

**PERCEPTION OF PRE-PRIMARY LEVEL TEACHERS ON  
MONTESSORI METHOD IN ENGLISH LANGUAGE TEACHING**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
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**2014**

## **DECLARATION**

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

Date : 04/02/2014

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Miss. Bandana Ghatani has prepared the thesis entitled " Perception of Pre-Primary Level Teachers on Montessori Method in English Language Teaching" under my guidance and supervision.

I recommend this thesis for acceptance.

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## DEDICATION

*Dedicated*

*to*

*my loving parents (Mr. Bikram Ghatani and Mrs. Leena Ghatani) who*

*devoted their entire lives to make*

*me what I am today*

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**Bandana Ghatani**

## ABSTRACT

The thesis entitled **Perception of Pre-Primary Level Teachers on Montessori Method in English Language Teaching** is an attempt to find out the perception of pre-primary level teachers on Montessori method in English language teaching. The main aim of this study was to find out whether pre-primary level teachers took the application of Montessori method positively or not, what they felt using Montessori method while teaching. It further aims at analyzing the role of Montessori method, Montessori based materials, role of teachers and learners while teaching English language. Survey research design was employed for carrying out this research work. To meet the objectives of the study, forty teachers of pre-primary level teaching in different Montessori schools in Kathmandu valley, were selected to fill up the questionnaire to obtain the data. The collected data were analyzed and interpreted descriptively by using different tools such as percentage, figures etc. The findings of this study showed that maximum number of pre-primary level teachers positively perceived the application of Montessori method for teaching English. However, minimum number of teachers yet thought that Montessori method was not needed for English language teaching.

This thesis has been divided into five chapters: Introduction, Review of related literature and Conceptual Framework, Methods and Procedures of the Study, Results and Discussions and Summary, Conclusions and Interpretation. The first chapter deals with background, statement of the problem, rationale of the study, objectives of the study, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter presents the review of related literature, implications of the review for the study and the theoretical conceptual framework. The third chapter includes the design of the study, population and sample of the study, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedure. The fourth chapter is concerned with the analysis and interpretation of the obtained data from the field. The last chapter has the summary, conclusions of the study in which some pedagogical implications have been recommended to better the findings of this study as well as to strengthen such further studies.

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## LIST OF SYMBOLS AND ABBREVIATIONS

%	- Percent
&	- And
Dr.	- Doctor
e.g.	- For example
etc.	- Etcetera
i.e.	- That is
FoE	- Faculty of Education
Mr.	- Master
Prof.	- Professor
T.U.	- Tribhuwan University
U.K.	- United Kingdom
U.S.	- United States
Edu	- Education
www	-World wide web
ECD	- Early Childhood Development
ELT	- English Language Teaching
NMTC	- Nepal Montessori Training Center