It is helpful for the language trainers to be aware about the teaching techniques of Montessori method. Further, it helps the Montessori teachers to teach learners effectively playing the different roles of teachers, to have sound knowledge of child psychology and to all who are interested in Montessori method of teaching at pre-primary level. Moreover, the study is significant to those

parents who want to bring up their children in a friendly and creative atmosphere, to those teachers and researchers who want to have firm understanding in Montessori method and philosophy, and for carrying out several researches under Montessori method.

1.7 Delimitations of the Study

-) The study is only limited to the perception of pre-primary level teachers on Montessori method in ELT.
-) The study is limited to 40 pre-primary level teachers of Kathmandu valley only.
-) It is limited to 20 Montessori schools of Kathmandu valley.
-) It is based on questionnaires (open-ended and close-ended) only.

1.8 Operational Definitions of the Key Terms

-) **Montessori:** a philosophy of teaching a child in a play-way method, an effective method developed by Dr. Maria Montessori for teaching children in a creative and independent way.
-) **Perception:** recognition of the things using ones' senses, especially the sense of sight.
-) **ELT:** English Language Teaching.
-) **NMTC:** Nepal Montessori Training Center.
-) **ECD:** Early Childhood Development, is an organization developed for the all round development and well-being of the small kids during their early period of life.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

For my purpose of the study many books, existing research study on related areas, articles and journals were consulted and different related websites were visited. Similarly, a few numbers of research related with Montessori method have been carried out by different researchers under the Department of English Education which were partly related to this study. Most of them were experimental and survey researches on student centered techniques.

2.1 Review of Related Theoretical Literature

2.1.1 Maria Montessori and Her Philosophical Basis for Education

Maria Montessori was born in the town of Chiaravalle, Anocca, Italy on August 31st, 1870. She was the first woman in Italy to qualify as a physician. She developed an interest in the diseases of children and in the needs of those said to be 'uneducable'. In the case of the latter, she argued for the development of training for teachers and developed the principle that was also to inform her general educational program: first the education of the senses, then the education of the intellect. Maria Montessori developed a teaching program that enabled 'defective' children to read and write. She sought to teach skills not by having children repeatedly try it, but by developing exercises that prepare them. These exercises would then be repeated.

Regarding her philosophy, she opined that the child contains a "spiritual embryo" or pattern of Psychic development even before birth. Maria Montessori believed that God does not give birth to a pauper. Every child has hidden potentiality to be emperor but it is the given environment that makes one pauper and the other emperor. Each child is born with a unique potential to be revealed, rather than as a "blank slate" waiting to be written upon. Her

philosophy draws everybody's attention to the child to "follow the child". It is because of this basic tenet and the observation guidelines, Dr. Montessori's ideas will be appreciated in all time to come.

The educational philosophy and methodology of Montessori is not just an educational theory, it is the "scientific method of education". To follow the child and to meet his need is the basic philosophy of the Montessori education.

The potential of the child is not always hidden, but can be revealed only when the complete 'Montessori Method' is understood and followed. The children's choice, practical work, care of guardians on them and the given environment play vital role in the growth of children's mental power. When their work is respected and not interrupted, children can be revealed as a full being not only academically, but also emotionally and spiritually. Then a child who cares deeply other people and the world, starts working to discover a unique self within as an individual. This is the essence of true Montessori work today. (as Bhusal, (2010)).

2.1.2 Montessori Method and Its Guiding Principles for Learning

A qualified physician, Maria Montessori, was the first woman in Italy working at the university's psychiatric clinic for the treatment of the handicapped children. The educational methods, Dr. Maria Montessori practiced, were so successful that her handicapped children passed reading and writing examination like normal children of poor families with tremendous success. Then she started to train teacher in many countries to use her materials and follow her methods. She also wrote many books documenting her observation.

The concept of Montessori education was first developed by Dr. Maria Montessori in Italy. Maria Montessori was very interested in how children learn. She analyzed small children and their developmental stages to find out that how the children instinctively progress through as they learn to move, talk and acquire new skills and knowledge. Montessori felt that the goal of

education should not be meant to fill the child with facts rather to cultivate his own natural desire to learn. Over sixty years of experience of Montessori theory proved that children can learn to read, write and calculate as easily and naturally as they learn to walk and talk.

Montessori education is neither a baby-sitting service nor a play school. Rather it is a unique cycle of learning designed to meet the natural development of the child. Children who learn the basic skills of reading and writing in the natural way can be more benefited and they also can learn other language items without any boredom or discouragement. They gain an early enthusiasm for learning which facilitates them to become truly educated. Under Montessori education, children can learn something about their practical life, culture, language and arts, mathematics, etc. Montessori education focuses on self-realization through independent activity for learning. Montessori education is guided by some specific principles that are described below.

) **Child Works**

The starting principle in the Montessori system is recognition of the psychic integration that takes place through work. A child's work is completely different from an adult's. Whereas the adult seek to affect their environment, a child simply follows an inner impulse or calling.

) **The Movement Towards Independence**

The healthy children follow their inner guidance towards ever greater independence. The child's potential is more fully realized when he is permitted to follow his/her inner wisdom.

) **The Power of Attention and Concentration**

A child must adjust to the power of attention. The child learns to turn his/her attention towards an object and to hold attention on an object.

) Development of the Will

To understand about the world by every child, there is a growing confidence, balance and sense of self-fulfillment. Decisions and actions develop the will through the slow evolution of work, independence, and attention.

) Development of the Intellect

The beginning of intellectual development is the consciousness of difference or distinction in the environment. It is also the development of the capacity for abstraction. The child's reality, through his sense perceptions becomes organized into an orderly, abstract arrangement. This arrangement leads into an understanding of life.

) Development of Imagination and Creativity

The capacity for selection and emphasis, distinguishing dominant characteristics, associating images, etc. are employed in creativity and imagination.

) Development of Emotional and Spiritual Life

Children are born into this world with a sensitivity and attunement to love, understanding, and beauty in their environment. While environmental stimuli play a key role in the development of intelligence, a child's emotional and spiritual nature requires the stimuli of other humans (e.g. the loving attention of a mother). The child's attraction to these qualities is subtle and delicate and so calls for the protective shelter of love and understanding from adults.

) Development in Growth Stages

Maria outlined five periods of growth. Each period (or stage) has its own strengths, challenges, and problems. Familiarity with them makes attunement

to the child possible in each stage. (Retrieved 3, July., 2013 from www.edu.com/principles_montessori-method)

2.1.3 Montessori Materials and Curriculum

Any discipline is guided by its principles which lead textbook writers, teachers and students to the right path of textbook writing teaching and learning respectively. "The curriculum includes the goals, objectives, content, process, resources and means of education of all the teaching experiences planned for pupils both in and out of the school and community through classroom instruction and related programs" (The Encyclopedia of Education Vol. 2). Similarly, according to Hilda Tawa, " a curriculum is a plan for learning". Hence, curriculum is a package of different activities that can be organized in and out of the school environment.

Montessori curriculum focuses on the development of whole through the motor skills development activities like exploration, manipulation, order, subtraction, addition and communication which are used in daily activities. Montessori children work in two general areas: character education and academic education. Cooking, cleaning, building, moving gracefully, speaking politely, being considerate and helpful etc. are the part of character education. Similarly, to fulfill academic education, the Montessori classroom is arranged according to specific areas. These specific subject areas come under Montessori curriculum that are described below.

) Practical Life

Practical life materials and exercises respond to the young child's natural interest to develop physical coordination, care of self and care of environment. Specific materials provide opportunities for self-help dressing activities, using various devices to practice buttoning, zipping, bow tying and lacing. Other practical life materials include pouring, scooping and sorting activities, as well as washing table and food preparation to develop hand-eye coordination. These

activities also provide a useful opportunity for children to concentrate bringing about their normalization. Other practical life activities include lessons in polite manners, such as folding hands, sitting in a chair, walking in line and so on.

) **Sensorial**

The sensorial materials provide various activities and exercise for young children to experience the natural order to the physical environment, including such attributes as size, color, shape and dimension. The sensorial curriculum focuses on the work of hand and mind. The sensorial materials are designed to draw the child's attention to specific aspects of sight, sounds, touch, and smell. The child works with a variety of materials that teach such concepts as geometric shapes, the discrimination of differences sounds and musical pitch.

) **Mathematics**

This specific subject area is helpful to develop in students the process of addition, subtraction, multiplication, divisions, numeration, place value, etc. For numeration, there is set of ten rods, with segments colored red and blue and "spindle boxes", which consists of placing sets of objects in groups, 1-10, into separate compartments. For learning the numerical symbols, there is a set of sandpaper numerical, 1-9. For learning addition, subtraction and place value, materials provide decimal representation of 1, 10, 100 etc. in various shapes made of beads, plants or wood.

) **Language and Arts**

Montessori curriculum also focuses on the language development of the children. The Montessori language materials provide experiences to develop use of a writing instrument and the basic skills of reading a written language. For writing skills development, the metal insets provide essential exercise to guide the child's hand in different outline shapes while using a pencil or pen. Similarly, for reading, a set of individual letters, commonly known as

sandpaper letters, provide the basic means for associating the individual letter symbols with their corresponding phonetic sounds. Displaying several letters, also guides children to learn the letter sounds, which finally blend together to make certain simple phonetic words like 'up' and 'cat' etc. For children over six years, Montessori language materials have been developed to help children learn grammar, including parts of speech, such as nouns, verbs, adjectives, articles, prepositions, adverbs, conjunction, pronouns and interjections etc.

) **Cultural Subjects**

Montessori curriculum also focuses on cultural subjects through which the children can acquire the information about the related culture of their society. The Montessori classroom may also include other materials and resources to learn cultural subjects, such as geography (Map, puzzles, globes, cultural suitcases containing country-specific materials), and science, such as biology in naming and organizing plants and animals. Music and art are also commonly involved with children in various ways. After the age of six, learning resources include reading books and more abstract materials for learning a broad range of advanced subject matters. (as mentioned in Bhusal, (2010)).

2.1.4 History of Montessori Education in Relation to Nepal

The concept of Montessori education in Nepal came since 2001. This concept was developed by Pabitra Limbu, the first lady and the propounder of Nepal Montessori Training Center (NMTC) in Nepal. Pabitra Limbu contributed a lot in the development of pre-primary education in Nepal. She collected a lot of experiences of teacher training from urban area to the remote area, and found that pre-primary learning activities of that matter which are more useful to spend their life easily. As a result, she established Nepal Montessori Training Center (NMTC) in Kathmandu, Nepal. She not only established NMTC but also helped in establishing the other branches of NMTC in the different parts of the country. She believes that children are educated on the basis of social

development. She has good knowledge of Maria Montessori and her education system or teaching methodology. Regarding the development of Montessori education in Nepal, she conducted free seminars to the teachers, very good alternative for teaching children in different specific subject areas such as practical life, sense of education, mathematics, language and arts, cultural subjects and so on. Due to this effort, many Montessori training centers and Montessori based schools have been opened nowadays in the different cities of our country. In these days, Montessori teaching methodologies for children have been a new beginning to activate them in learning effectively. Limbu, because of her effort in this field, has been honored by Peace Development Campaign 2061,2065 and Nation Development Service 2065. From her training center, many private and government school teachers are benefited. (Nari - 12-12-2066, as mentioned in Bhusal, (2010)).

2.1.5 Montessori Technique

Montessori education has been one of the fastest growing and most popular educational methods in the world today. It was practiced first in Italy in early 19th century by Dr. Maria Montessori, a doctor and an educator who developed a teaching system that helped children in the development of intelligence and independence. Montessori classroom is prepared with the materials children need to develop particular skills. Montessori teachers maintain a classroom environment in which each child is enabled to achieve overall development and learn to respect each other. Montessori classes are divided according to age groups. Children spend three years at each level with the smooth progress in their learning ability. Children in Montessori class are expected to be self-motivated for learning. They are given abundant materials to play according to their choices and while playing, they learn many abstract things without knowing that they are learning something new. Montessori method, in fact, - teaches children reading their psychology. Through Montessori technique, children are taught specially in primary classroom, that how they spend to span, button, tie bows, shine shoes, scrub tables, dust polish, sweep, sew and cook.

While teaching language through Montessori technique in the classroom, the following qualities should be considered by students. These qualities are: concentration, independence, carefulness, social awareness, exactness and coordination, helpfulness, self-discipline, self-esteem etc.

2.1.5.1 Salient Features of Montessori Technique

The Montessori method facilitates learning by discovery rather than instruction. The educational philosophy and methodology of Montessori is not just an educational theory. It is "Scientific method" of education. The salient features of Montessori technique are presented as below:

-) Montessori technique focuses on self-realization through independent activity.
-) It focuses on the educator as the keeper of environment.
-) It is particularly material based technique of teaching.
-) Montessori technique is used to treat either an individual or a group of students.
-) Specially, the trained teachers are required to imply the Montessori techniques in teaching.
-) Montessori techniques allow the child to experience and comprehend what is all around him or her.
-) There is no gap in learning in between the tasks or the steps. This is the best teaching method to remove any sense of uncertainty among the children.
-) There is positive attitude towards learning. The child automatically feels a strong attachment towards the process of learning.
-) All the language aspects and skills can be taught through Montessori technique.
-) Through Montessori technique, children are often taught specially in pre-primary level classroom.

-) Children learn to snap, shine shoes, scrub tables, sweep, cook, sew etc. through Montessori technique.
-) Montessori technique used in teaching the children for their spiritual development, intellectual development, linguistic development and emotional development as well.
-) It is a student centered method.
-) Montessori techniques give the child both "inner work" and "outer work". (Retrieved 4, July., 2013 from (www.absorbentminds.co.uk))

2.1.5.2 Importance of Montessori Technique in Language Teaching

Different techniques can be used by the teachers in the classroom for the purpose of teaching different language items. One of the modern techniques used in language teaching is Montessori technique. It can be used not only for teaching grammar but also for teaching literature such as stories, rhymes and songs etc. The importance of Montessori technique in language teaching are mentioned below.

-) Montessori technique is important in language teaching because it brings about development in every sense of word-truly all round development of the child.
-) It helps in the physical development of the child as the child performs by tiny movements of the fingers and large movements of the body.
-) Similarly, it is useful for spiritual development as the child seeks for knowledge and is encouraged in this seeking, s/he develops the spirit of enquiry.
-) Intellectual development is also enhanced as the child gains the knowledge s/he has sought.
-) The child is linguistically developed as s/he speaks freely, is listened to, and learns to express him/herself.
-) Emotional development of the child is apparent as the child feels the fullness of positive emotions at work completed and achieved.

-) There is social development as well as child shows consideration for each other as they share the material.
-) It helps to develop the ability to concentrate for longer and longer period.

Through it all, the child is growing as an individual, not as an insignificant member of a group. Montessori technique gives the child "inner work" and "outer work", both of which s/he needs in his/her efforts to grow into an adult. It develops his/her will, intellect, and motor control, separately and together. It sharpens his/her sensorial abilities by giving him/her opportunity for focused use of his senses. It gives the child a strong foundation in Mathematics and language. It gives the ability to work, and teaches the child to be a responsible person. (as mentioned in Bhusal, (2010)).

2.1.5.3 Role of Teacher and Students in Montessori Technique

The teacher in Montessori technique is also known as 'directress' or 'director' because s/he directs, guides or facilitates learning rather than imparting information. Teacher plays different roles while employing Montessori technique in teaching language classroom. Some roles played by language teacher using Montessori technique in language classroom are as follows:

) As a director

The teacher directs the child on his quest of self-understanding and development into manhood. The teacher observes the child to determine where s/he is in his/her development and guides him to appropriate lessons and activities.

) **As a manipulator of the classroom environment**

The Montessori teacher uses his time to manage the classroom. The teacher can quietly enforce the ground rules of the classroom with individual children, instead of shaming them in front of the whole class.

) **As a monitor**

The teacher also plays the role of monitor in the classroom. He takes notes on each child's development as he proceeds through the curriculum. He is aware of appropriate developmental milestones and uses his observations to determine if each child is on track. If not he can use his notes to help to choose a new course of action and in conversation with parents and other professional.

) **As a record keeper**

Montessori teacher, sometimes, plays the role of record keeper. He uses a variety of methods to keep the records of the children's activities after observing them in the language classroom.

) **As a guardian and protector**

Small children need a secure environment in which they learn better. So, here, the teacher plays the role of a guardian and protector.

) **As a planner**

Children learn at different rates, so it is important that opportunity should be given to all children equally. Learning flourishes best in a structured environment. So, the teacher make a routine for activities. All plans made by the teacher need to be flexible for the students.

) **As a resource provider**

The teacher collects all the resources required for the particular lesson. The resources may be stories, puzzles, games, pictures, flash cards etc. If the students need these resources, the teacher provides them. The activities that the teacher provide should suit the needs of the children.

) **As a stimulator/initiator**

Sometimes, even the most enthusiastic learners can lose their interest. So, the teacher needs to give some suggestions, provide extra equipment or initiate them to introduce a new activity. The teacher can stimulate the students towards learning activities by asking questions, praising or directing discussions. (as mentioned in Bhusal, 2010)).

Similarly, the students in Montessori class are also known as 'actor' or 'actress'. The students play different roles in Montessori classroom teaching learning activities as the teacher plays many roles while employing Montessori techniques in teaching language classroom. The roles played by Montessori school's children in Montessori class are given in the following ways:

-) They have the role of involving in collaborative learning.
-) They play the role as the self-directed learners.
-) They play the role of active participant in learning.
-) They adopt other students learning style.
-) They formulate their own concept from self-teaching materials.
-) They involve in project work.
-) They follow the principle, i.e. 'learning by doing'.
-) They play the role of formulating good behavior.
-) They have more interest in learning.
-) They are more disciplined in the Montessori classroom.

-) If you are reading from a book ,you can draw the attention of children to the illustrations.

2.1.6 Perception: A Brief Introduction

The term perception is derived from the Latin word 'perceptio' which was in turn derived from Latin word 'percepre' which means observation. Similarly,

Sanford and Capaldi (1964, p. 175) define it, "The process of becoming aware of the extra organic objects, or relations or qualities by means of sensory process and under the influence of set of prior experiences. Perception is based on the experiences of previous knowledge. It refers to awareness, understanding and something very deeply and closely. Perception develops from organization of present and past experiences about subject matter. It is the recognition of things using one's senses, especially the sense of sight."

Generally the term perception refers to the following:

-) the ability to see, hear, or become aware of something through the senses
-) the state of being or process of becoming aware of something through the sense
-) way of regarding, understanding, or interpreting something, a mental impression
-) intuitive understanding and insight
-) psychology and zoology, the neurophysiological process, including memory, by which an organism becomes aware of and interprets external stimuli

Perception (from the Latin perceptio, percipio) is the organization, identification and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs. Perception is not the passive receipt of these signals, but can be shaped by learning, memory and expectation. It involves these signals, but can be shaped by learning, memory and expectation. It involves these "top-down effects as well as the " bottom-up" process of processing sensory input. The "bottom-up" processing is basically low- level information that's used to build up higher-level information (e.g., shapes for object recognition). The "top-down" processing refers to a person's concept and expectations (knowledge) that influence perception. Perception depends on complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness. (as mentioned in Giri, (2010)).

The word perception refers to what the body is able to perceive, that is the, information that the body is able to discern from the outside world. According to the Oxford English Dictionary perception is "the process of becoming aware or conscious of a thing or things in general, the state of being aware, consciousness, understanding". The process of understanding becomes a mediated experience, as it requires the use of the senses in order to process data. To be perceivable, the object must be able to be understood by the mind through the interplay of sight, sound, taste, touch must pass through the body one of sensory organ, that is, the eye, ear, nose, mouth or skin. To interpret that sensation is what is known as perception. The perceivable is that which can be interpreted by the body.

The current form of perception relates back clearly to its original latin meaning as "the mind or senses". Perception is what allows us to make senses and the collection of data, but the question remains of how we perceive and what it means to perceive. Furthermore, what makes an object perceivable? Are we the actors of perception or does it act upon us?

To perceive something is thus not to understand something, but rather to hold that perception as a truth. Perception refers to the most immediate response we can create, the very use of our senses, perception itself is uninterrupted, it is the raw data that enters our minds in order to be processed through thought and action. Perception commands our beliefs upon its own authority, and disdains to rest its authority upon any reasoning whatsoever. To believe in an object, one must perceive its experience, but the perception that occurs is immediate. Perception becomes merely the means in order to access a medium. While perception as itself is immediate, its able to transcribe media in order to create stimulation in our brains.

Dewey (2005), explores the role of perception in Art as Experience. For him, "perception becomes an intermediary between the idea of the artists and its understanding. The action and its consequences must be joined in perception. This relationship is what gives that can be experienced in the passive, it does not happen, but rather it requires action. Perception in its most basic form relates to the senses and what is sensed but beyond that, it's the interpretation of the mind." Dewey (2005), goes on to say, "Experience is limited by all the causes which interfere with perception of the relations between undergoing and going. There may be interference because of excess on the side of doing or of excess on the side of receptivity, of undergoing. Unbalance on either side blurs the perception of relations and leaves the experience partial and distorted with scant or false meaning. In this sense perception is not only what we see, nor is

it what we understand to see, but it's this balance of seeing and understanding simultaneously." As Kant (2007), demonstrated, "it is not enough to just experience, but rather there must be a set of underlying truths that enable our experience. The perception of art thus requires some form of active role. This can be extended to any medium, as in order to understand a medium, we must use perception as the intermediary, which in itself is immediate, but connects our understanding." (as mentioned in Kant, (2007, p. 107)).

Perception does not represent something that is fixed or constant, but rather has elements that are fixed in a system of changing elements. There is an immediacy to what we perceive, but what we perceive is rarely unmediated. Our experiences and cultural establishments influence our thoughts, but without them, we would have no option of the attempt at understanding. It appears as though perception is an amalgamation of the conscious and the unconscious, active and a passive role. Objects have the ability to affect, but with that, disorient as well. Perception is not a truth but rather a belief that becomes mediated understanding. (Retrieved 5, July., 2013 from csmt.uchicago.edu/glossary2004/perceptionperceivability.htm)

2.1.6.1 The Philosophy of Perception

The Philosophy of Perception is concerned with the nature of perceptual experience and the status of perceptual data, in particular how they relate to beliefs about, or knowledge of the world. Any explicit account of perception requires a commitment to one of a variety of ontological or metaphysical views. Philosophers distinguish internalist accounts, which assume that perceptions of objects, and knowledge or beliefs about them, are aspects of an

individuals' mind and externalist accounts, which state that they constitute real aspects of the world external to the individual. The position of naive realism- the 'everyday' impression of physical objects constituting what is perceived- is to some extent contradicted by the occurrence of perceptual illusions and hallucinations and the relativity of perceptual experience as well as certain insights in science. Realist conceptions include phenomenalism and direct conceptions include idealism and skepticism.

2.1.6.2 Categories of Perception

We may classify perception as internal and external.

-) Internal Perception (proprioception) tells us what is going on in our bodies, where our limbs are, whether we sitting or standing, whether we are depressed, hungry, tired and so forth.
-) External or Sensory Perception (exteroception), tells us about the world outside our bodies. Using our senses of sight, hearing, touch, smell and taste, we perceive colors, sounds, textures, etc. of the world at large. There is a growing body of knowledge of the mechanics of sensory processes in cognitive psychology.
-) Mixed internal and external perception (e.g., emotion and certain moods) tells us about what is going on in our bodies and about the perceived cause of our bodies perceptions. The philosophy of perception is mainly concerned with exteroception.

Schiffman (1990, p. 67) mentions the following characteristics of perception.

-) Perception is always selective out of the innumerable impressions that fall on our sense organs, we pick up those that are useful.
-) Perception is a process of supplementing our past experiences that helps us to supply many of the details which we assume to be there.
-) It is a synthetic activity that enables us to perceive definite patterns of meaningful figures that have some significance to us.

) Perception is also an analyzing activity. In this process, we try to cut out smaller units from larger masses and try to differentiate among them. We must, however, note that both the aspects of analysis and synthesis occur at the same time.

Thus, perception is the powerful device or key that can change the way of language teaching. Though, it is an important factor in learning, it is very difficult to measure because the perceptual process is not directly observable but the relation can be found between the various types of stimulation and their associated experiences and the perception. Thus, it is concerned with the way that a person behaves towards something or somebody that shows how the people think and feel. It helps to guide a person for the better language and teaching. Especially, perception may be expressed in such terms such as for or against, like or dislike, for some general or specific stimulus. It enhances the motivational level to teach any foreign language. As my focus is on the pre-primary level teachers, it will be very effective and reliable to teach the learners through their own perception, this will further make the teaching and learning fruitful. (as mentioned in Giri, (2010)).

2.1.7 English Language Teaching

Basically, language teaching means teaching skills, necessarily listening, speaking, reading and writing. Language teaching can be taught as the most important aspects of language. So, teaching language also involves all the aspects of language like pronunciation, spelling, vocabulary, grammar and communicative functions. Here, the perception of teachers plays a vital role to teach English language, teachers' perception makes teaching and learning activity more suitable. It is a very personal activity which differs from person to person. Since, English is the international and dominant language, it is widely taught and learnt as the second or foreign language. In fact, it is a lingua franca. The domain of ELT has expanded surprisingly in the countries of the world, either inner or outer circles. One of the objectives of ELT is to facilitate

the learners in learning the English language. In present, ELT has become a profession for teachers and one of the areas of study for learners, the development of ELT has been dominated by the issues of syllabus designing and methodology.

2.2 Review of Empirical Literature

The review of literature related to this research is as follows.

Giri (2010) carried out a research entitled "Perception of Teachers and Students on Lecture Technique". The main objective of this research study was to find out the perception of learners and teachers on the use of lecture technique in teaching English at higher secondary level. The study was based on a set open-ended and close-ended questionnaires following survey research design. It was found that it is an easy technique to conduct in the classroom and to complete the course within an academic year easily.

Ranabhat, (2008) carried out a research on "Early Childhood English Language Teaching Learning Strategies in Montessori Schools of Lalitpur District". The main objective of her research was to identify the early childhood ELT learning strategies in Montessori schools of Lalitpur, to collect and provide research based related materials in the area of Montessori education for concerned authorities and interested students. The researcher used classroom observation for 5 days and interviews with the teachers, parents and principals. It was found that Montessori curriculum gave emphasis on cognitive and social development of children which paved the way for their higher study.

Sedhai, (2008) carried out a research on "A Study on the Instructional Materials used in Montessori Schools". The objective of her research was to identify and classify the instructional materials used in classroom teaching in Montessori Schools of Kathmandu district for the English language development; and the finding of her research showed that almost all Montessori schools used materials in classroom. The majority of the schools prepared

materials before starting the lesson and sometimes used readymade materials which depend on context of their lesson and availability of the materials. A set of open-ended and close-ended questions for the semi-structured interview was used for data collection along with the classroom observation checklist.

Bhusal, (2010) carried out a research on the topic "Techniques of Teaching Short Stories under the Montessori Education System". The main objective of his research work was to find out and analyze the techniques of teaching short stories under the Montessori education system. Classroom observation, interviews with teachers and principals were used as the main tools for carrying out the research. It was found that various activities of pre-reading, while-reading and post-reading like listening or watching videos, predicting the theme or title of the stories, playing the roles of characters in the stories etc. were used for teaching short stories under Montessori education system.

Shrestha, (1999) carried out a research on "Management of early childhood education in developing countries: implications for Nepal". The objective of his study was to find out the management system of early childhood education in developing countries. Observation was the main tool used by the researcher to carry out his research. He found out that the condition of early childhood education in selected countries like Nepal. He also found the case study of three child care centers under plan. He sketched the program done by international donor, Bhaktapur and development of a framework of early childhood education appropriate for Nepal.

Bunning, (1999) conducted study on "Classroom Adaptation: A Case Study of Montessori School". The conclusion of the study showed that some adaption varied between classes and were personal adaption from differences among the teacher regardless of types and derivation, these adoption were implemented with great respect for the original Montessori philosophy according to their children interest and proceed at their own place to fulfill all their potential possibilities which is the essence of Montessori method.

Dorhman, (2003) adds that Montessori education has a positive long term impact in academic performance in higher education. Fisher, (1912) for several years had observed many elementary classes, in Montessori schools in Italy and published her first book, A Montessori Mother, which simplified the Montessori philosophy and appealed to parents.

Nelson, (1973) carried out the research on 'The Influence of Environment on Children's Development'. The result of his study showed that most of a child's early vocabulary consists of words that represent objects and behavior in a child's immediate environment, such as familiar people or action etc.

In 1999 August 31st a discussion paper was presented on the topic "Maria Montessori". The first part of this paper highlights the basic ideas and principles of the Montessori method. The second part of this paper analyzes a questionnaire distributed to teacher and parents at a function of Maria Montessori birthday. Lastly, a framework for looking at early childhood education program in general will be critically analyzed the Montessori method and its approach to learning and development. (<http://www.michaelalaf.net>).

Although the research works mentioned above are related to Montessori school or early child education, none of the researches have been carried out on the "Perception of Pre-Primary Level Teachers on Montessori Method in ELT". Hence, I have selected this topic to conduct the research.

2.3 Implications of the Review for the Study

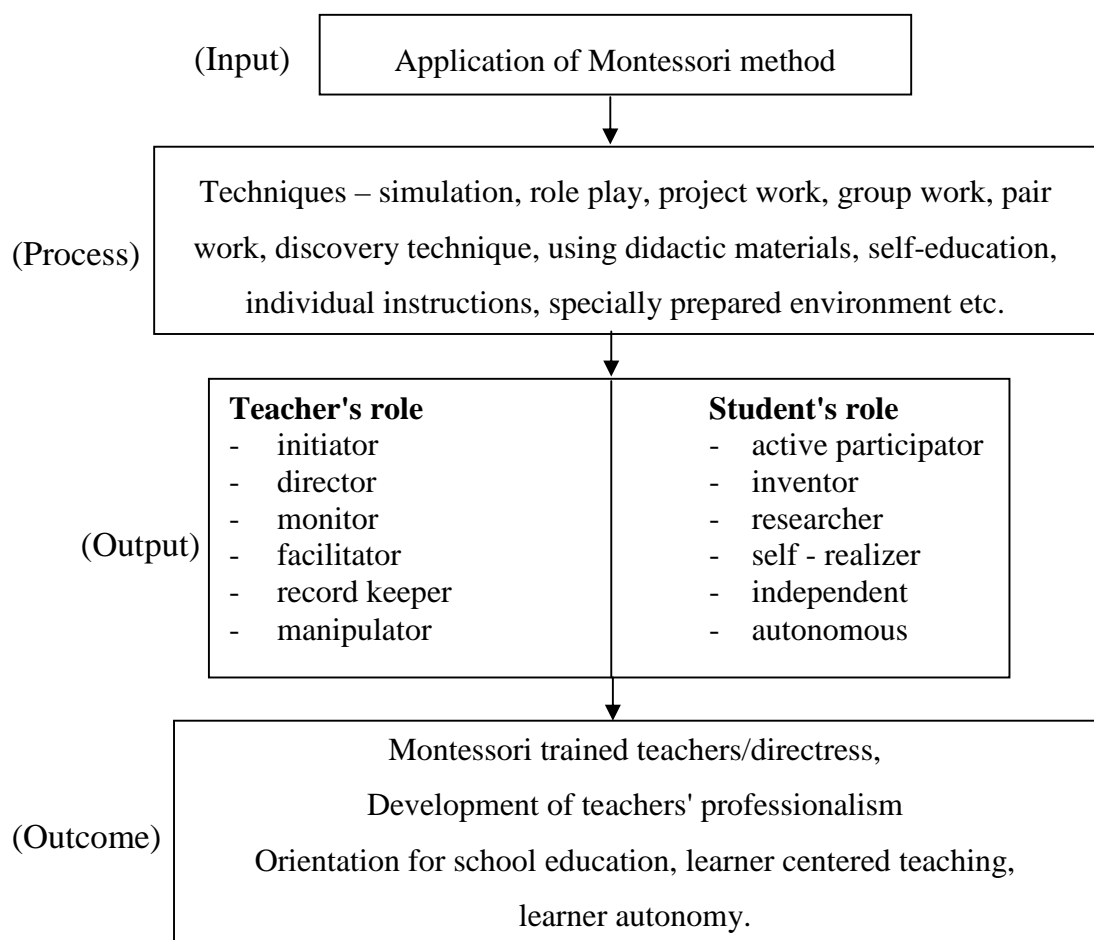
The review of the related literatures helped to carry out my study in various ways.

The review was helpful to gain knowledge about the basic ideas and principles of Montessori method propounded by Dr. Montessori. It was fruitful to be familiar with the teaching methods and philosophy of Montessori method. It helped to be aware about the usages of Montessori materials and techniques

while using Montessori method. Likewise the study was beneficial to be familiar about the influence of environment on child's development. It helped to understand about the management of early childhood education in developing countries. The study similarly, helped to be familiar with the roles of teachers and learners. The study was beneficial to get sound understanding about early childhood development, the process of their learning. I got to know about the importance of pre-school education via Montessori method. Lastly, it helped to understand that the idea of pre-school education and ECD is very important for good parenting.

2.4 Conceptual Framework

The conceptual framework of my research study is shown in the diagram below:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To fulfill the objectives of the study, the following methodology was adopted

3.1 Design of the Study

I selected survey research design because it provided me an authentic and reliable data through this design . It helped me to collect factual data about the perception of pre-primary level teachers on Montessori method in ELT. Hence, I selected this design for my study for applying the questionnaire tools as it's the most suitable tool for carrying out my research.

Survey is the descriptive research. Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Typically, surveys gather data at a particular point of time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exists between specific events.

According to Kidder (1981, p. 81) "Survey is the best research design carried out to find out public operation, and the behaviors and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time." Similarly, Nunan (1992, p. 140) writes, "The main purpose of a survey is generally to obtain a snap-shot of conditions, attitudes and/or events at a single point of time." Survey is always done in a natural setting.

There were some steps of survey research which were presented by Nunan (1992, p. 140) as follows.

Step 1: Define objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedures

Step 7: Identify analytical procedures

Step 8: Determine reporting procedures

Above mentioned steps were very important for my research topic. So, I adopted these steps for successfully carrying out my research.

3.2 Population and Sample of the Study

The sample consisted of 40 teachers of pre-primary level in English subject from 20 Montessori schools of Kathmandu valley. I selected them through purposive non-random sampling procedure in which I simply reached the informants and collected the required information.

3.3 Sampling Procedure

In this study, the sample of the study were selected through purposive non-random sampling procedure in which 40 pre-primary level teachers teaching in 20 Montessori schools of Kathmandu valley were selected. 2 teachers from each 20 Montessori schools were selected.

3.4 Data Collection Tools

The questionnaire was used as a main tool for data collection in my research. A set of open ended and closed ended questionnaires were distributed to the selected teachers in order to find out the perception of pre-primary level teachers on Montessori method in ELT.

3.5 Data Collection Procedures

I collected data from the primary sources by administrating the questionnaire. For this purpose, I adopted the following steps:

-) At first, I visited the selected schools to talk to the authorities to get permission and explained briefly on the purpose and process of the research.
-) Then, I established rapport with concerned teachers.
-) Using purposive non-random sampling procedure, I selected the population required for my research.
-) After that, I distributed questionnaire to the teachers and collected questionnaire after seven days.
-) Finally, I thanked them, the informants and school authorities for their kind co-operation.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Results

In the first chapter there is an introduction about the topic of the research with its objectives and significance. In the second chapter there is the review of related literature and conceptual framework. In the third chapter there is the description about methods and procedures of the study. In the Fourth chapter there is the results and discussion of the study. In the fifth chapter there is the summary, conclusion and implications followed by the recommendation for pedagogical implications.

After collecting the data using purposive sampling method, I came to the results and discussion session of the collected data from the primary sources. The main objective of this study was to find out the "Perception of Pre-primary Level Teachers on Montessori Teachers in English Language Teaching." The data collected from the informants were based on the set of questionnaire prepared for the Montessori trained pre-primary level teachers of Kathmandu valley. Open-ended and closed-ended questions were administered to the 40 sampled Montessori teachers in order to collect their views. Views expressed by the Montessori teachers of Kathmandu valley are presented, analyzed and interpreted here in this chapter.

4.2 Discussion

Two sets of questions (set A and set B) were provided to the respondents containing closed- ended and open-ended questions respectively. Among 25 questions 20 were closed-ended and rest 5 were open-ended. Close-ended questions included multiple choice items in which the respondents responded being based on the choices they were provided with. And in case of open ended questions they were free to write their views in their own words.

The percentage is the main basis for data analysis. While analyzing the data, total number of responses for each question and item have been counted, tabulated or shown by using figures. Then, the total numbers of responses have been changed into degree of percentage. The calculation have been done to the responses of questionnaire by the Montessori teachers.

Open-ended questions in set B were asked to take the subjective responses from the informants. For these, I described the obtained responses given by the Montessori teachers. The responses to each open-ended questions were collected, listed and described separately. I analyzed the responses one by one under the different headings for its better analysis and easy interpretation.

4.2.1 Perception of Pre-Primary Level Teachers on Montessori Method in English Language Teaching.

To find out the perception of pre-primary level teachers on Montessori method in English Language Teaching, I collected the responses of forty Montessori teachers of pre-primary level within Kathmandu valley.

Language is primarily the means of communication. This is the age of globalization where English is widely used all over the world as a lingua franca. In our country Nepal too, English is used as a foreign language enabling the learners to read and write in English and to communicate with the foreigners. English language teaching is one of the toughest job especially for pre-primary level teachers in Nepal. Since English is not the native language in Nepal, most of the pre-primary level teachers face problems while teaching English to small children.

However, pre-primary level teachers apply Montessori method of teaching nowadays to make the small children understand and learn English language better. Montessori method is entirely a learner centered method that is widely used by pre-primary level teachers to teach English language nowadays .Here,

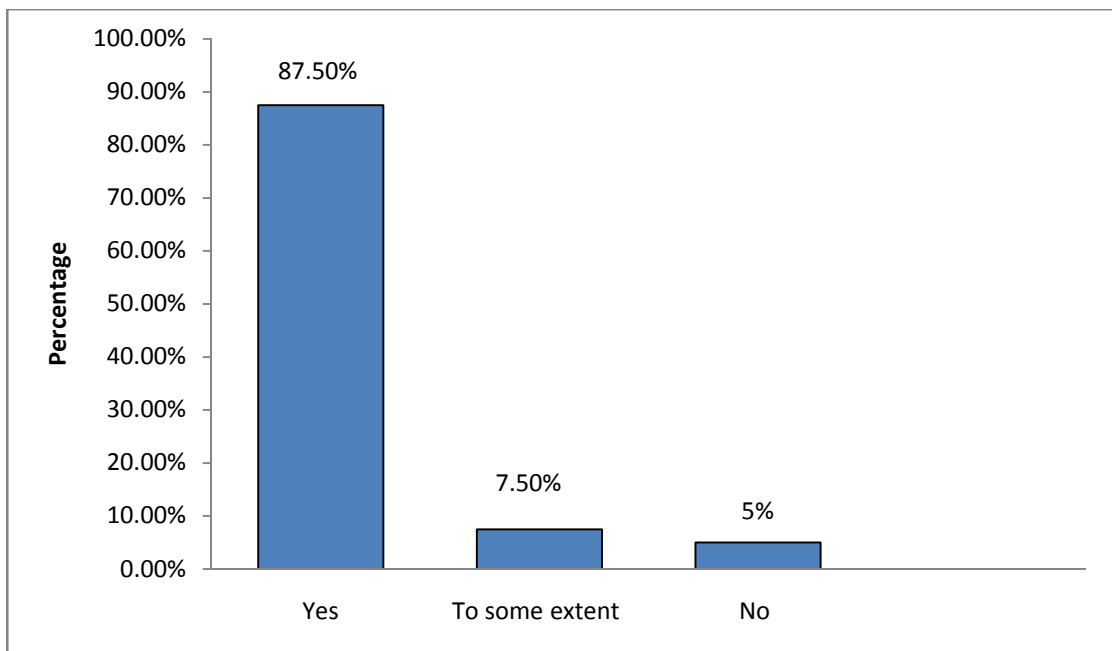
an attempt has been made to find out the perception of pre-primary level teachers on Montessori method in ELT.

The responses obtained from the forty sampled pre-primary level teachers to each questions are presented and analyzed below.

4.2.2 Most Preferable Method

Personal preferences vary according to different factors. Similar is the case with the preference of Montessori method for teaching English. To find out whether the pre-primary level teachers enjoyed teaching English applying Montessori method, the following question was asked, "do you prefer to teach English language following Montessori method?" The respondents' responses are presented below:

Figure No.1
Most Preferable Method



The above figure shows that 35 respondents (87.5%) responded that they preferred to teach English language following Montessori method, on the other hand, 3 respondents (7.5%) responded that to some extent they preferred to

apply Montessori method while the other 2 respondents (5%) responded that they did not prefer using Montessori method to teach English.

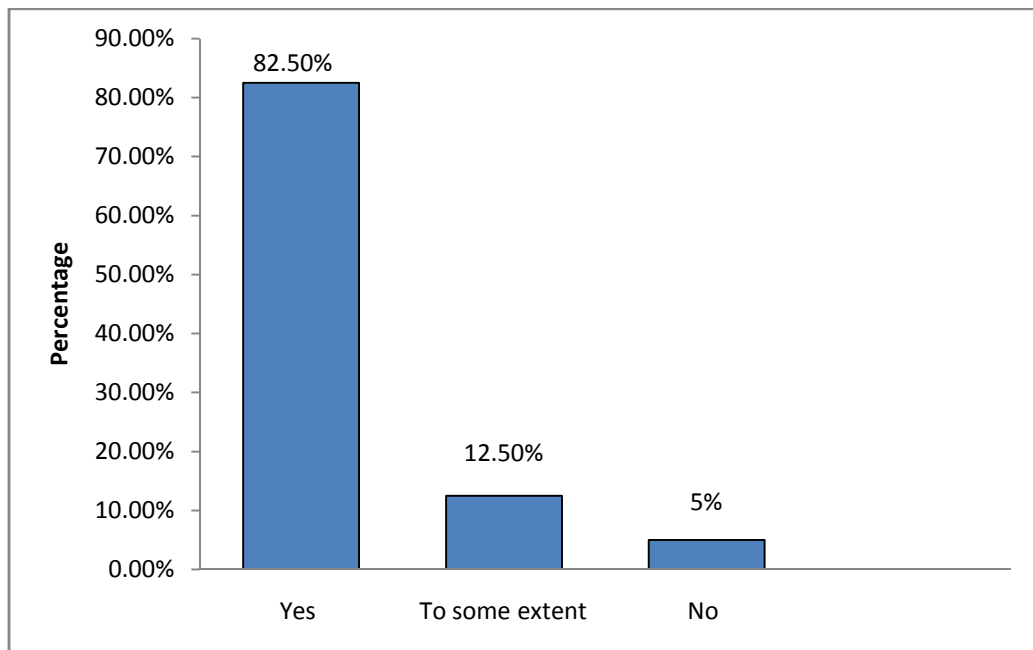
On the basis of data obtained, we can conclude that majority of the pre-primary level teachers preferred to teach English using Montessori method. However, a few numbers of teachers somehow preferred to use this method while a very rare number of teachers did not prefer to teach English using Montessori method.

4.2.3 Focus on Self-realization and Independent Activity

To find out whether Montessori method focuses on self-realization and independent activity, the pre-primary level teachers were asked to respond the following question, "do you agree that Montessori method focuses on self-realization and independent activity of the children?" The obtained responses from them are presented below:

Figure No.2

Focus on Self-realization and Independent Activity



The above data shows that 33 respondents (82.5%) responded that they agreed Montessori method focuses on self-realization and independent activity while

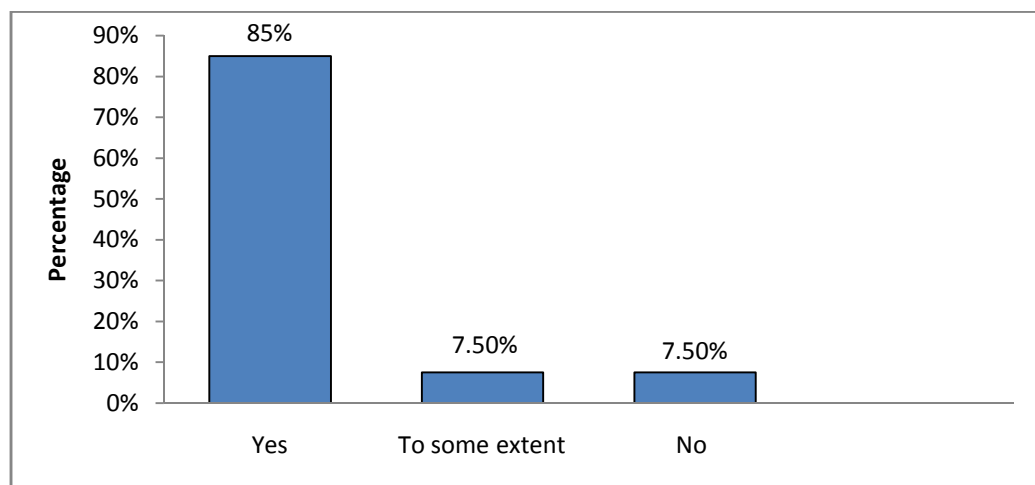
the other 5 respondents (12.5%) responded that to some extent Montessori method was based on self-realization and independent activity. Lastly, the other 2 respondents (5%) completely denied that Montessori method focused on self-realization and independent activity.

According to the obtained data, we can conclude that, Montessori method commonly makes use of self-realization and independent activity. Some of the teachers hardly agreed that this method focuses on self-realization and independent activity. While a very rare number of teachers denied that it focuses on self-realization and independent activity.

4.2.4 Development of Motivation

As we know motivation plays the vital role in learning so, here to find out whether Montessori method helps to develop motivational level of the children, the teachers were asked, "do you think that children get motivated by Montessori method while teaching English language?" The responses obtained are presented below:

Figure No.3
Development of Motivation



The given data shows that 34 respondents (85%) responded that Montessori method did help in developing the motivational level of the children. However,

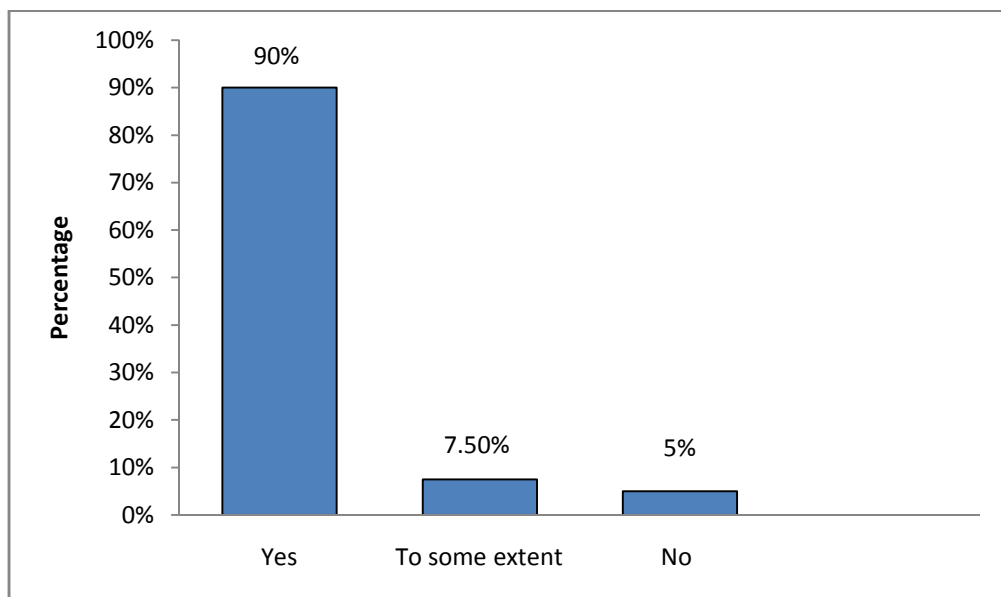
3 respondents (7.5%) responded that to some extent Montessori method helped learners to develop their motivational level while the rest 3 respondents (7.5%) responded that this method helped to develop the motivational level of the children.

On the basis of the given data we can conclude that, a very high number of teachers agreed that Montessori method helped children to develop their motivational level. On the other hand, a very low numbers of teachers denied for the development of motivation using Montessori method.

4.2.5 Environment of the Classroom

Environment is another crucial factor that facilitates or hinders the learning. So, in order to find out whether Montessori method helps to make classroom environment interesting the teachers were asked, "do you agree that English language teaching through Montessori method makes classroom interesting?" The following responses were obtained:

Figure No.4
Environment of the Classroom



The above data shows that 36 respondents (90%) responded that the environment became interesting applying Montessori method, the other 3

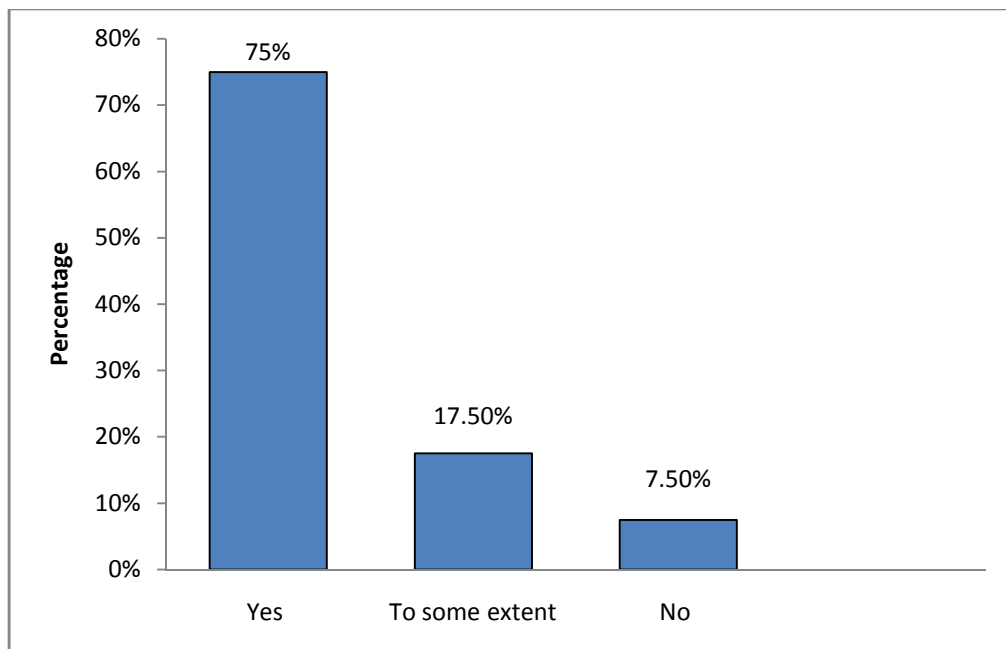
respondents (7.5%) responded that to some extent it made classroom interesting, while the rest 2 respondents (5%) responded that Montessori method did not help to make the classroom environment interesting.

On the basis of above data, we can conclude that, almost 1/4th of the teachers agreed that this method helped to make the classroom interesting while some of the teachers somehow expressed so and a very few teachers responded negatively.

4.2.6 Development of Professionalism

In order to find out whether Montessori method helps to develop professionalism, the respondents were asked the following question, "Do you agree that teaching English through Montessori method is helpful for professional development?" The obtained responses are presented below:

Figure No. 5
Development of Professionalism



The above data shows that 30 respondents (75%) responded positively that Montessori method did help in developing teachers' professionalism, while the other 7 responded (17.5 %) responded that to some extent professionalism gets

developed. Lastly, the rest 3 respondents (7.5%) responded negatively that Montessori method did not help in developing teachers professionalism.

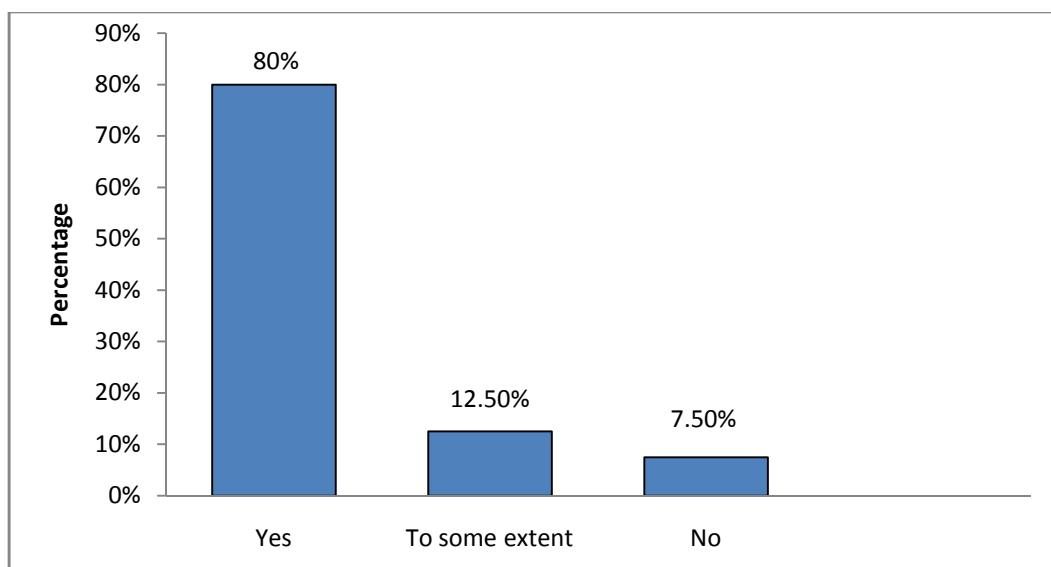
On the basis of the given data we can conclude that 1/3rd of the teachers expressed that Montessori method helped in developing professionalism while some of the teachers somehow agreed with the fact that professionalism got developed applying Montessori method whereas, a very rare number of teachers did not agree with this fact.

4.2.7 Significance of Montessori Method in Teaching

Teaching is a very challenging task where various methods are applied and here to find out whether Montessori method makes teaching complete, the respondents were asked, "do you think that teaching without Montessori method will be incomplete?" The responses obtained are presented below:

Figure No.6

Significance of Montessori Method in Teaching



The above data shows that 32 respondents (80%) responded positively that teaching without using Montessori method would be incomplete. However, 5 respondents (12.5%) responded that to some extent teaching gets incomplete without following Montessori method while the rest 3 respondents (7.5%)

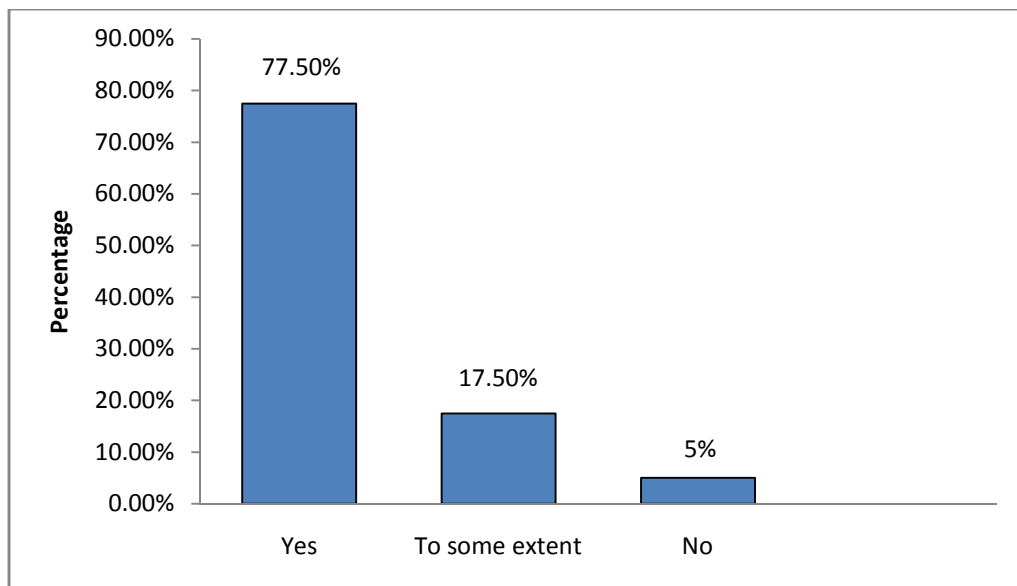
responded negatively that teaching would not be incomplete without Montessori method.

On the basis of given data we can conclude that, a very high number of teachers went with the significance of Montessori method in teaching. While few of the teachers somehow agreed with the significance of Montessori method in teaching whereas, a very rare number of teachers denied the importance of Montessori method in teaching.

4.2.8 Development of Learners' Creativity

To find out whether Montessori method helps learners' to be creative, the respondents were asked, "does Montessori method help to increase learner's creativity?" The obtained responses are presented below:

Figure No. 7
Development of Learner's Creativity



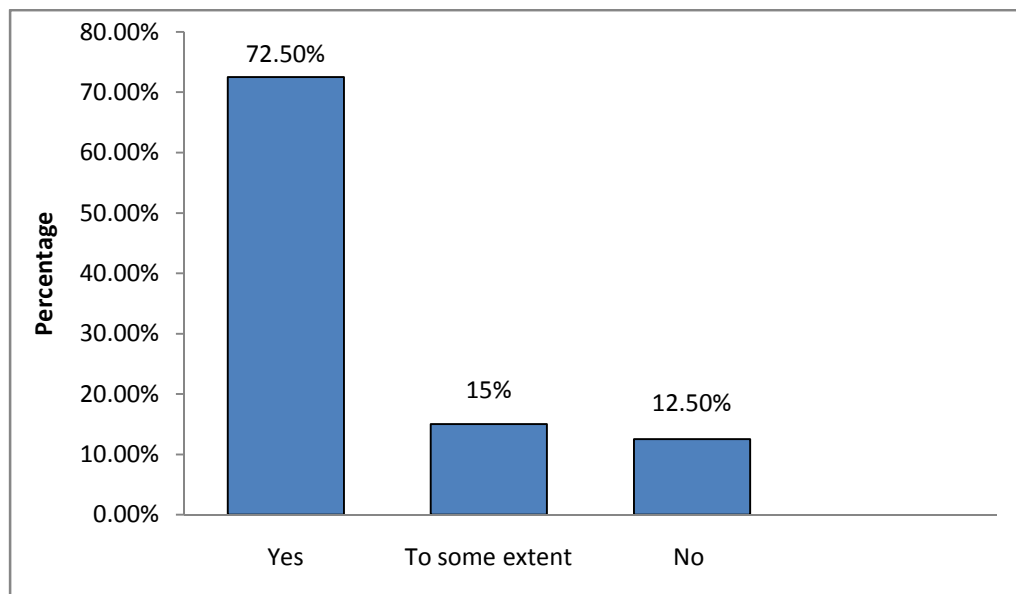
The above data shows that 31 respondents (77.5%) responded positively that Montessori method helped to develop learner's creativity. The other 7 respondents (17.5%) responded that to some extent learners got creative while the rest 2 respondents (5%) responded negatively that Montessori method did not help learners to be creative.

On the basis of the above data we can conclude that, most of the teachers say that Montessori method did help to increase learner's creativity. While few of the teachers somehow agreed that this method increases learners' creativity whereas, rare number of teachers did not agree that Montessori method helped to make learners creative.

4.2.9 Active Role of learners

Learners are the central point of learning. So, here to find out whether Montessori method helps learners to be active and interactive, the respondents were asked the following question, "does Montessori method help learner's to be active and interactive?" The obtained responses are presented below:

Figure No. 8
Active Role of Learners



The given data showed that 29 respondents (72.5%) responded fairly that learners get active and interactive using Montessori method. The other 6 respondents (15%) responded that to some extent learners become active using this method whereas the rest 5 respondents (12.5%) responded negatively.

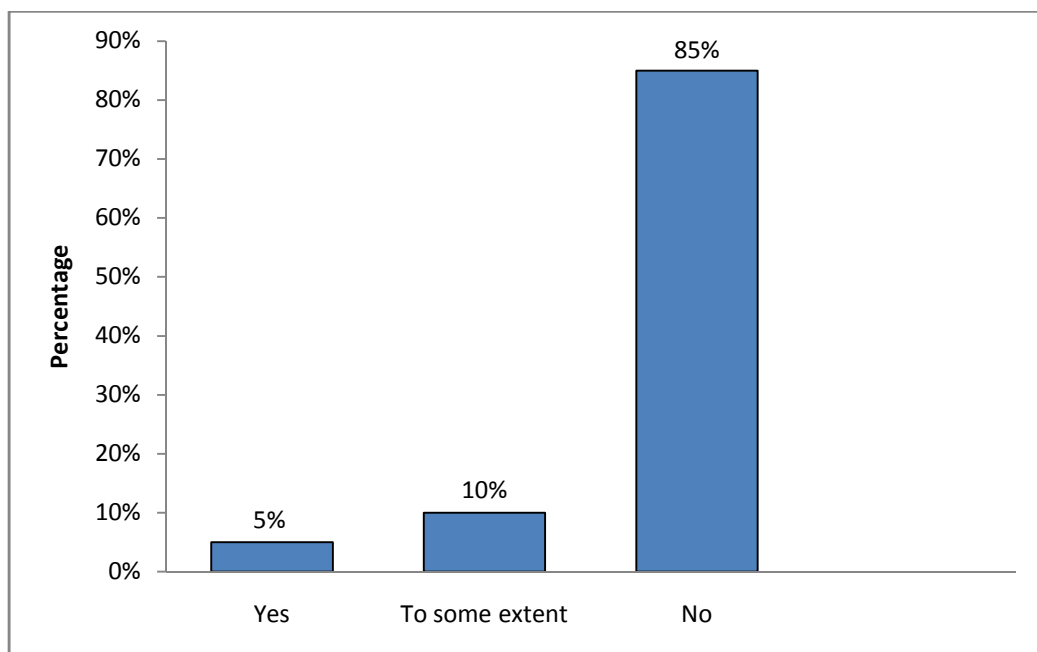
On the basis of above data we can conclude that, nearly 1/3rd of the teachers have positive attitude about the active role of learners using Montessori

method. While few of the teachers somehow agreed with the active role of learners in Montessori method and finally a low number of teachers did not agree with the active role of learners in Montessori method.

4.2.10 Autocratic Role of Teachers

Teachers are the guide who facilitates the learning. So, here to find out whether the teachers should be autocratic or not the respondents were asked, "do you agree while teaching the role of teachers should not be autocratic?" The obtained responses are presented below:

Figure No.9
Autocratic role of Teachers



The above data showed that 34 respondents (85%) disagreed with the autocratic role of teachers, the other 4 respondents (10%) responded that to some extent teachers should be autocratic while teaching whereas the rest 2 of the respondents (5%) agreed with the autocratic role of the teachers.

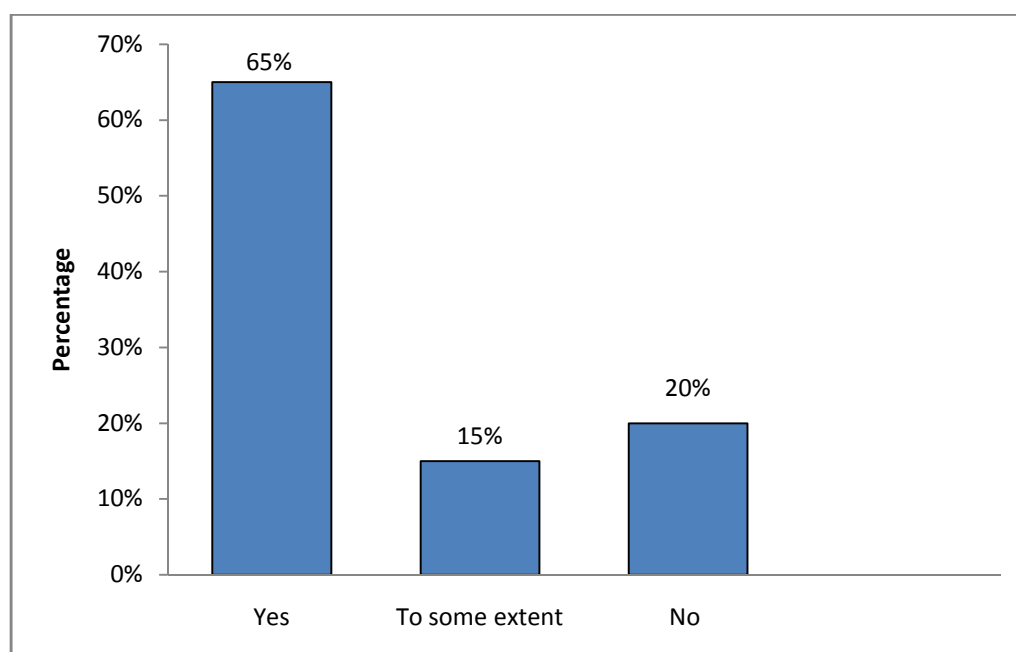
On the basis of the given data we can conclude that, a very high number of teachers disagreed with the autocratic role of teachers. While some of the teachers somehow agreed that the teachers should be autocratic while teaching

whereas only a rare number of the teachers agreed that teachers should be autocratic while teaching.

4.2.11 Difficulty in Use of Montessori Method

To find out whether teachers feel difficulty to teach English using Montessori method, the respondents were asked the following question, "do you think teaching English language in Montessori method is difficult?" The responses obtained from them are presented below:

Figure No. 10
Difficulty in Use of Montessori Method



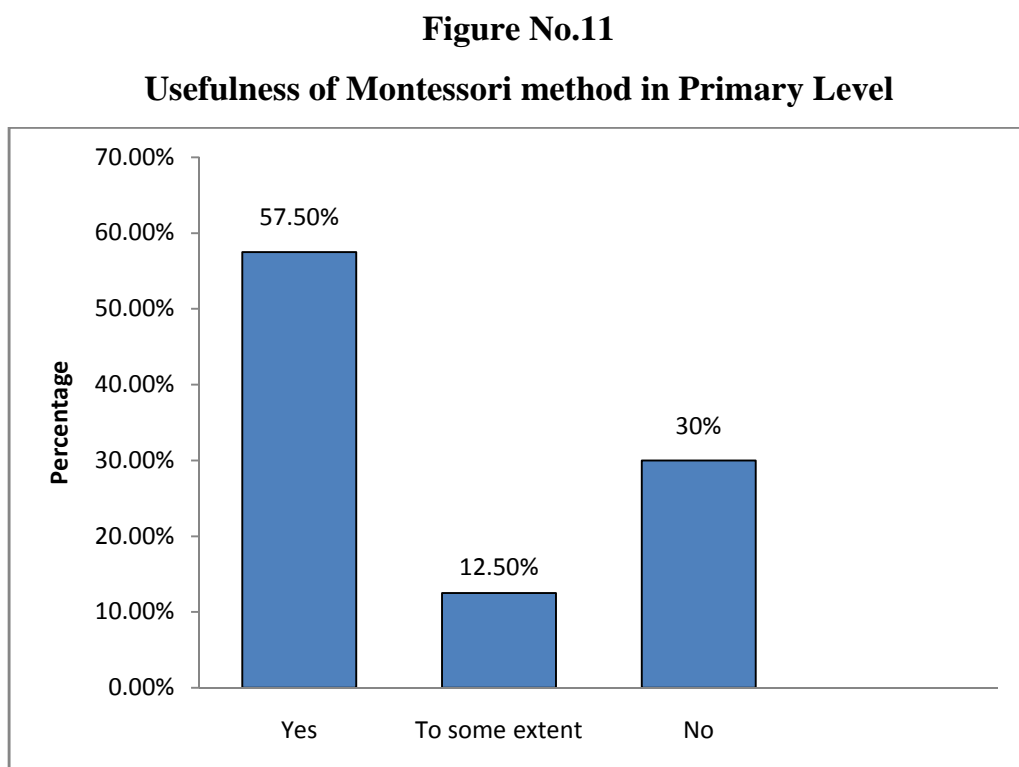
The above data showed that 26 respondents (65%) responded that they felt difficulty to teach English using Montessori method while 6 respondents (15%) responded that to some extent they felt difficult to use this method while teaching English . Whereas, the rest 8 respondents (20%) responded that they did not feel difficult to use this method while teaching.

On the basis of above data we can conclude that, most of the teachers felt difficult to teach English using Montessori method. While rare number of

teachers think somehow it is difficult to apply whereas, some of the teachers did not feel difficult to apply Montessori method while teaching.

4.2.12 Usefulness of Montessori Method in Primary Level

To find out whether Montessori method is fruitful in primary level, the pre-primary level teachers were asked the following question, "do you agree that Montessori method is fruitful for primary level?" The obtained responses from them are presented below:



The given data showed that 23 respondents (57.5%) responded positively that this method useful in primary level, the other 12 responded (30%) responded negatively that Montessori method is not useful in primary level while the rest 5 respondents (12.5%) responded that to some extent this method is fruitful in primary level too.

On the basis of the given data we can conclude that, most of the teachers said that Montessori method is useful in primary level. While low number of teachers said this method is not useful for primary level whereas, a rare number

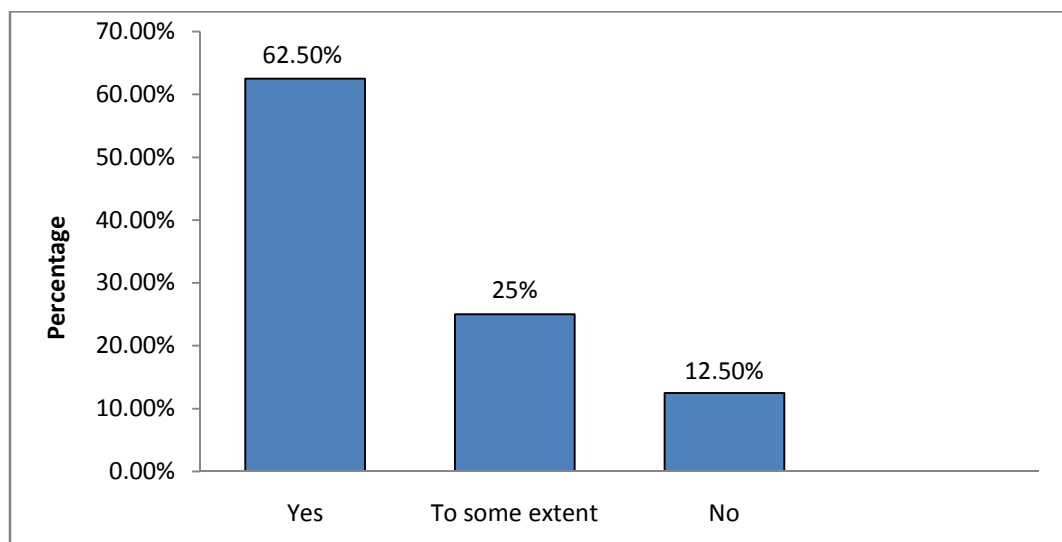
of teachers somehow expressed that Montessori method is fruitful for primary level.

4.2.13 Development of Comprehension and Experience.

Learning depends on the level of comprehension and experience as well. So, here to find out whether Montessori method helps to develop comprehension and experience of the learners, the teachers were asked the following question, "does Montessori method help learners to comprehend and experience their learning?" The responses obtained from them are presented below:

Figure No.12

Development of Comprehension and Experience



The above data showed that 25 respondents (62.5%) responded that Montessori method does help learners to develop their comprehension level and experience their learning. The other 10 respondents (25%) responded that to some extent this method helps to develop learners' comprehension level and experience whereas, the rest 5 respondents (12.5%) responded negatively that Montessori method does not help learners to comprehend well and experience their learning.

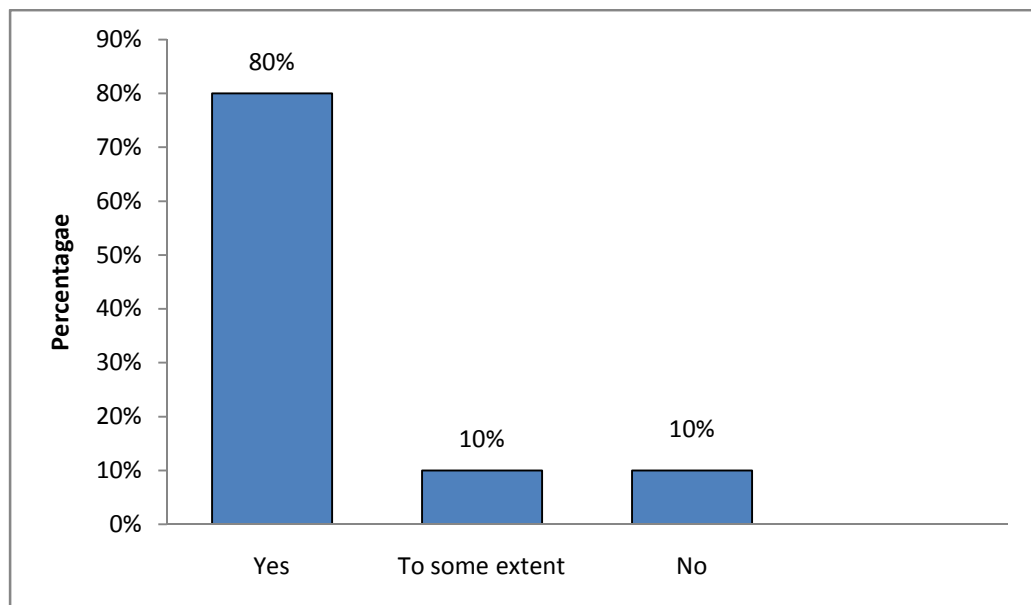
On the basis of above data we can conclude that, mostly the teachers said Montessori method does help to develop learners' comprehension level and

experience. While some of the teachers somehow agreed with this whereas, a rare number of teachers expressed that this method helps learners to comprehend well and experience their learning.

4.2.14 Understanding the Psychology of Children

While teaching teachers need to interact with heterogeneous group of learners for which psychology of children is a must to be known about. And here to find out whether Montessori method is needed to understand the psychology of children, the teachers were asked to respond the following question, "do you think knowledge of Montessori method is needed to understand the psychology of small children?" The obtained responses are presented below:

Figure No. 13
Understanding the Psychology of Children



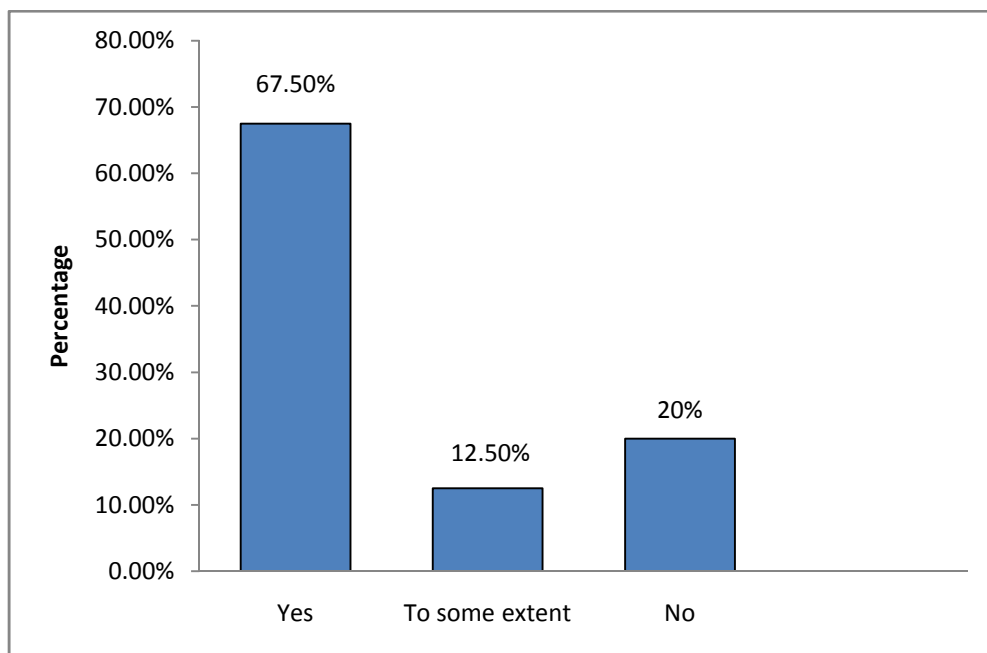
The above given data showed that 32 respondents (80%) responded positively that Montessori method is needed to understand the psychology of small children. The other 4 respondents (10%) responded that to some extent Montessori method is needed to understand the psychology of small children while the rest 4 respondents (10%) responded that this method is not needed to understand the psychology of small children.

On the basis of given data we can conclude that, maximum number of teachers agreed that Montessori method is needed to understand the psychology of small children. While only minimum number of teachers did not agree with the fact that this method is needed to understand the psychology of small children.

4.2.15 Use of Montessori Based Materials

To find out whether Montessori based materials like play toys, relia, models, puzzle games, materials of arts and crafts etc. are difficult to apply while teaching, the teachers asked, "do you think using Montessori based materials while teaching is difficult?" The obtained responses are presented below:

Figure No. 14
Use of Montessori Based Materials



The above given data showed that 27 respondents (67.5%) responded that using Montessori based materials is difficult while teaching. The other 5 respondents (12.5%) responded that to some extent they felt difficult to use Montessori materials while the rest 8 respondents (20%) responded that they did not feel difficult to use Montessori based materials while teaching.

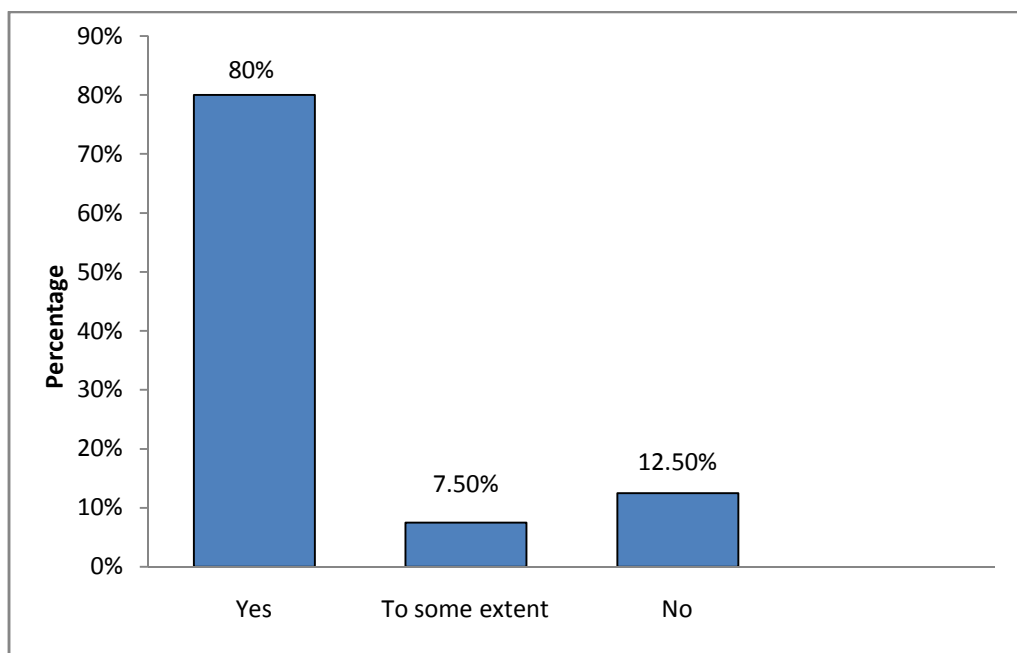
On the basis of given data we can conclude that most of the teachers said it is difficult to use Montessori based materials while teaching. While a rare number of teachers somehow expressed it is difficult to use Montessori based materials whereas, some of the teachers did not find it difficult to use Montessori based materials while teaching.

4.2.16 Useful for teaching Language Aspects and Skills

Learning language requires learning its aspects and skills. So, here to find out whether Montessori method is useful for teaching language aspects and skills, the teachers were asked to respond the question, "do you think Montessori method is useful for teaching all language aspects and skills of language?" The responses obtained from them are presented below:

Figure No. 15

Useful for Teaching Language Skills and Aspects



The above given data showed that 32 respondents (80%) responded positively that Montessori method is useful for teaching all aspects and skills of language. The other 3 respondents (7.5%) responded that to some extent this method is useful for teaching all language skills and aspects whereas, the rest 5

respondents (12.5%) responded negatively that Montessori method is not useful for teaching all language skills and aspects.

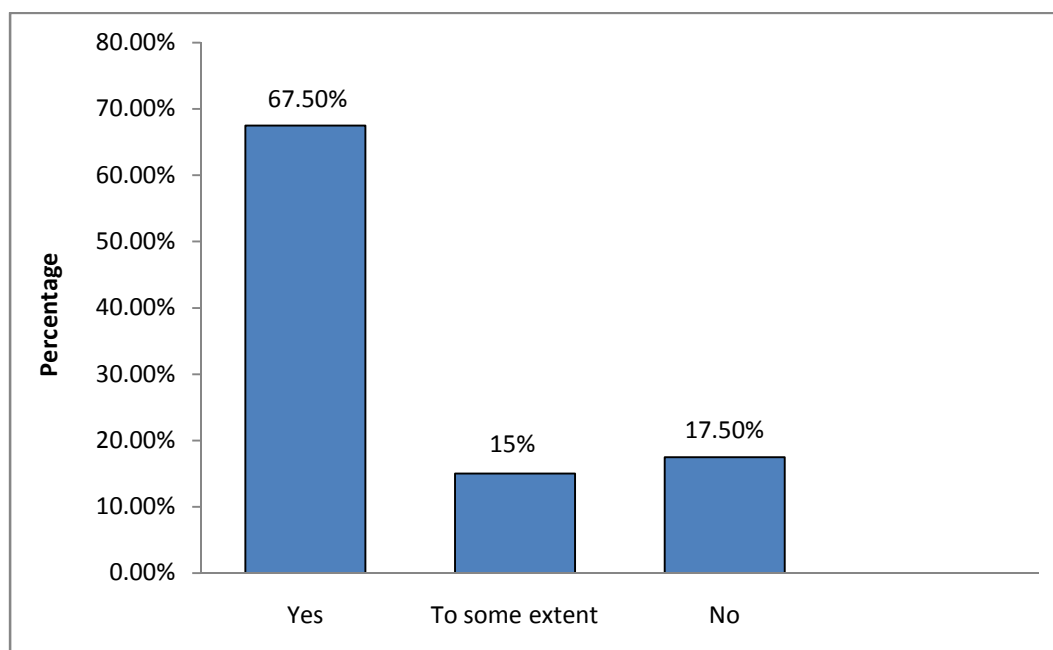
On the basis of given data we can conclude that maximum number of teachers expressed that Montessori method is useful for teaching all language skills and aspects. While rare number of teachers somehow expressed Montessori method is useful for teaching language skills and aspects whereas, minimum number of teachers said that this method is not useful for teaching all language skills and aspects.

4.2.17 Ease of Teaching Poems in Montessori Method

Teaching poems to pre-primary level students is not an easy task so, here to find out the ease of teaching poems in Montessori method, the teachers were asked the following question, "do you think teaching poems in Montessori method is easy?" The responses obtained are presented below:

Figure No.16

Ease of Teaching Poems in Montessori Method



The above data showed that 27 respondents (67.5%) responded that teaching poems using Montessori method is easy. The other 6 respondents (15%)

responded that to some extent teaching poems in Montessori method is easy while the rest 7 respondents (17.5%) responded that teaching poems in Montessori method is easy.

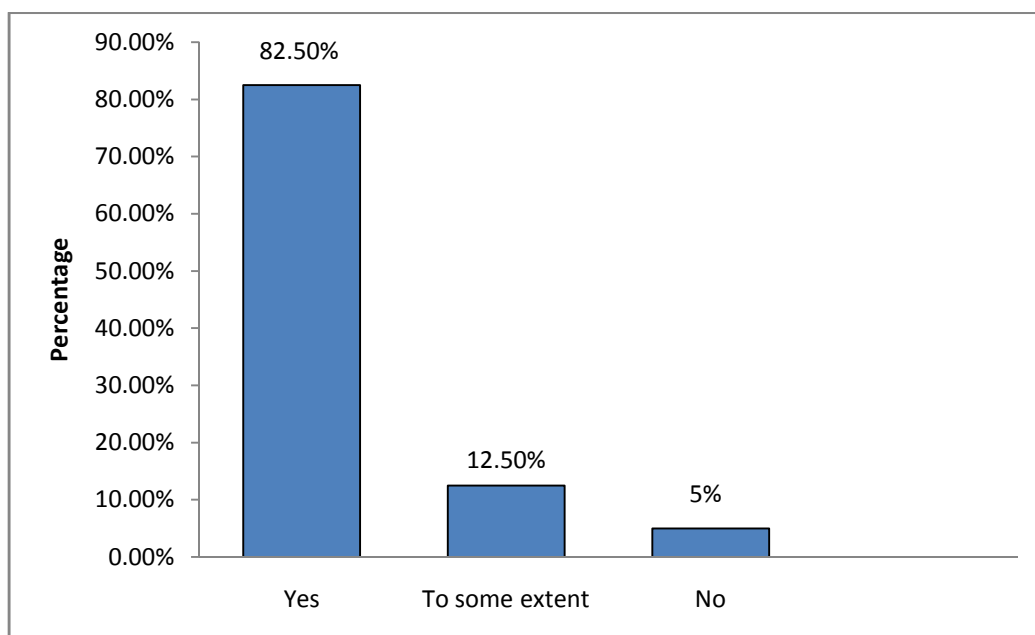
On the basis of above data we can conclude that maximum number of teachers found teaching poems in Montessori method is easy. While minimum number of teachers somehow agreed that using Montessori method makes teaching poems easy whereas, some of the teachers did not agree teaching poems in Montessori method is easy.

4.2.18 Role of Montessori Method in ELT

English language teaching in pre-primary level is fairly a tough task as English is a foreign language. So, here to find out whether Montessori method plays a vital role in English language teaching, the teachers were asked, "does Montessori method play a vital role in ELT of pre-primary level?" The obtained responses are presented below:

Figure No.17

Role of Montessori Method in ELT



The above data showed that 33 respondents (82.5%) responded positively that Montessori method does play a vital role in English language teaching. The other 5 respondents (12.5%) responded that to some extent Montessori method plays a vital role in ELT while the rest 2 respondents (5%) responded negatively that Montessori method does not play a vital role in ELT.

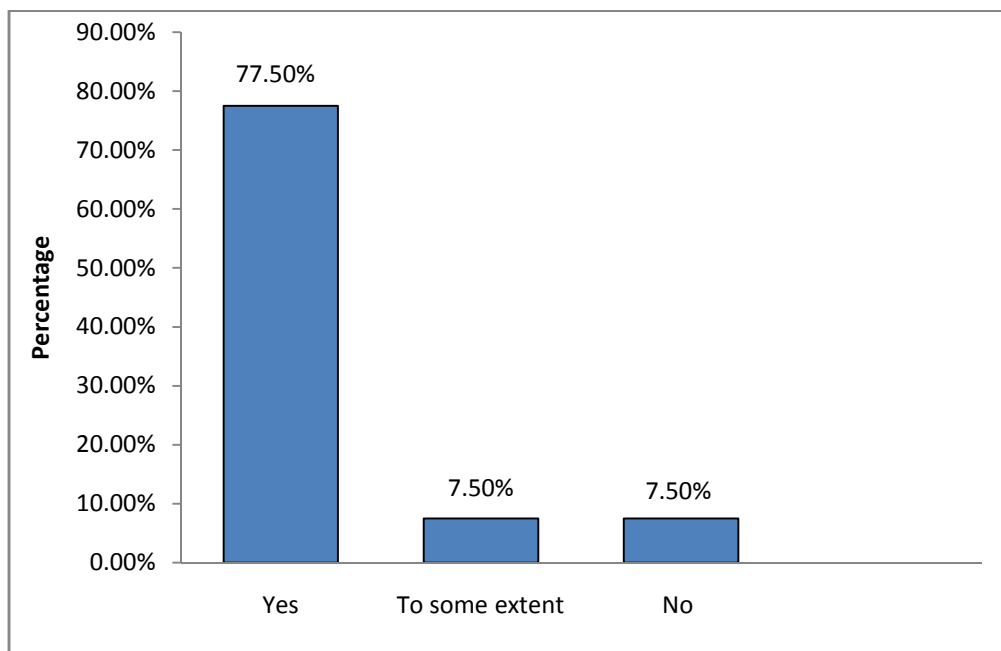
On the basis of above data we can conclude that a very high number of teachers expressed that Montessori method plays a vital role in ELT. While a few number of teachers somehow agreed with the fact whereas, a rare number of teachers did not say that Montessori method plays a vital role in ELT.

4.2.19 Application of Montessori Method in Primary Level

To find out whether Montessori method be applied in primary level, the teachers were asked the following question, "do you think Montessori method should be adopted in primary level for ELT?" The obtained responses are presented below:

Figure No.18

Application of Montessori Method in Primary Level

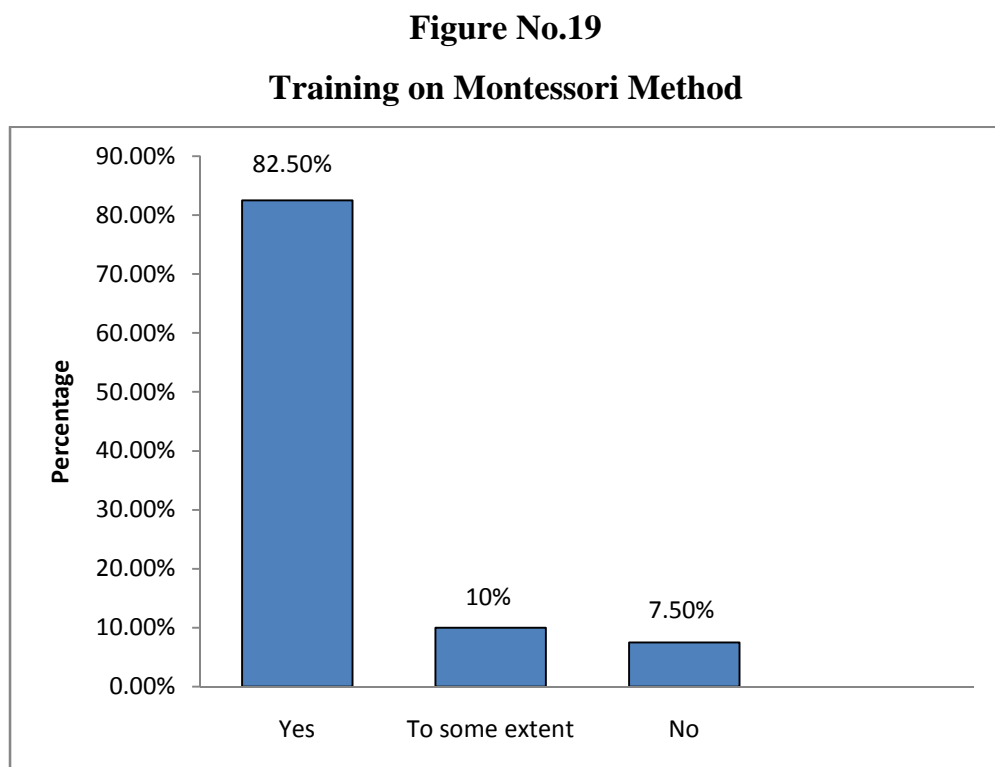


The given data showed that 31 respondents (77.5%) responded fairly that this method should be adopted in primary level too. The other 3 respondents (7.5%) to some extent responded that Montessori method should be applied in primary level whereas, the rest 3 respondents (7.5%) responded negatively that Montessori method should not be applied in primary level.

On the basis of given data we can conclude that a very high number of teachers said that Montessori method should be adopted in primary level whereas, only few number of teachers did not agree with the fact that Montessori method should be applied in primary level.

4.2.20 Training on Montessori Method

To find out whether pre- primary level teachers should be Montessori trained, they were asked the following question, "do you agree every teacher should have the knowledge of Montessori method and philosophy?" The responses obtained are presented below:



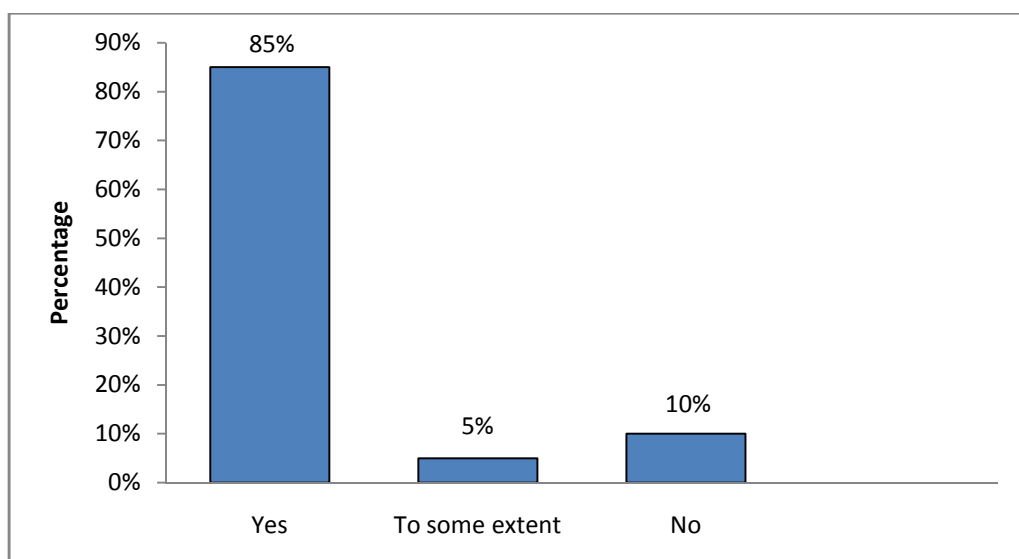
The above data showed that 33 respondents (82.5%) responded positively that every teacher should be Montessori trained. The other 4 respondents (10%) responded that to some extent teachers need to have the knowledge of Montessori method and philosophy whereas the rest 3 respondents (7.5%) responded negatively that every teachers should be Montessori trained.

On the basis of the given data we can conclude that maximum number of teachers said that the teachers should be Montessori trained. While some of the teachers somehow agreed that teachers should be Montessori trained whereas, a rare number of teachers did not express that teachers should be Montessori trained.

4.2.21 Development of Linguistic and Intellectual Power

Learning a language also depend on the development of linguistic and intellectual power. So, here to find out whether Montessori method helps to develop the linguistic and intellectual power of the children, the respondents were asked the following question, " is Montessori method is useful for linguistic and intellectual development of the learners?" The obtained responses are presented below:

Figure No.20
Development of Linguistic and Intellectual Power



The given data showed that 34 respondents (85%) responded positively that Montessori method is helpful to develop the linguistic and intellectual power of the children. The other 2 respondents (5%) responded that to some extent it helps to develop children's linguistic and intellectual power whereas, the rest 4 respondents (10%) responded that Montessori method does not help in developing the linguistic and intellectual power of the children.

On the basis of given data we can conclude that a very high number of teachers expressed that Montessori method helps to develop the linguistic and intellectual power of the children. While a rare number of teachers somehow expressed that this method helps to develop linguistic and intellectual power whereas, only a few number of teachers said that Montessori method does not help in developing the linguistic and intellectual power of the children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

On the basis of the results and discussion of the information obtained, the following summary and conclusion have been drawn. The summary and conclusion are followed by the recommendations for pedagogical implications.

5.1 Summary

I found that pre-primary level teachers are mostly Montessori trained and they thoroughly enjoy teaching English in Montessori method. Pre-primary teachers think that Montessori method is actually very fruitful for enhancing their teaching skills and techniques. They believe that this method is helpful for professional development. Mostly, the teachers feel that Montessori method is effective for developing learner's comprehension level and self-realization power. I found that pre-primary teachers are more concerned and attached with children's learning activities. Pre-primary teachers assume that children get more motivated while learning as it is based on learning by doing. In view of pre-primary teachers, the environment of the classroom becomes interesting rather than boring as this method is material based. They believe that teaching without Montessori method is incomplete and of no worth because Montessori method is based on child's psychology.

In opinion to pre-primary teachers, this method helps learners to be creative, active, and interactive since it is learner centered. I found that while teaching learners applying Montessori method, they play many roles such as of a director, stimulator, environment creator, record-keeper, parents, care-taker etc. Pre-primary teachers create a very democratic, liberal and friendly atmosphere while teaching small children. Pre-primary teachers opine that Montessori method is of paramount need for teaching in pre-primary level. Most of the teachers believe that without applying Montessori method, it is very difficult to understand the psychology of the small children. They think that Montessori

method gives the children an opportunities to experience their learning. Pre-primary teachers assume that teaching all aspects and skills of language without Montessori method is very difficult. I found that pre-primary teachers think this method should be adopted in primary level too for effective and easy learning. From the view of pre-primary teachers, I found that Montessori method plays a vital role in English language teaching of pre-primary level. Pre-primary teachers pursue that every teachers should have the knowledge of Montessori method and philosophy. They mostly think that Montessori method is useful for the linguistic and intellectual development of the learners. According to pre-primary teachers, this method is equally fruitful for developing social and spiritual power of the children.

Besides, some of the teachers think that teaching English applying Montessori method is quite difficult as English is not the children's mother tongue and they do not get much exposure in their family. During the study, I also found that many teachers feel difficult to use the materials while teaching English. Some of the pre-primary teachers also opined that they do not have access to adequate numbers of materials as per the students due to weak finance. To some extent, I found that teachers feel difficult to teach English poems and rhymes applying Montessori method. Similarly, some teachers mentioned that sometimes children fail to concentrate in learning and get busy in playing as it is a play-way method. Few teachers feel the classroom environment gets out of control and distracted from learning since small children start crying, quarrelling, pinching, poking etc. From the view of pre-primary teachers, I also got to know this, that most of the parents are conscious about good parenting giving their children the best environment to develop and are co-operative as well. Few teachers mentioned that, some parents are not much concerned about their children's learning activities due to which teachers have to face much problems while teaching.

5.2 Conclusions

From the above discussion, interpretation, my direct exposure to the pre-primary level teachers it is concluded that pre-primary teachers like teaching English in Montessori method. They prefer to use Montessori method for teaching English to small children as it is material based and learner centered. They think that every teacher should have Montessori training so that they can better understand the psychology of small children. They get attached with the children since the environment is very liberal and friendly, learners get motivated and comprehend well. They do not think that teachers should be autocratic while teaching nor the teaching should be teacher-centered. They think themselves as the environment creator, care-taker, record-keeper etc. They feel that learners learn easily with the help of Montessori based materials. Teachers are aware of the fact that English is not their mother tongue so, sometimes, they feel difficult to teach English applying Montessori method and make use of Nepali language. However, Montessori method is so effective that it is widely used all over the world. And in our country Nepal too, pre-primary level teachers are Montessori trained. They enjoy teaching English applying Montessori method as it is full of fun and pleasure. It is a play-way method where children learn by playing. They think that Montessori teachers are better than untrained one because they have the sound knowledge of child's psychology, they better deal with the children than untrained one. They have good idea about the usages of Montessori materials. They make the learners capable to cope with their jobs, their family and surrounding.

Last but not the least, Montessori method is better than other methods since it gives an opportunity to both teachers and learners to enjoy and experience the learning. Playing and learning both are the two sides of Montessori method. Small children learn while playing without any burden or stress as we know Montessori method is full of fun and pleasure, that is a play-way method.

5.3 Implications

The study will be beneficial to the following in various ways:

5.3.1 Policy level Implications

Government officials

-) help to suggest the syllabus designers.
-) help to develop the teaching aids and materials according to the need a the day.
-) help to know the kind of manpower being produced and make plan accordingly.

Syllabus designers

-) help to design syllabus according to the users perspectives.
-) help to make the content of the courses more practical than idealistic.
-) help to make the study area enjoyable rather than boring.
-) help to make the course close to the users day to day activities.

5.3.2 Practice level implication

The research will be applied in day to day practice of people on following way.

-) Pre-primary level teachers perceive positively the use of Montessori method.
-) English language is given more emphasis as instructional medium.

5.3.3 Implication of Further Research

Present research will be very helpful for those who want to carry out further researches in the similar topics. They will be benefitted by following way.

-) It will be a good secondary source for them.

-) It will provide new areas of study.
-) It will help new researchers to make hypothesis.
-) It will help to find out the new research areas.

References

- Awasthi, J. (1995) *English language teachers' resource centre-Nepal Journals*. Kathmandu, Nepal.
- Bhusal, T.P. (2010). *Teaching techniques of short stories under montessori education system*. An unpublished M.Ed thesis, Tribhuvan University, Kathmandu, Nepal.
- Bloch, B. and Trager, G. (1942). *Outline of linguistics analysis*. Waverly Press.
- Bunning, D. (1999). *Classroom adaptation: A case study on montessori school, classics*. Research study.
- Dewey, J. (2005). *Having an experience: In art as experience*. New York : Perigree.
- Dorhmann, K.R. (2003). *Evaluating outcomes of montessori education: A review of research association montessori international/ USA*, 410 Alexander Street, Rochester, New York. 14607-1028.
- Fisher, D.C. (1912). *A montessori mother*. New York : Henry Holt.
- Giri, Y.N. (2010). *Perception of teachers and students on lecture technique*. Unpublished M.Ed thesis, Tribhuvan University, Kathmandu, Nepal.
- Hornby, A.S. (2007) *Perception*. Oxford English Dictionary. U.K.: Oxford University Press.
- Kant, I. (2007). *Critique of pure reason*. Germany: Penguin Modern Classics.
- Nelson, A.R. (1973). *Influence of environment on children development*. New York : Albany.

- Nunan, D. (1993). *Research methods in language learning*. London: Cambridge University Press.
- Piaget, J. (1936). *Stages of cognitive development*. London: Routledge and Kegan.
- Ranabhat, S. (2008). *English language teaching and learning strategies in montessori schools*. An unpublished M.Ed thesis, Tribhuvan University, Kathmandu, Nepal.
- Richards, J.S. and Rodgers, T.S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Sanford, F.H and Capaldi, E.J. (1964). *Research interpretation learning and conflict*. California : Wadsworth publishing company.
- Schiffman, H.R. (1990). *Sensation and perception: An Introduction*. New York: OUP.
- Sedhai, S. (2008). *The Materials used in montessori schools in pre-primary english language class of Kathmandu Valley*. An unpublished M.Ed thesis, Tribhuvan University, Kathmandu, Nepal.
- Shrestha, K. (1999). *Management of early childhood education in developing countries: implications for Nepal*. An unpublished Ph.D. Thesis, University of Delhi; Department of Education.
- Vygotsky, L.S. (1962). *Thought and language*. Cambridge MA: MIT Press.

www.edu.com/principles_montessori-method

http://csmt.uchicago.edu/glossary_2004/perceptionperceivability.htm

APPENDIX - 1

Dear Informant,

This questionnaire has been prepared to draw information/data for the research work entitled "Perception of Pre-Primary Level Teachers on Montessori Method in English Language Teaching". This research work is being carried out under the supervision of Dr. Tara Datta Bhatta, Professor, Department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. I hope that you will give reliable and authentic information to co-operate me and that will be a valuable contribution for the data collection to accomplish my research work successfully.

Researcher
Bandana Ghatani

QUESTIONNAIRE

Name of the Teacher :

Name of the School :

Level of the School :

[Teachers are kindly requested to give the answers of the following questions on the basis of their own experience]

1. Do you prefer to teach English language following Montessori method?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

2. Do you agree that Montessori method focuses on self-realization and independent activity of the children?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

3. Do you think that children get motivated by Montessori method while teaching English language?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

4. Do you agree that English language teaching through Montessori method makes classroom interesting?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

5. Do you agree teaching English language through Montessori method is helpful for professional development?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

6. Do you think that teaching without Montessori method will be incomplete?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

7. Does Montessori method help to increase learners' creativity?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

8. Does Montessori method help learners to be active and interactive?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

9. Do you agree while teaching, the role of teachers should not be autocratic?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []
10. Do you think teaching English language in Montessori method is difficult?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []
11. Do you agree that Montessori method is fruitful for teaching in pre-primary level?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []
12. Does Montessori method help learners to comprehend and experience their learning?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []
13. Do you think knowledge of Montessori method is necessary to understand the psychology of small children?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []

14. Do you think using Montessori based materials while teaching is difficult ?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []
15. Do you think Montessori method is useful for teaching all aspects and skills of language?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []
16. Do you think teaching poem in Montessori method is easy ?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []
17. Does Montessori method play a vital role in ELT of pre-primary level?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []
18. Do you think Montessori method should be adopted in primary level too for ELT?
- (a) strongly agree [] (c) agree []
- (b) strongly disagree [] (d) disagree []

19. Do you agree every teacher should have the knowledge of Montessori method& philosophy?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

20. Is Montessori method useful for the linguistic and intellectual development of the learners?

(a) strongly agree []

(c) agree []

(b) strongly disagree []

(d) disagree []

' Thank you for your kind co-operation!'

APPENDIX 2

QUESTIONNAIRE

[Teachers are kindly requested to give the answers of the following questions according to their own perception.

1. Do you enjoy teaching English in Montessori method?

.....
.....
.....
.....

2. What is the relationship between teaching and Montessori method?

.....
.....
.....
.....

3. What are the problems that you face while teaching English through Montessori method?

.....
.....
.....
.....

4. Do you think this method is better than other methods? Why ? Give your opinion.

.....
.....
.....
.....

5. How is a Montessori trained teacher better than the untrained one?

.....
.....
.....
.....

' Thank you for your kind co-operation!'

APPENDIX 3

List of 20 Montessori Schools in Kathmandu Valley

- 1) Rainbow Kids – Sankhumal, Baneshwor, Kathmandu.
- 2) Angle's Montessori House – Imadole, Gwarko, Lalitpur.
- 3) Montessori Heaven School.
- 4) House of Montessori World – Baneshwor, Buddhanagar.
- 5) Montessori Cottage – Baneshwor, Buddhanagar. (Pre-school)
- 6) Westkids Montessori School – Kumari Club, Balkhu.
- 7) BC-CAPS – Sano Bharyang, Kathmandu.
- 8) Kidsland Montessori – Based Pre-Primary School. Sankhumal, Baneshwor.
- 9) Touchwood School, Buddhanagar, Kathmandu.
- 10) Star Public School, Gwarko.
- 11) Honeybee Pre-School – Gongabu, Kathmandu.
- 12) Columbus School – Buddhanagar, Kthamandu.
- 13) City Montessori Pvt. Ltd. Kathmandu.
- 14) Bluebell Pre-School and Child Care, Samakushi, Kathmandu.
- 15) Bal Sansar Perfect Montessori – Pre-School and Training Center, Gongabu.
- 16) Eurokids – Dhobighat, Lalitpur.
- 17) The Chandbagh Pre-School – Dhumbarai, Kathmandu.
- 18) Rosemary Pre-School – Sanobharyang, Kathmandu.
- 19) Creative Montessori Based School – Kirtipur, Kathmandu.
- 20) Sunshine Montessori Training Center – Baneshwor, Kathmandu.

A Research Proposal
on
PERCEPTION OF PRE-PRIMARY LEVEL TEACHERS
ON MONTESSORI METHOD IN ENGLISH
LANGUAGE TEACHING

Submitted to
The Department of English Education
In Partial Fulfilment for the Master Education in English

Faculty of Education, Tribhuvan University,
Kirtipur, Kathmandu, Nepal

Submitted by
Bandana Ghatani
T.U. Reg. No.: 6-1-14-459-2004
Second Year Examination Roll No.: 280260

Date of Submission:

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date:

APPROVAL OF THE RESEARCH

The research proposal has been approved by the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai

.....

Reader and Head

(Chairperson)

Department of English Education

University Campus

T.U., Kirtipur

Dr. Tara Datta Bhatta (Supervisor)

.....

Reader

(Member)

Department of English Education

University Campus

T.U., Kirtipur

.....

.....

(Member)

Date :