CHAPTER ONE

INTRODUCTION

1.1   General Background

The present study is about the techniques employed by Montessori school teachers in the Montessori schools of Nepal while teaching stories. Montessori school has been named after Dr. Maria Montessori (1870-1952), one of Italy's first female physicians in Rome about 100 years ago. Maria Montessori graduated from the medical school of the University of Rome in 1896. As a physician, Dr. Montessori was entrusted with the task of caring young children. In the beginning days, she worked as a professor of anthropology. As she was interested in the education of the children, she worked with mentally deficient children. Later on, she became the supervisor of schools. The schools were opened in 1907, and were named "Children's House". These schools were opened particularly for educating mentally deficient children. There she developed a new method of educating them. This method was based on sense training. In 1922, she was appointed as Inspector of Infant schools by the Government of Italy; she began to provide training to teachers in the new method originated by her. Teachers from other countries also received training from her. In all her training, she emphasized on motor education. Here, motor education generally refers to muscular education which deals with the movement of walking, sitting and holding objects etc.

Reading stories is considered to be very helpful for language development. It provides valuable opportunities for young children to learn language because they help the children to acquire skills that are essential to their language development and to move their learning activities smoothly. Reading story is a very pleasurable task for young children. It creates funny environment to the children. Story telling can be one of the most rewarding and enjoyable experiences for teachers as well. Stories can be taught using different techniques. Teaching techniques are based on

the teaching method, which are directly employed by teachers. Employing different kind of techniques of teaching story basically varies from teacher to teacher.

1.1.1 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 later, she argued for the development of training for teachers and developed the principle that was also to inform her general educational programme: first the education of the senses, then the education of the intellect. Maria Montessori developed a teaching programme 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 another 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 the 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/her 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.

1.1.2 Montessori Education 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 practised, 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 teachers in many countries to use her materials and follow her methods. She also wrote many books documenting her observation.

Maria Montessori 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 goal of education should not be to fill the child with facts but 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 is the key to their becoming truly educated persons. 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 which are presented below:

a.   Child Works

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

b.   The Movement Towards Independence

The healthy child follows this inner guidance towards ever greater independence. The child's potential is more fully realized when he is permitted to follow this inner wisdom.

c.   The Power of Attention and Concentration

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

d.   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.

e.   The Development of Intelligence

"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.

f.   Development of Imagination and Creativity

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

g.   Development of the Emotional and Spiritual Life

Children are born in 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.

h.   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.

(htp://www.standarewsmacon.org/montessori/montessori_maria.htm)

1.1.3   Montessori Materials and Curriculum

Any discipline is guided by its principles which leads textbook writers, teachers and students to the right path of textbook writing, teaching and learning respectively. In this regard, Shaw (1975) opines that 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 programmes. Similarly, according to Tawa (1962, p. 10) "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 subject areas. These specific subject areas come under Montessori curriculum. The specific subjects areas come under Montessori curriculum are given in the following ways:

a.   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 bottoming, 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.

b.   Sensorial

The sensorial materials provide various activities and exercises 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.

c.   Mathematics

This specific subject area is helpful to develop in student the process of addition, subtraction, multiplication, divisions, numeration, place value, etc. For numeration, there is a set of ten rods, with segments colored red and blue and "spindle boxes", which consist 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 beds, plant or wood.

d.   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 following 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.

e. 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 approximately six, learning resources include reading books and more abstract materials for learning a broad range of advanced subject matters (Retrieved 8, Nov., 2010 from www.-en.wikipedia.org/wiki/ montessori_method).

1.1.4 History of Montessori Education in Nepal

The concept of Montessori education in Nepal came in 2001. This concept was developed by Pabitra Limbu, the first lady and the founder of Nepal Montessori Training Centre (NMTC). Pabitra Limbu contributed a lot to the development of pre-primary education in Nepal. She collected a lot of experiences of teacher training from urban areas to the remote areas, and found that pre-primary learning activities are more useful to teach young children. As a result, she established Nepal Montessori Training Centre (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 sound knowledge of Maria Montessori and her education system and teaching methodology. Regarding the development of Montessori education in Nepal, she conducted free seminars to the teachers, guardians and principals in the beginning, assuming that Montessori education could be a 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. Because of this effort, many Montessori training centers and Montessori schools have been opened nowadays in the different cities of Nepal. Montessori teaching methodologies for children have been new beginning to active them in learning effectively. Patibra, because of her great contribution to this field, has been honoured by Peace Development Campaign 2061, 2065 and Nation Development Service 2065. From her training centre, many private and government aided school teachers have been benefited.

In the beginning, the access of Montessori education was only within the periphery to aristocratic family but now it has been spreading to every village and city due to the contribution of Pabitra Limbu (An article published in Nari Magazine on 12th Chitra, 2066 by Nepal Montessori Training Centre).

1.1.5 Montessori Technique

There are different approaches, methods and techniques for language teaching. These three terms can be labeled as axiomatic, procedural and implementional. Anthony (1963, as cited in Richards and Rodgers, 2001, p. 19) defines these three terms in the following way:

> ... An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught.
>
> ... method is an overall plan for the orderly presentation of language materials, no part of which contradiction and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural".
>
> ... A technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to

accomplish an immediate objective. Techniques must be consistent with method, and therefore in harmony with an approach as well.

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about particular skills to be taught, the content to be taught and the order in which the content will be presented; technique is the level at which classroom procedures are described. Technique is in direct contact with the students. What the teacher does as a real classroom activity can be called a technique which carry out a method which adopted a particular approach.

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.

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.

1.1.5.1 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:

a. Montessori technique focuses on self-realization through independent activity.

b. It focuses on the educator (teacher) as the keeper of environment.

c. It is particularly material based technique of teaching.

d. Montessori technique is used to treat either an individual or a group of students.

e. Specially, the trained teachers are required to imply the Montessori techniques in teaching.

f. Montessori techniques allow the child to experience and comprehend what is all around him or her.

g. 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.

h. There is positive attitude towards learning. The child automatically feels a strong attachment towards the process of learning.

i. All language aspects and skills can be taught through Montessori technique.

j. Through Montessori technique, children are often taught specially in pre-primary level classroom.

k. Children learn to snap, shine shoes, scrub tables, sweep, cook, sew etc. through Montessori technique.

l. Montessori technique used in teaching the children for their spiritual development, intellectual development, linguistic development and emotional development as well.

m. It is student centered technique.

n.   Montessori techniques give the child both "inner work" and "outer work". www.absorbentminds.co.uk

1.1.5.2 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. Montessori technique can be used not only for teaching grammar but also for teaching literature such as stories, rhymes and songs etc.

Montessori technique is important in language teaching because it brings all around development of the child. There is physical development-as the child involves in tiny movements of the fingers and large movements of the body. There is spiritual development as the child seeks for knowledge. There is intellectual development as the child gains the knowledge he has sought. There is linguistic development as the child speaks freely, is listened to, and learns to express himself. There is emotional development as the child feels the fullness of positive emotions at work completed and ends achieved. There is social development as children show consideration for each other as they share the material. The child develops 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 he needs in his efforts to grow into an adult. It develops his will, his intellect, and his motor control, separately and together. It sharpens his sensorial abilities by giving him opportunity for focused use of his senses. It gives him a strong foundation in Mathematics and language. It gives him the ability to work, and teaches him to be a responsible person. (Retrieved on 10, Nov., 2010 from www.indianmontessoricentre.org)

1.1.5.3 Role of Teacher and Students in Montessori Technique

The teacher in Montessori technique is also known as 'directress' or 'directors' 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:

a.   As a director

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

b.   As a manipulator of the classroom environment

The Montessori teacher also helps the children to create the required environment to facilitate the children's growth and development.

c.   As a classroom manager

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.

d.   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 him to choose a new course of action and in conversation with parents and other professionals.

e.   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.

f.   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.

g.   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 makes a routine for activities. All plans made by the teacher need to be flexible for the students.

h.   As a resource provider

The teacher collects all the resources required for teaching 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.

i.   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 should act as a guide through the learning experiences. The teacher can stimulate the students towards learning activities by asking questions, praising or directing discussions (Retrieved 14th Nov., 2010 from www.montessoritraining.net/privacy_policy.htm).

Similarly, the student in Montessori class is also known as 'actor' or 'actress'. The students also 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 children in Montessori class are given in the following ways:

a.   They have the role of involving in collaborative learning.

b.   They play the role as the self-directed learners.

c.   They play the role of active participant in learning.

d.   They adopt other students learning style.

e.   They formulate their own concept from self teaching materials.

f.   They involve in project work.

g.   They follow the principle, i.e. 'learning by doing'.

h.   They play the role of formulating good behaviour.

i.   They follow the activities of director/directress.

j.   They have more interest in learning.

k.   They are more disciplined in the Montessori classroom.

l.   They play the role of having a greater understanding of truth and fairness.

m.   They play the role of creative learners.

n.   They should have a deep understanding capacity of that how geography, history, social studies, and science are all related. (Retrieved on 18th Nov., 2010 from www.montessoriacaemyofculveriety.com)

1.1.6 Definition of the Story and its Types

The origin of stories dates back to the period of Chaucer. Story writing is a work of fiction, so it involves the imagination. So far as concerned with short stories, they are short and simple enough by nature. A short story tells one event in a very concentrated way. It is about people who don't really exist. It describes something at a moment of crisis. It has a plot and characters who are somehow connected with each other.

According to Abrams (1989, pp. 295-296) "a short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types, and the narrative techniques of the novel are applicable to the short story as well".

Similarly, a story shorter than a short story can be called as anecdote. It has the unelaborated narration of a single incident and organizes the action, thought and interaction of its characters into the artful pattern of a plot.

Short stories can be divided into the following different types:

a.   Myth

In general, a myth is a story which is not true and involves supernatural beings. It is always concerned with creation. It explains how something came to exist. Myth generally transferred from one generation to another generation through oral saying.

b.   Legend

Legends are related to human activities, ambition, desire and fortune. A legend is "a story, usually one that has come down to us from ancient times, so it may not be or seen realistic." It is traditional, short and popular. The message conveyed in a legend may be true or invented. It is a part of mythology. In legend, the protagonist is a person rather than a supernatural being. Legends are also transmitted orally from one generation to the next.

c.   Fables

A fable is usually a short and fairly a simple story. It is designed to illustrate a moral lesson. The characters in fable are often animals/birds and they exbit human frailties. Basically fables are oriented with the society and human behaviours.

d.   Parable

Parables are oriented with the religious figure like god and some other supernatural figures. In parable, there is a narrator who narrates the story to teach

his pupil. A parable is a short tale illustrating a moral lesson. It is a very short narrative about human beings. A parable is often an allegory that parallels the situation to which it is being applied.

e.   Folktale

A folktale is a narrative in prose. It is also traditional, short and popular. Folk tales, are often found in folk literature. The main aim of folk tale, is providing entertainment rather than giving the lesson. The author of folk tale may be known or unknown. Generally, it is orally transmitted. It is also about supernatural beings who are not deities, (i.e. gods and goddesses), but may about other super natural being, e.g. devil, demon, monster etc.

f.   Fairy tale

A fairy tale is also one of the types of story about fairies, magic which belongs to folk literature and is a part of the oral tradition. Fairy tale tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine, who has experienced various adventures of a more or less supernatural kind. Magic, charms, disguise, and spells are some of the major ingredients of fairy tales.

1.1.7   Techniques of Teaching Story

Teaching of story is a very interesting task for the teachers. While teaching a story, students are very much curious to listen to what the event will occur next. Teaching of story comes under teaching of literature. Reading story is as much enjoyable as reading songs and rhymes for the students.

Grower and Pearson (1986, as cited in Lazar, 1993, p.22) say:

> Reading literature provides students with an introduction to the reading of British and American Literature. It concentrates on helping them actually read what are sometimes difficult texts, while at the same time giving them

help with literary history, biography, differences in genre, technical literary terminology and literary criticism.

While teaching story in the classroom, story time should be a pleasurable time for children. It is important to read or tell the children's favorite stories again and again, engaging them in discussion and conversation. Stories with simple words are best for children who need to develop their language. Story telling can be one of the most rewarding and enjoyable experiences for teachers.

Hoey (1983, as cited in Cameron, 2001,pp.160-161) says:

> Story telling is an oral activity, and stories have the shape they do because they are designed to be listened to and, in many situations, participated in. The first, obvious, key organizing feature of stories is that events happen at different points in time; they occur in a temporal sequence. The other key organizing feature of stories is their thematic structure i.e. there is some central interest factor (them) that changes over the timescale of the story: difficulties or evil are overcome, or a major event is survived. Very often the thematic structure of a story can be characterized as the resolution of a problem.

Story reading is important in the classroom for the children due to the following reasons:

- It promotes and refines the child's listening skills.
- It helps literacy.
- It increases vocabulary.
- It increases the group feeling, as children laugh and frown at the same time.

- It creates love for books.
- It exposes children to a variety of sentence structures in a meaningful way.
- It creates a desire in the child to read for himself.

We can use different techniques for teaching short-stories to the children. Some general activities under Montessori technique that can be used for teaching short stories to the children are given below:

a. Choosing a Story

- Check that the book or story is suitable for the age of the children.
- Decide if you need visual aids for the story, e.g. puppets, clothes and hats.
- Have the story at a relaxed time of the day and ensure that there is enough time to tell the story properly.
- It is recommended that young children should hear at least 3 stories every day.

b. Introducing a Story

- Focus the minds of the children on the topic or theme.
- Excite the children towards the learning activities.
- Create the free environment of anticipation.
- Attract the mind of the children from the previous activity.
- Show a visual aid connected to the story.

c. Telling a Story

- Wait until the children are settled before you begin the story.
- Always sit when telling a story.
- Make sure the children can all see the book or your face.
- Ensure that the illustrations are big enough for children to see.
- Hold the book open towards the children.
- Read the title pointing to the words as we read.
- Show your regard for book, by turning the pages carefully

- Use as much facial expression as you can.
- Use actions to make your story come alive.
- Change the tone, speed and volume of your voice.
- Keep eye contact as much as possible.
- If the children lose concentration, look steadily at them, or ask them a question directly. Don't let a disruptive child spoil the story for others.
- Help the children to think about what they are hearing by asking a few questions. Don't spoil the story by over questioning.
- If you are reading from a book, you can draw the attention of children to the illustrations.
- At the end of the story, pause for a few seconds to allow the magic of the story to remain with the children. Remember, if you have told the story well, every little girl will see herself as the princess and every boy will be the brave hero.

1.2   Review of Related Literature

Every new task needs the knowledge of previous background which can help and direct to each target for finding out new thing or ideas. The works carried out in the past by different researchers in the Department of English Education are primarily based on English language teaching. These works are carried out in broad topics as language skills, language teaching materials, teaching methods and techniques, teaching English literature, error analysis and comparative study and so on. These works include the study of proficiency, attitude and effectiveness and so on.

Many articles, reports and books have been written in the area of literature and language teaching, and language teaching techniques. Similarly, a few numbers of researches related with Montessori Education have been carried out by different researchers under the Department of English Education which are partly related to

this study. Most of them are experimental and survey research on student-centered techniques. The review of the related literature in the context of this research are as follows:

Nelson (1973), in his research entitled "Influence of Environment on Children Development" found that most of a child's early vocabulary consisted of a word that represents object and behaviour in child's immediate environment; such as familiar people and objects.

Bunnang (1999) studied on "Classroom Adaptation: A Case study of Montessori School", concluded that some adaptation varied between classes. Those adaptations were implemented with great respect for the original Montessori philosophy according to their children's interest and proceed at their own pace to fulfill all their potential possibilities which is the essence of Montessori method.

Adhikary (2005) carried out a study on "The Effectiveness of Strip story in Developing Writing Skills". The main objective of his research was to find out effectiveness of strip story in developing writing skills. He found that the group of students taught using strip story technique performed better than group of students taught with usual classroom. Hence, this research concluded that strip story techniques has significant role in developing writing skills.

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 collect and provide research based related materials in the area of Montessori education for concerned authorities and interested students. 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 main objective of her research was to identify and classify the instructional materials used in real 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 the materials in the classroom. The majority of the schools prepared materials before starting the lesson and sometimes prepared readymade materials which depend on context of their lesson and availability of the materials.

Bania (2009) carried out a research on the topic "Teaching Techniques Used by English Teachers". Twenty teachers were selected as informants in that research. The main objective of this study was to find out the techniques used by English teacher and it was found that most of the teachers used traditional techniques rather than the student-centered techniques such as Montessori techniques, group work techniques, pair work technique, discovery technique, project work and so on.

Giri (2010) carried out a research entitled "Perception of Teachers and Students on Lecture Technique". The main objective of this study was to find out the perceptions of Learners and teachers on the use of Lecture technique in teaching English at higher secondary level. It was found that it is an easy technique to conduct in the classroom and to complete the course within an academic year easily.

1.3   Objectives of the Study

The objectives of the study were as follows:

a.   To find out and analyze the techniques of teaching short stories under the Montessori education system.

b.   To suggest some pedagogical implications based on the findings of the study.

1.4   Significance of the Study

This study primarily aims at identifying and analyzing the techniques of teaching short stories under Montessori education system. So, it will be useful for the prospective researchers who want to undertake researches in the area of Montessori technique. The study is specially focused on Montessori Technique as one of the important tools for teaching story in pre-primary level of Montessori schools. Similarly, this study is mainly concerned with the teachers of selected Montessori schools of Chitwan district and Kathmandu Valley. So, this study will be more beneficial for the teachers of Montessori school, because they are the people who are directly involved in teaching and learning activities. Not only that, this study may be beneficial to the teachers of non-montessori schools as well. The teachers can develop remedial classes and materials. The study will be equally beneficial for the teacher trainers, the teacher training institutions, syllabus designers and all those who are directly or indirectly involved in language teaching will be benefited from this study.

CHAPTER TWO

METHODOLOGY

To accomplish the objectives of the study, the following methodology was adopted:

2.1   Sources of Data

Both primary and secondary sources of data were used to meet the objectives of this study.

2.1.1   Primary Sources of Data

The primary sources of data for this study were the 10 teachers from the selected Montessori schools of Chitwan district and Kathmandu Valley; and 6 trainers of Montessori training centers.

2.1.2   Secondary Sources of Data

The secondary sources of data were the various books, articles, reports, research studies, journals, brochure and internet related to the study area. Some of them include: Nelson (1973), Abrams (1989), Lazar, (1993), Larsen-Freeman (2000), Cameron (2001),   Maria Montessori (2001), Richards and Rodgers (2001), Cross (2003), research studies, brochures, and some theses approved in the Department of English Education, T.U.

2.2   Sampling Procedure

The teachers of Montessori schools and the trainers of Montessori training center were the study population. The researcher purposively selected Chitwan district and Kathmandu valley as the research area of the study. The total sample size consisted of 16 people. Among them, there were 10 teachers of Montessori school

and 6 trainers of Montessori training center. Non-random judgmental sampling procedure was used to select 3 Montessori schools from Chitwan district and 7 Montessori schools from Kathmandu valley. Then, one teacher was selected from each school. Similarly, The researcher selected 6 Montessori training centers and selected one trainer from each of them.

2.3   Tools for Data Collection

A set of questionnaire and observation form were used as the main tools to elicit the required information for the study. The questionnaire had both close-ended and open-ended questions.

2.4   Process of Data Collection

After preparing the tools, the researcher purposively visited and selected Montessori training centers and Montessori schools of both Chitwan district and Kathmandu valley. The data were collected from the primary sources by administering a set of questionnaire to the trainers and observing the real classroom activities of the teachers using an observation form. For this purpose, he adopted the following procedures:

a.   First of all, the researcher collected the data from Chitwan district.

b.   For this, he went to the selected Montessori training centers and got permission from the concerned authority to consult the trainers.

c.   He built rapport with the concerned trainers and explained them about the purpose of the study.

d.   Then, he requested them to help him by responding the questionnaire.

e.   After this he distributed the questionnaire.

f.   He collected the questionnaire within 3 days from the date of distribution.

g.   He adopted the same procedures to collect the data from Kathmandu valley.

h.   He also observed the forty real classroom teaching activities of the teachers using an observation checklist. For this purpose too, he adopted the aforementioned procedures.

2.5   Limitations of the Study

The purposed study had the following limitations:

a.   The study was limited to the selected 10 teachers of Montessori schools and 6 trainers of Montessori training center of Chitwan district and Kathmandu valley.

b.   The study area was limited within 10 Montessori schools and 6 Montessori training centers.

c.   It was limited to identify and analyze the techniques of teaching stories under Montessori education system.

d.   It was limited to the questionnaire and observation as the main tools to elicit the data.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from different sources. Data were collected by using two different tools, viz. questionnaire and observation checklist. Questionnaire was administered to the Montessori trainers, and observation checklist was used to observe the real classroom activities and the techniques used by the teachers in the classroom in the different schools. Descriptive approach was used to analyze and interprete the systematically collected data. Not only that the simple statistical tool like per centage was also used to analyze and interprete the obtained data more vividly. The data obtained from the Montessori trainer and real classroom observation were presented analytically by using bar diagram and table respectively. So, this chapter includes the analysis and interpretation of data collected from the different primary sources to achieve the specified objectives. The data were analyzed and interpreted under the following two main headings:

1.   Analysis and interpretation of trainers' responses
2.   Analysis and interpretation of techniques used by the Montessori teachers in teaching story.

3.1.   Analysis and Interpretation of Trainers' Responses

This section deals with the analysis and interpretation of the data obtained from the questionnaire administered to the Montessori trainers dealing with identifying the responses about the Montessori education system, and the activities what the trainers refer to the teachers in teaching short stories in Montessori schools. The researcher purposively selected 6 Montessori trainers who were providing training from the different training centers of Chitwan district and Kathmandu valley.

The researcher administered a set of questionnaire to the trainers in which both closed-ended and open-ended questions were included to obtain the required data. (See-appendix-I). The responses given by the trainers were collected from the questionnaire and their frequencies were counted and changed into numerical values. Then, the numerical values were converted into per cent and presented in the following bar chart/ bar diagram.

Q.No.1. The informants were given a statement which was related to the basic philosophy of Montessori education. The aim of the statement was to find out whether the trainers were familiar with the basic philosophy of Montessori education or not; and whether they provide its basic philosophy for the teacher or not. The actual statement given to them was "to follow the child and to meet his/her need is the basic philosophy of Montessori education". The responses obtained from the respondents are schematically presented below:

Figure No.1

Basic Philosophy of Montessori Education
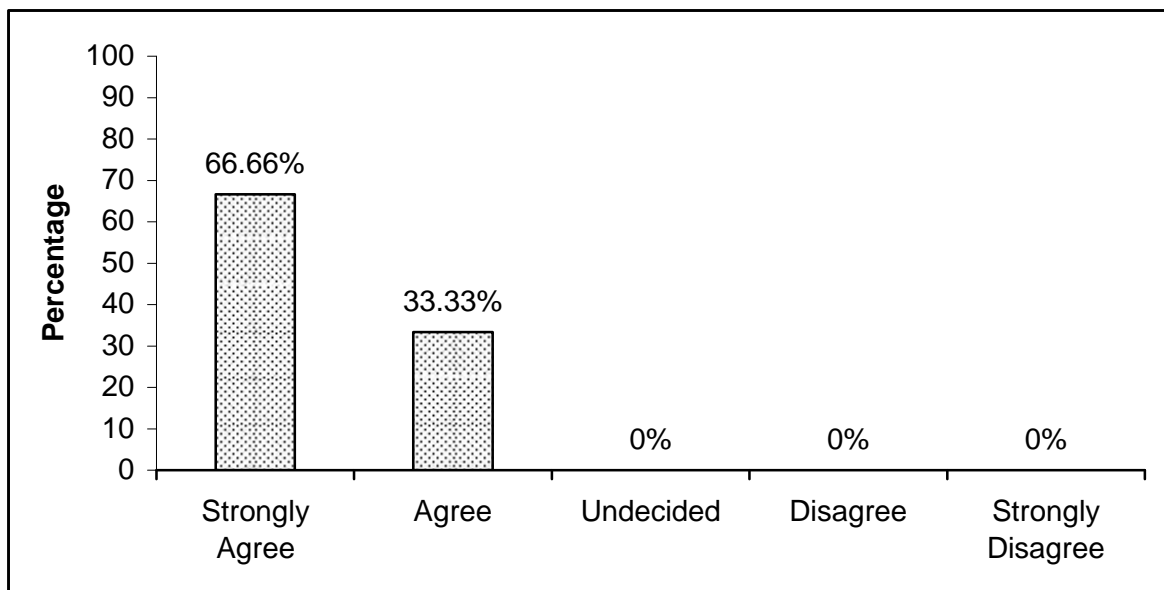
The above diagram clarifies that 66.66 per cent of the total informants strongly agreed with the statement, 33.33 per cent of them agreed, and none of them

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marked undecided, disagree and strongly disagree with the statement. These responses show that the trainers are well familiar with basic philosophy of Montessori education and they can tell it while giving training for the trainees.

Q.No. 2. Developing   child inner wisdom is one of the important aspects of teaching in Montessori schools. Here, the second question tries to find out whether the Montessori techniques focus on the child inner wisdom or not. The following bar graph   clearly shows that the responses obtained to this question.

Figure No. 2

Focus of Montessori Techniques on Child Inner Wisdom
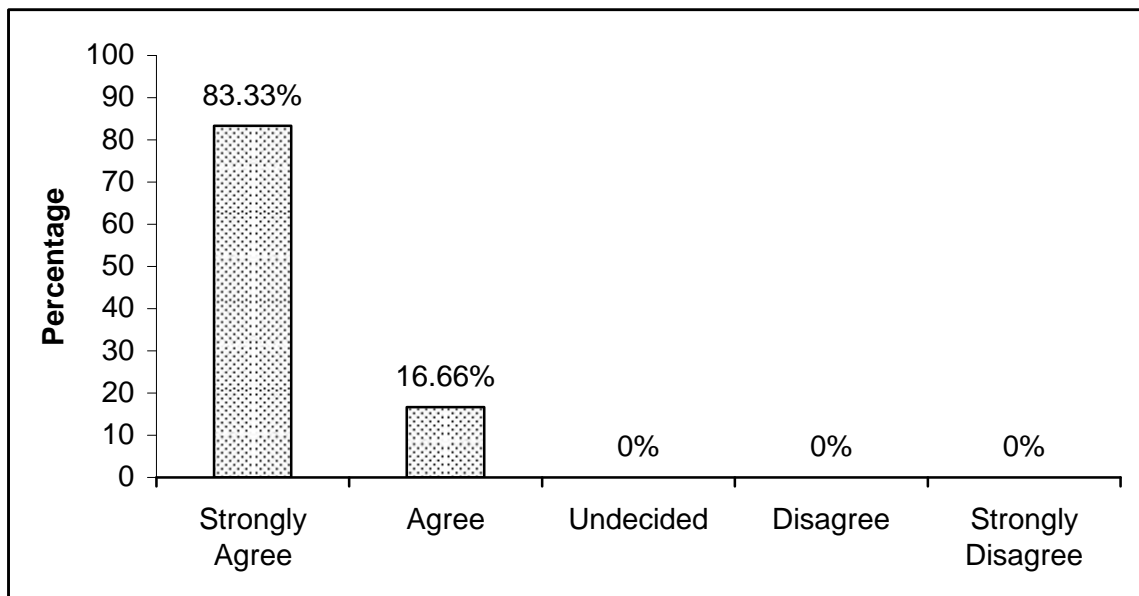
The above figure clearly indicates that 83.33 per cent of the total respondents strongly agreed with the statement, 16.66 of per cent them agreed, and none of them marked the options undecided, disagree and strongly disagree with the statement. These responses show that Montessori techniques focus on developing child inner-wisdom.

Q No. 3 The general theory of Montessori education says that Montessori technique aims at developing imagination and creativity of the children. This question tries to find out that what the main aim of Montessori education. The given diagram clearly indicates that the responses obtained to this issue.

Figure No. 3

Aim of Montessori Techniques
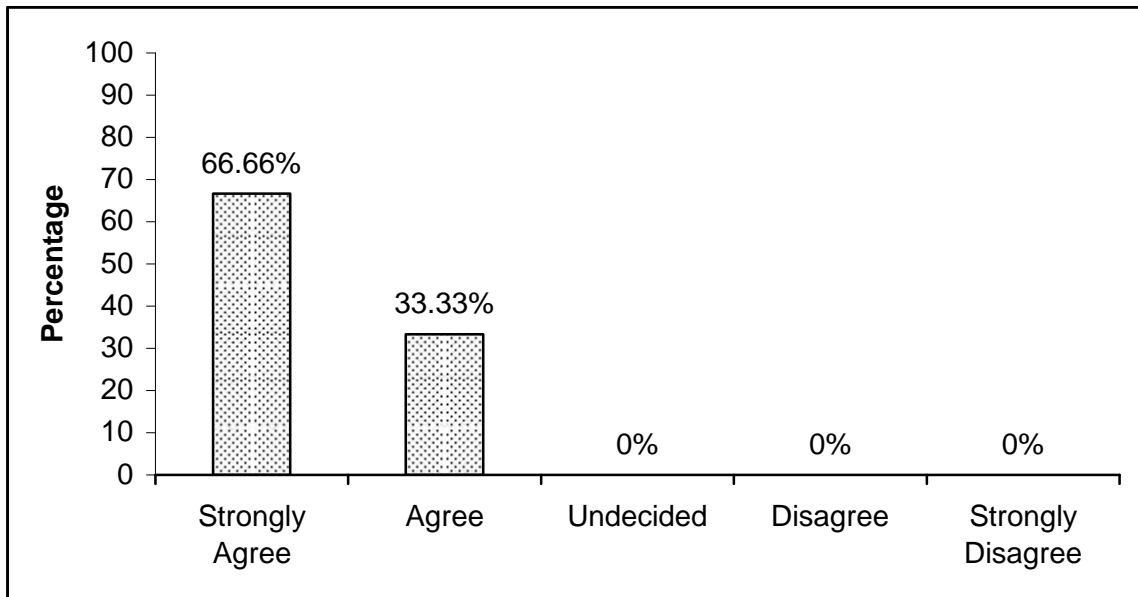
The above figure shows that 66.66 per cent of the total six respondents strongly agreed, 33.33 per cent of them agreed, and non of them selected the options undecided, disagree and strongly disagree. So, regarding the aim of Montessori techniques, majority of the respondents are in the favor of developing imagination and creativity of the children.

Q. No. 4 Different techniques can play the vital role in the field of pedagogy. Montessori technique is more useful to the development of the emotional and spiritual life of the children. Montessori technique also helps in intellectual and linguistic development of the children. Here, the researcher's intention was to find out what aspect of development of the children was more focused by Montessori technique. The schematic presentation of the responses obtained from the respondents to this issue is presented in the succeeding page.

Figure No. 4

Development of the Emotional and Spiritual life Through

Montessori Techniques
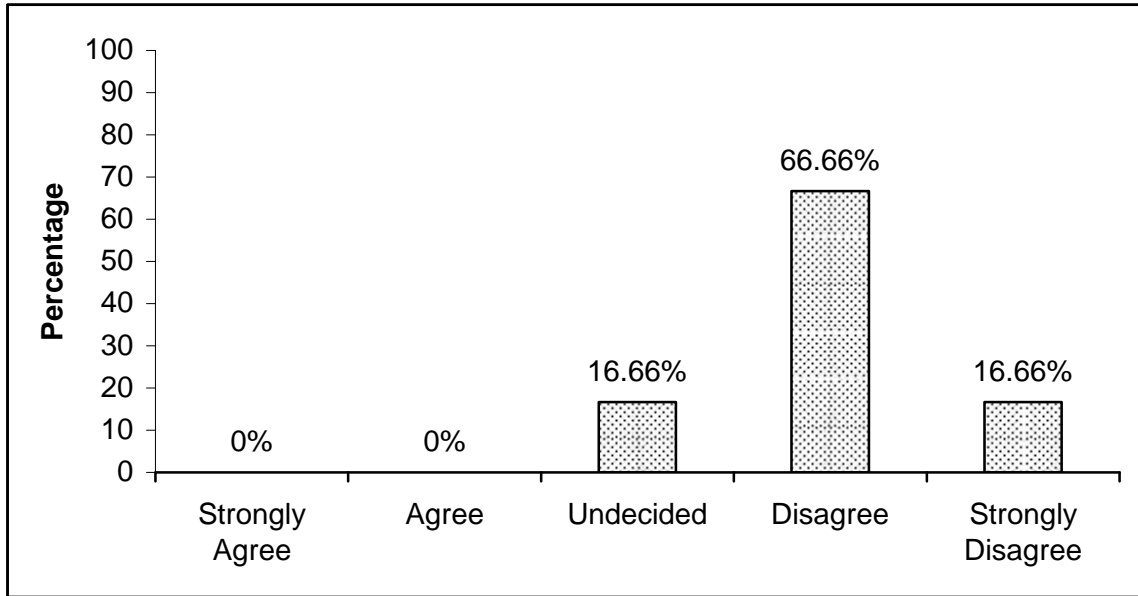
As we can see in the figure above, 66.66 per cent of the total respondents disagreed, 16.66 per cent marked strongly disagree, 16.66 per cent of them marked undecided, and none of them marked the options strongly agree and agree. The data shown in the figure above clarifies that the Montessori technique pay attention towards the development of emotional and spiritual life of the children.

Q. No. 5 The performance of children generally depends on the competence of language what they have acquired. Here, the researcher used the actual statement was "Montessori curriculum focuses on language and arts". This statement was basically used to find out whether the Montessori curriculum focuses on those subjects which are related with language and arts or not. The figure presented in the next page shows that the response obtained to this statement from the respondents.

Language and Arts Under Montessori Curriculum
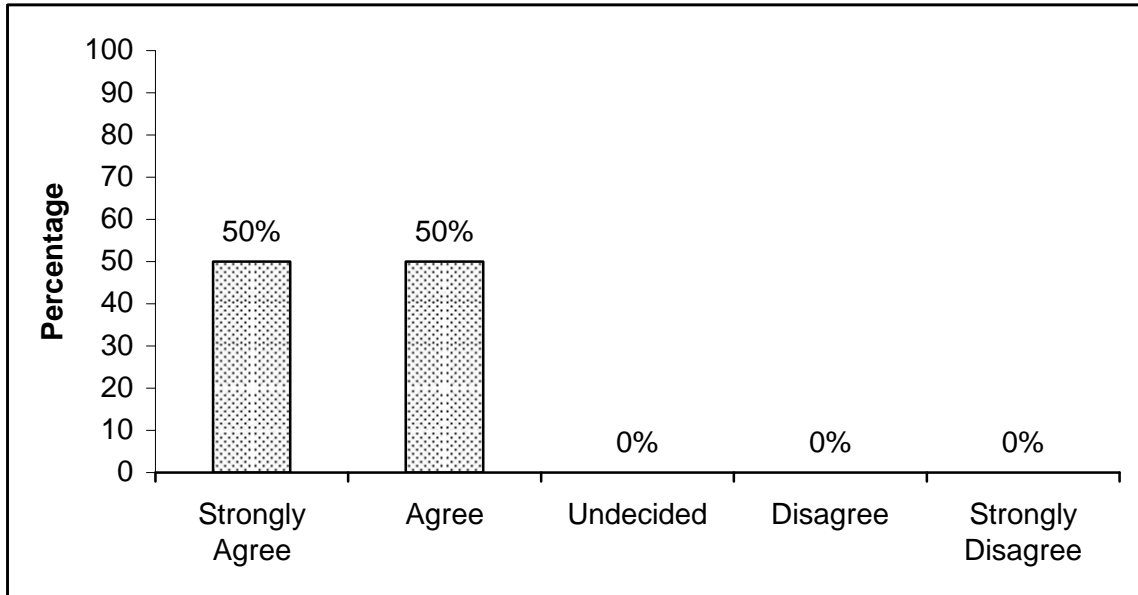
As indicated in the figure above, out of total six respondents, fifty per cent of them strongly agreed, fifty per cent agreed, and none of them selected the options undecided, disagree and strongly disagree. The data indicates that majority of the trainers were aware of the fact that teaching the subject related with language and arts in Montessori classroom is an inevitable phenomenon.

Q.No. 6 For all around development of the children, Montessori curriculum also includes cultural subjects such as geography and science except mathematics, the subjects related with practical life and the sense of relation. The researcher used the statement which was "Montessori curriculum does not include cultural subjects." Here, the researcher's intention was to find out the value of teaching cultural subjects in Montessori classrooms for all around development of children. The responses obtained from the respondents to this statement are presented in the next page:

Figure No. 6

Cultural Subjects Under Montessori Curriculum
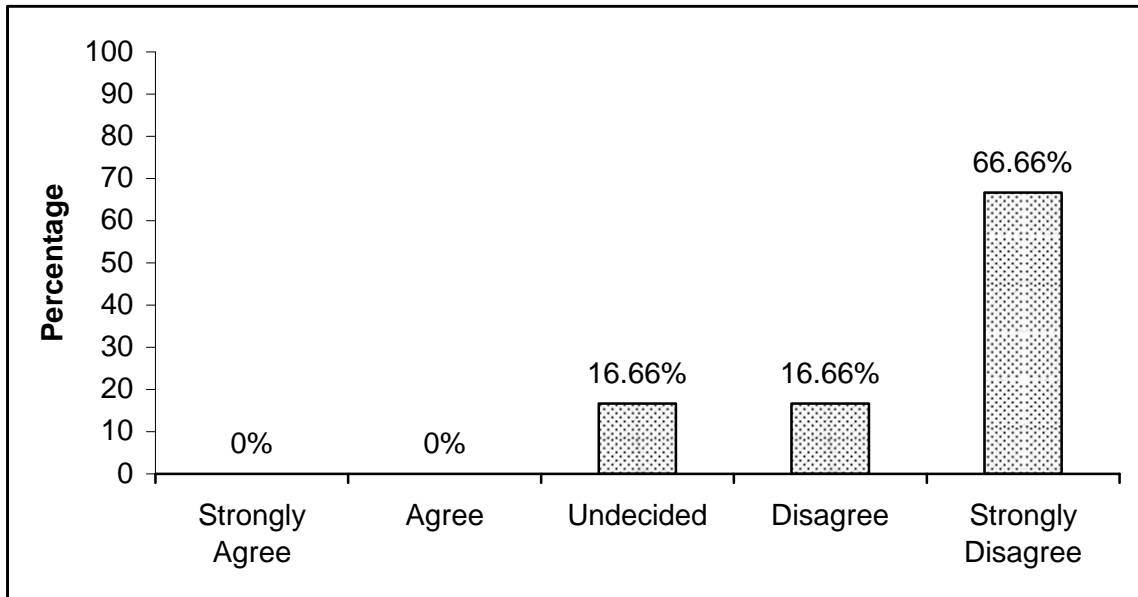
As seen in the diagram above, 66.66 per cent of the total six informants strongly disagreed, 16.66 per cent of them disagreed, 16.66 per cent marked undecided and none of them marked strongly agree and agree with the statement. Since majority of the respondents are not in the favour of less value of teaching cultural subjects in Montessori classroom.

Q.No. 7 Montessori teacher can play different vital roles while teaching in Montessori classroom. Montessori teacher can play the role as a director, classroom manager, monitor, record keeper, guardian, protector, planner, resource provider and so on. But here, the actual question used was "a teacher in Montessori technique works as a manipulator of the classroom environment". This question tries to find out that what the main role is played by Montessori teachers in Montessori classroom teaching learning activities. The responses obtained from the informants on this issue are presented in the figure in the next page.

Figure No. 7

Role of Teacher in Montessori Technique
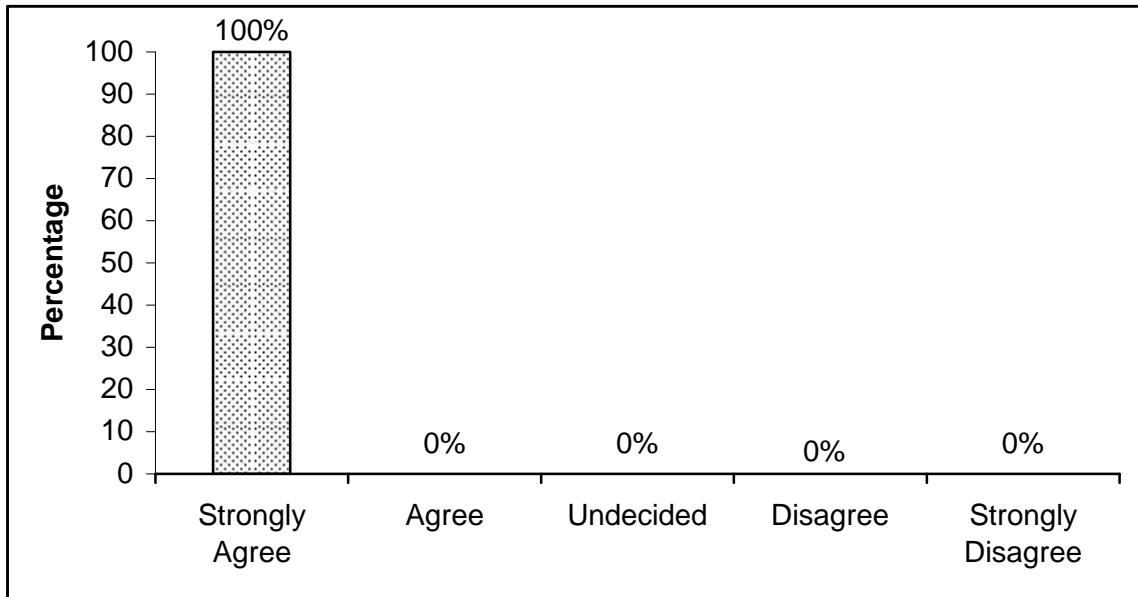
As indicated in the figure above, out of total six respondents, hundred per cent strongly agreed with the statement and no respondents marked the options agree, undecided, disagree and strongly disagree. The obtained data clearly shows that almost all teachers in Montessori technique work as a manipulator of the classroom environment.

Q.No. 8 The role of child is itself importance in teaching learning activities. Here, the question was related about the role of children in Montessori classroom. The actual question asked to the informants was "Montessori technique allows the child to experience and comprehend what is all around him or her". Here, the researcher's intention was to find out what the role the Montessori children should play in the Montessori classroom teaching learning activities. The schematic presentation of the responses obtained from the informants to this question is presented in the diagram in the succeeding page.

Figure No. 8

The Role of Child in Montessori Technique
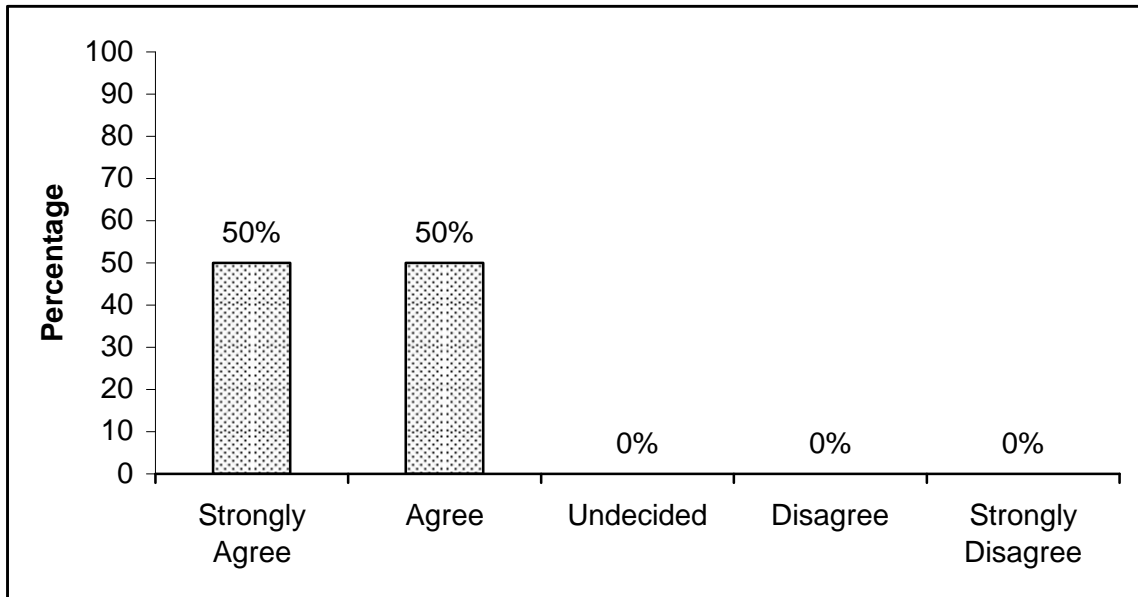
The above diagram shows that fifty per cent of the total six respondents strongly agreed, and other fifty per cent respondents agreed. No respondents selected the options undecided, disagree and strongly disagree. So, it is clear that most of the children experience and comprehend something what is all around them in Montessori class.

Q. No. 9 It is necessary to be positive for successful learning. The question asked to the respondents was "in Montessori technique, students will have positive attitudes towards learning". This question tries to find out whether the Montessori children are positive or not in learning activities in the Montessori classroom while teaching any subject matter by the teacher using Montessori methodologies. The figure in the next page shows the responses responded by the trainers on this issue.

Figure No. 9

Students' Attitude in Montessori Technique
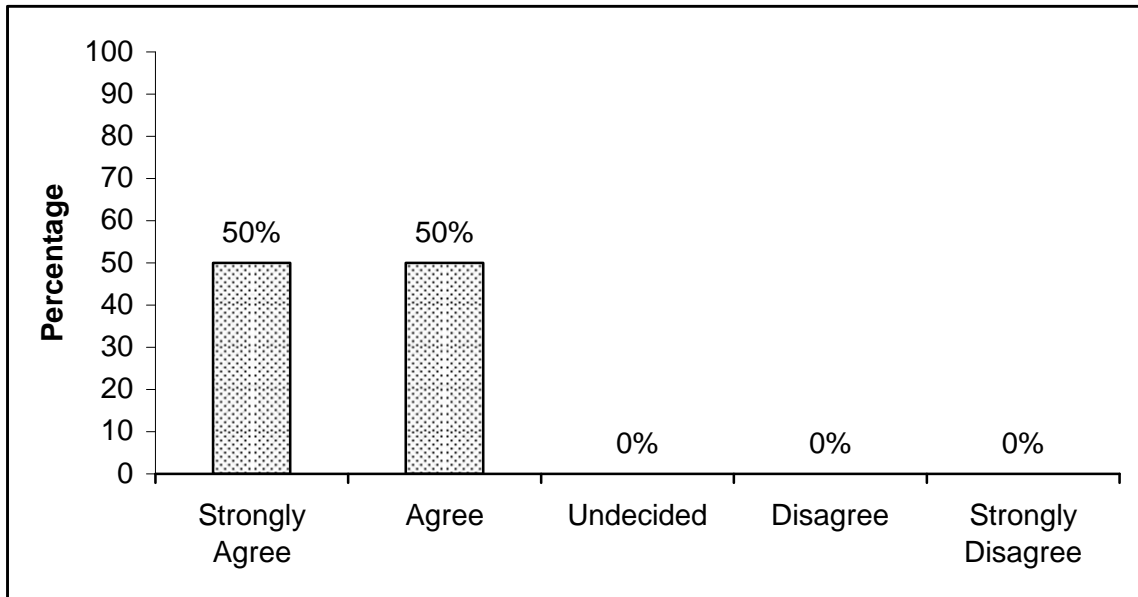
As mentioned in the figure above, out of total six respondents, fifty per cent selected the option strongly agree, other fifty per cent marked only agree, and no respondents marked undecided, disagree, and strongly disagree. So, on the basis of obtained data, as shown in the above diagram, the researcher concludes that Montessori children have positive attitudes towards learning activities in Montessori classroom.

Q.No. 10 This question was related with teaching language skills and aspects. To be mastery over in language, all the language skills and aspects should be known by any learner . The actual question asked to the informants was "all the language skills and aspects can be taught through Montessori technique". Here, the researcher's intention was to find out whether the Montessori techniques are useful or not in teaching language skills and aspects for Montessori children. The diagram in the succeeding page shows the responses given by the respondents on this question.

Figure No. 10

Teaching Language skills and Aspects Through Montessori Techniques
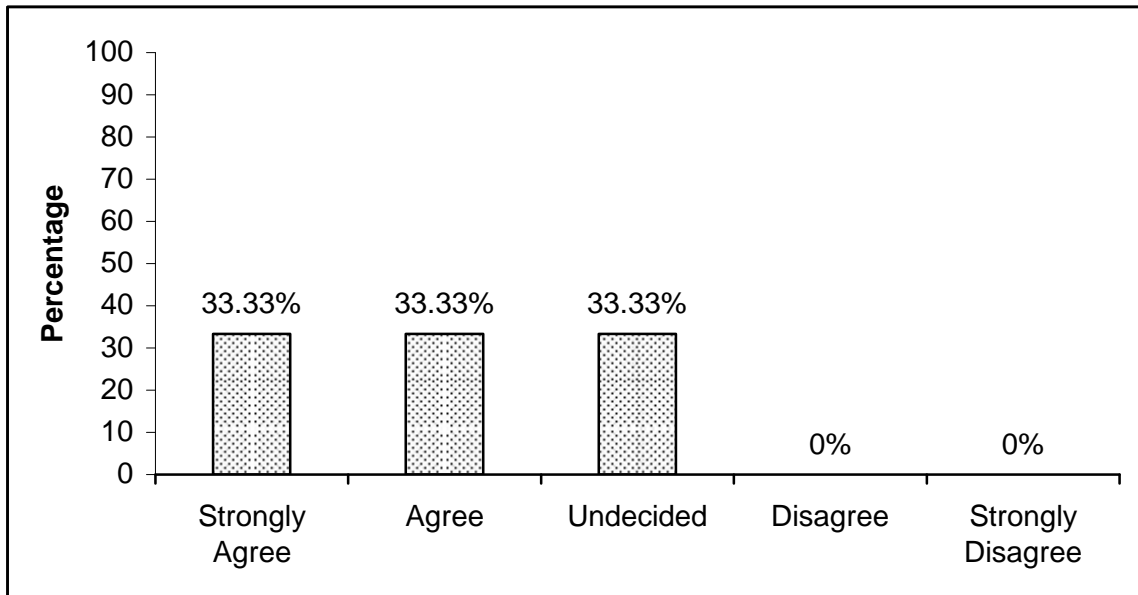
The abovementioned diagram clearly indicates that 33.33 per cent of the total respondents marked strongly agree, 33.33 per cent marked agree and 33.33 per cent of them selected the option undecided. Similarly, no respondents selected the options disagree and strongly disagree. On the basis of the above data the researcher concludes that Montessori techniques are often useful for teaching language skills and aspects.

Q.No. 11 It is said that student centered activities are more fruitful than teacher centred activities in teaching. Montessori technique is itself a student centered technique like pair work, group work, project work, role play, discovery technique and so on. Montessori techniques are basically used for teaching young children. Here, the question "Montessori technique is a teacher centered technique" was given to the respondents. This question tries to find out that whether the Montessori technique is a student centered or teacher centered technique. The responses obtained to this question are presented in the bar graph in the next page.

Figure No. 11

Montessori as a Child Centered Technique
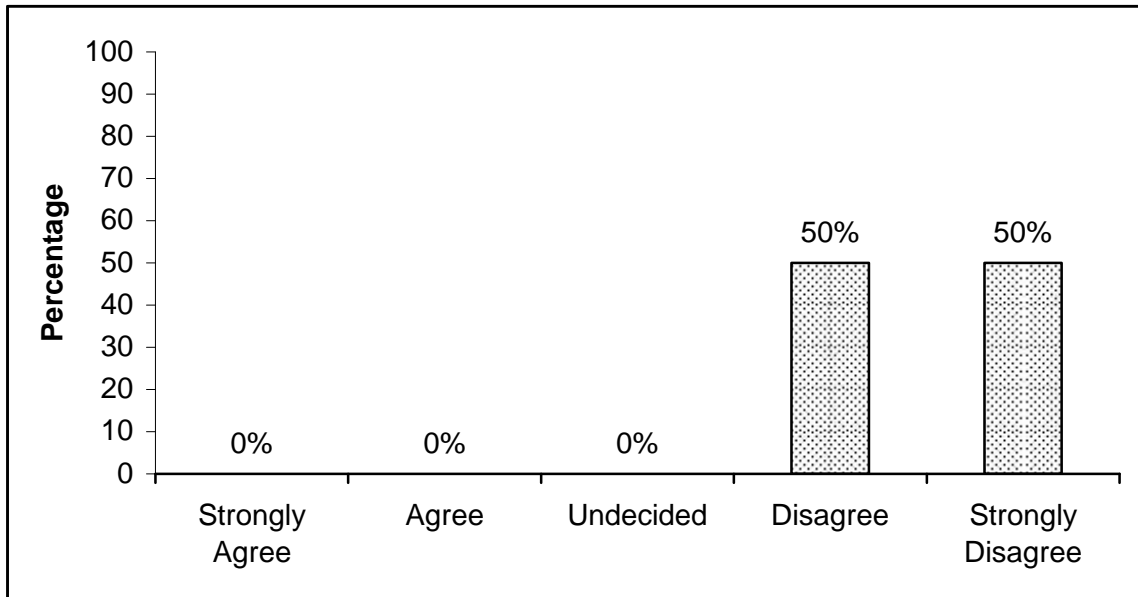
As shows in the figure above, out of total six respondents, fifty per cent strongly disagreed, other fifty per cent respondents marked disagree and none of them selected the options strongly agree, agree and undecided. By analyzing the obtained data, the researcher concludes that the Montessori technique is not a teacher centered technique rather it is a student centered technique and one of the advanced techniques for teaching young children.

Q.No. 12 This question is related with all around development of the Montessori children. Montessori technique is more useful while teaching the children for their spiritual, intellectual, linguistic and emotional development. The actual question given to the respondents was "Montessori technique is important since it fosters all around development of the child". Here, the researcher's main intention was to find out whether the Montessori technique is important or not for the all around development of children. The figure presented in the succeeding page shows the responses obtained to this issue.

Figure No. 12

Fostering All Around Development of the Child
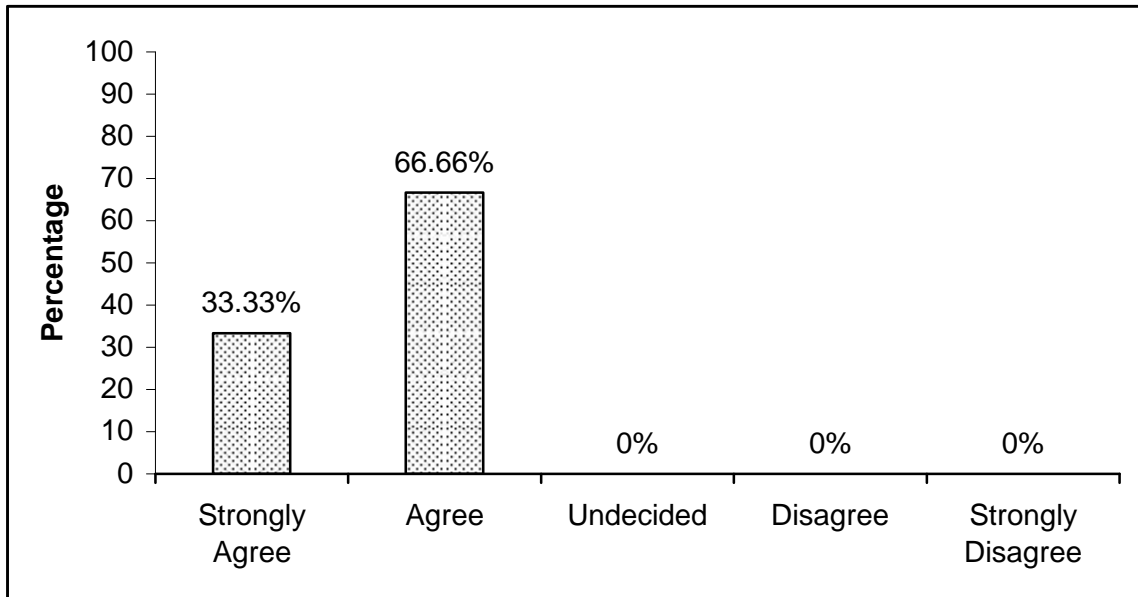
As shown in the figure above, 66.66 per cent of the total respondents agreed, 33.33 per cent marked strongly agree, and none of them marked the options undecided, disagree and strongly disagree. These data indicate that almost all trainers believe the Montessori technique as one of the important tools for the all around development of children.

Q. No. 13 Story can be taught using different techniques. Teaching stories for young children is one of the interesting tasks in Montessori schools. Teaching stories provides a lot of enjoyment for young children. The actual statement used in the question was "Montessori technique is useful in teaching stories." Here, from the responses given by the informants, the researcher tries to find out whether the Montessori techniques are useful in teaching stories or not. The figure given in the next page shows the responses obtained to this statement.

Figure No. 13

Usefulness of Montessori Techniques in Teaching Story
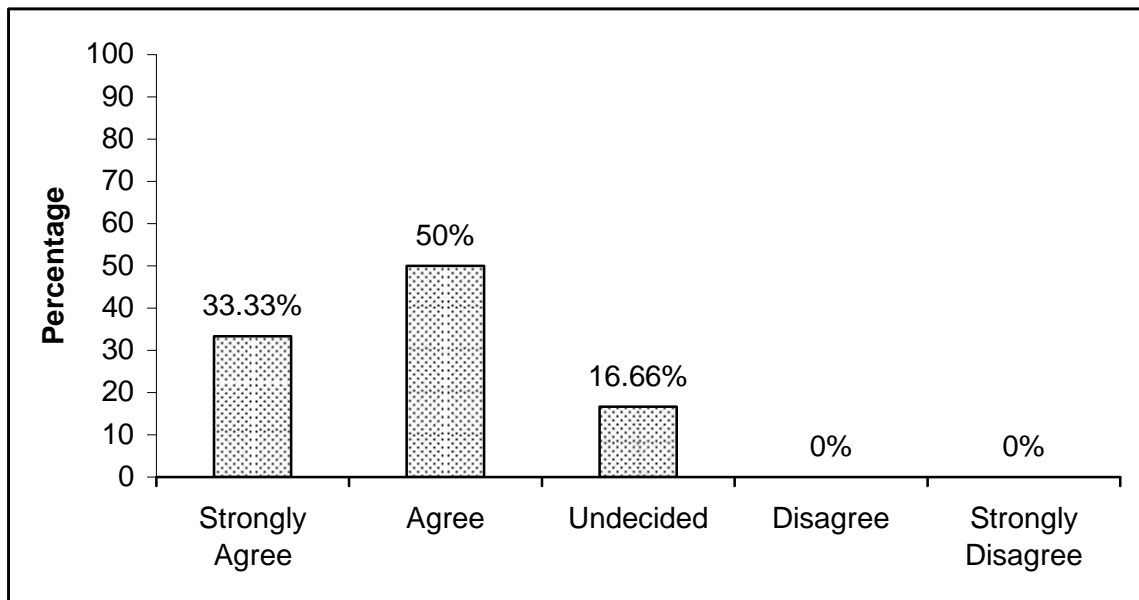
The figure above displays that out of total six respondents, fifty per cent agreed, 33.33 per cent strongly agreed, 16.66 per cent marked undecided to this statement, and none of them selected the options disagree and strongly disagree. These data show that majority of Montessori trainers are aware of the fact that Montessori technique is useful in teaching stories.

Q.No. 14 The funny environment can be created using different activities in the classroom. Teaching story is as much enjoyable as teaching songs and rhymes for the young children. In order to find out whether the young children take a lot of enjoyment or not while telling short stories in the Montessori class, a statement was given to the respondents. The statement was "My students enjoy reading stories in Montessori class". The responses obtained from the respondents are schematically presented in the succeeding page.

Figure No. 14

Students' Enjoyment in Montessori Class
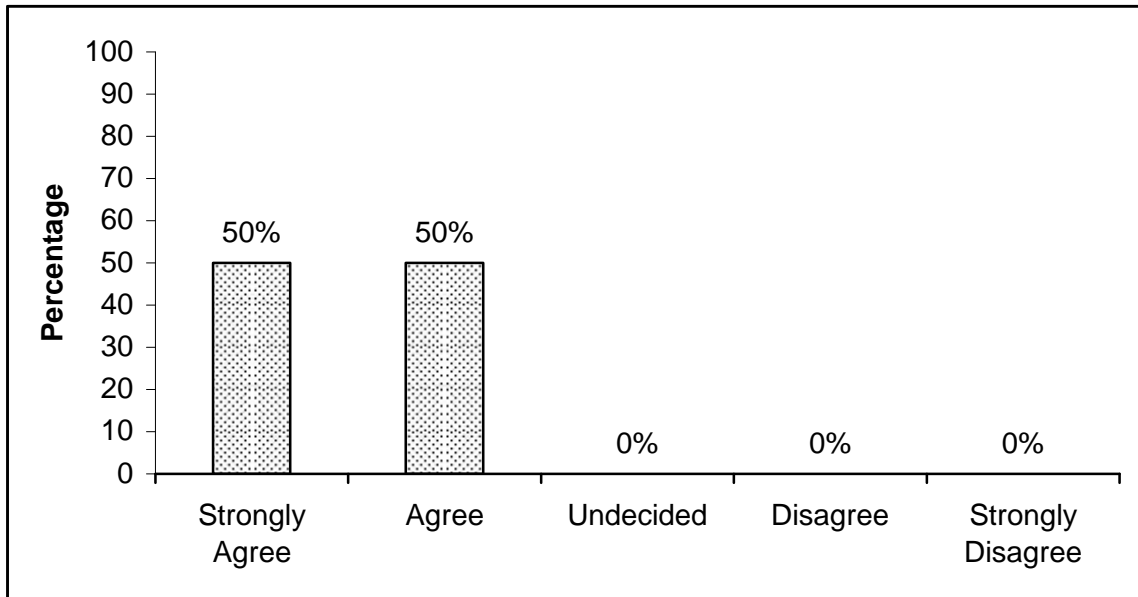
The figure above clearly shows that among the total six respondents, fifty per cent strongly agreed, other fifty per cent agreed, and none of them marked the options undecided, disagree and strongly disagree with the statement. In this position, the researcher concludes that almost all students enjoy reading stories in Montessori class.

Q.No. 15 Changing the tone, speed and volume of the teacher's voice can play vital role while telling the story in Montessori class. It helps the teacher to attract the students' attention and to arouse curiosity among them towards the particular story. The question given to the informant was "While telling the story, the teacher should change the tone, speed, and volume of his/her voice". Here, the researcher's intention was to find out whether the teacher should change the tone, speed and volume of his/her voice or not while telling the story in Montessori class. The responses obtained to this question are presented in the succeeding page.

Figure No. 15

Changing the Tone, Speed and Volume of the Voice While Telling the Story
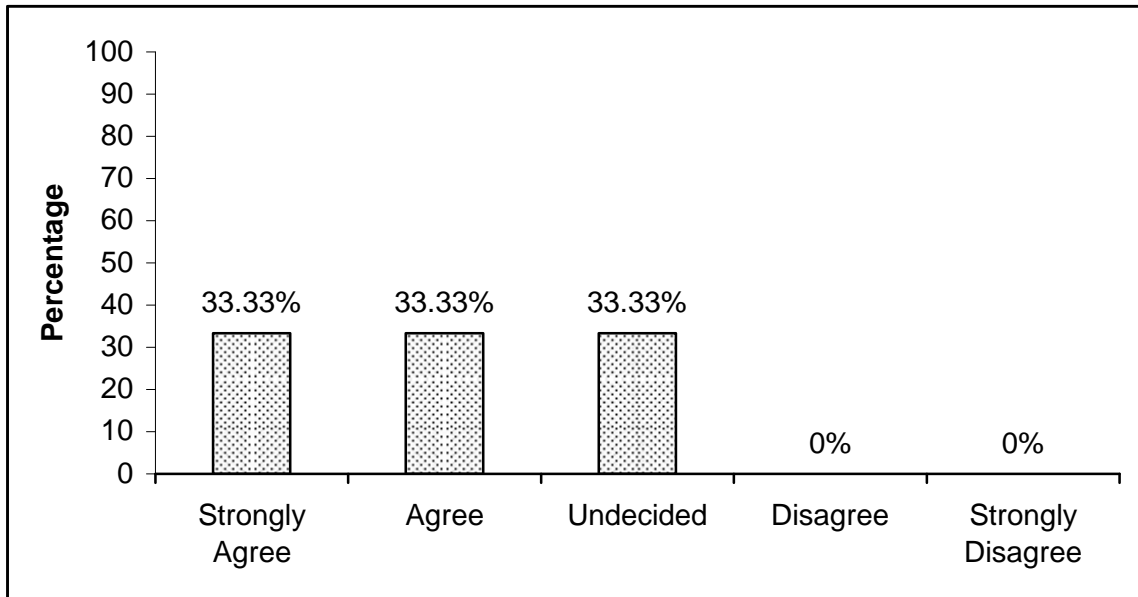
As shown in the above figure, among the total six respondents, 33.33 per cent strongly agreed, 33.333 per cent of them agreed, and other 33.33 per cent informants marked undecided. No informants selected the options disagree and strongly disagree. On the basis of obtained data, the researcher's conclusion is that there should be changed the tone, speed and volume of the teacher's voice while telling the story in Montessori class.

Q. No. 16 Considering the age and level of the children is one of the important facets of teaching learning activities. Every teacher should treat his/her students according to their age and the level of their competence. The actual question asked to the trainers was "While choosing a story, it is not necessary for a teacher to consider the age and level of his/her children". Here, the researcher's aim was to find out whether the teacher should consider the age and level of his/her children or not while choosing a story in the Montessori classroom.

Figure No. 16

Considering the Age and Level of Children While Choosing a Story
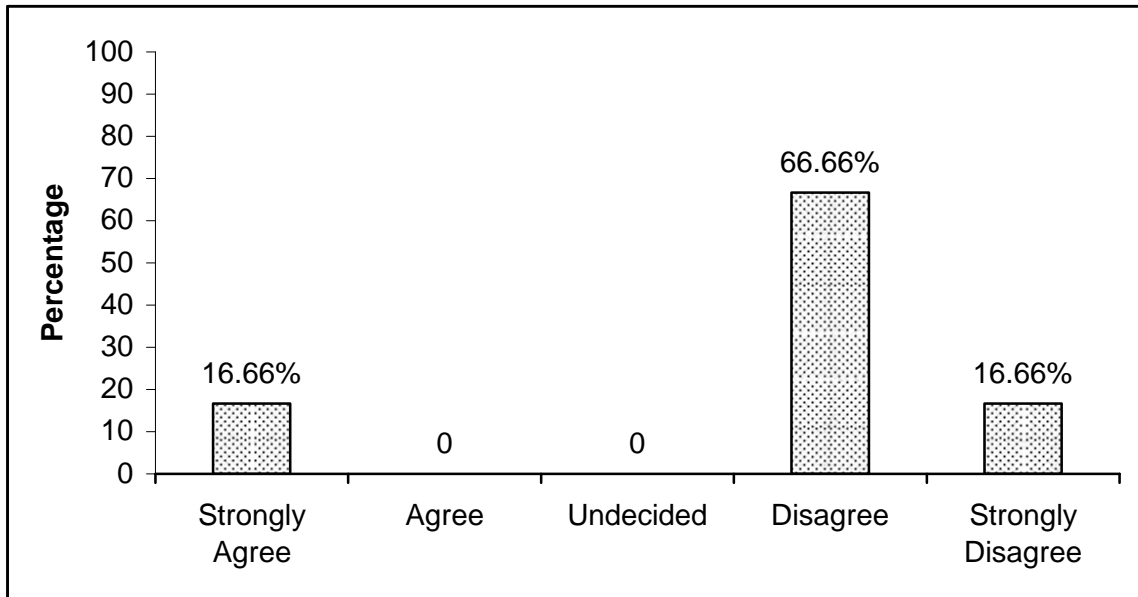
The figure above shows that 66.66 per cent trainers disagreed, 16.66 per cent strongly disagreed, and 16.66 per cent strongly agreed with the statement . But no trainers marked the options agree and undecided. Since the majority of the trainers disagree with the statement it is necessary for a teacher to consider the age and level of his/her children.

Q.No. 17 Introducing a story is important because it provides its background. The background of the story helps the children to be familiar and understand the story. Without providing the background of the story the teaching learning process of the story might not be completed. Here, the statement given to the respondents was "introducing a story is important before telling it". The question tries to find out whether the teacher should introduce a story or not before telling it. The responses given by the trainers on this issue is presented in the next page in the diagram.

Figure No. 17

Introducing a Story Before Telling It
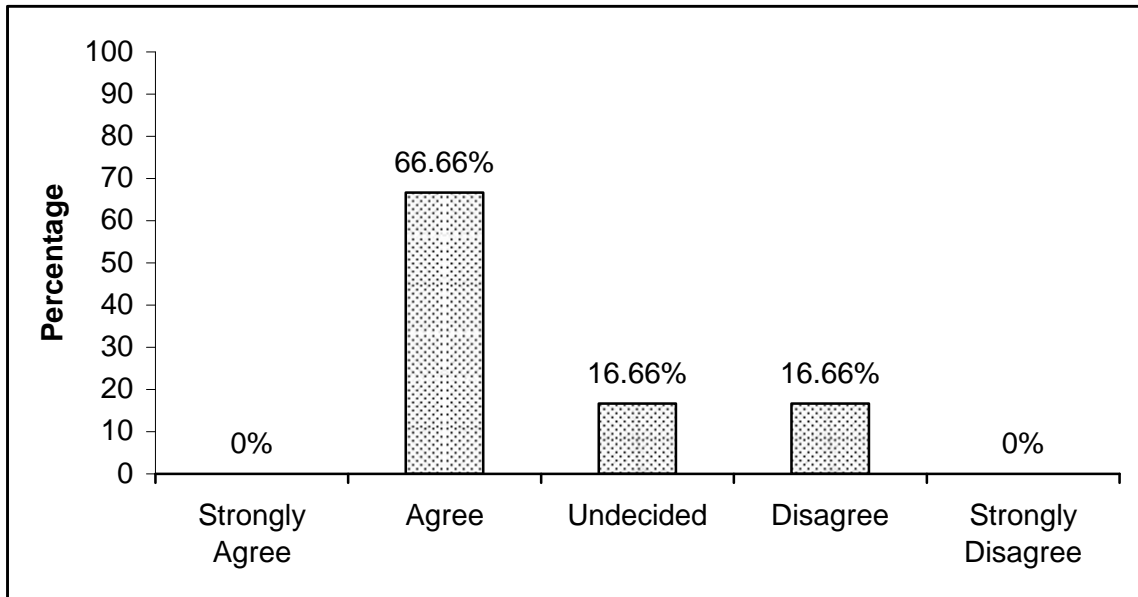
The diagram above clearly indicates that out of total six respondents, 66.66 per cent agreed, 16.66 per cent of them marked undecided, and 16.66 per cent informants disagreed with the statement. Similarly, no respondents marked the options strongly agree and strongly disagree. Here, the above figure clarifies that the majority of the respondents are in the favor of introducing a story is important before telling it.

Q.No. 18 The question was related with the student's participation in many activities in the classroom teaching activities. The active involvement of the children by themselves plays the major role to learn something. The question was "we should involve the students in as many activities as possible". Regarding the active involvement of the students in pair work, group discussion, role play and individual works, the question was asked to find out whether the teachers should actively participate his/her students in different activities or not.

Figure No. 18

Involving the Students in Classroom Activities
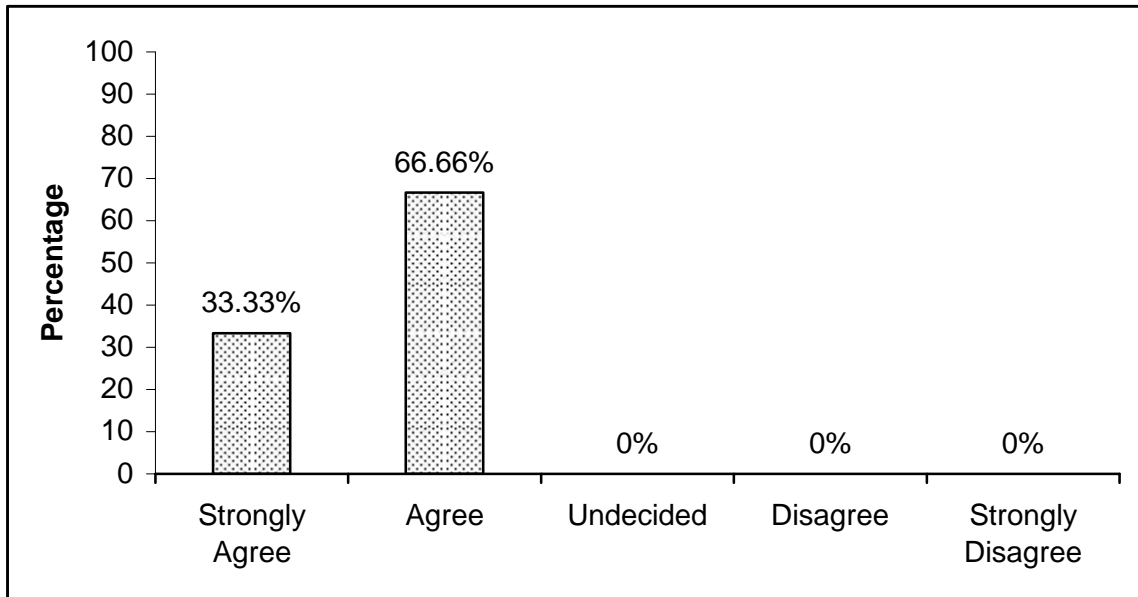
As shown in the figure above, out of total six informants, 66.66 per cent agreed, 33.33 per cent strongly agreed with the statement, and no informants marked the options undecided, disagree and strongly disagree. After analyzing the obtained data, the researcher concludes that the Montessori teacher should involve his/her students in as many activities as possible.

Q.No. 19 Using simple words make the story easy to understand and develop the language for the young children while telling it in the Montessori class. Here, the statement as a question given by the researcher was "Teaching stories with simple words are best for children who need to develop their language." On this question, the researcher's intention was to find out whether using simple words by the teacher are best or not while teaching story for young children to develop their language. The informants' responses towards this statement is given in the diagram in the next page.

Figure No. 19

Using Simple Words while Teaching Stories
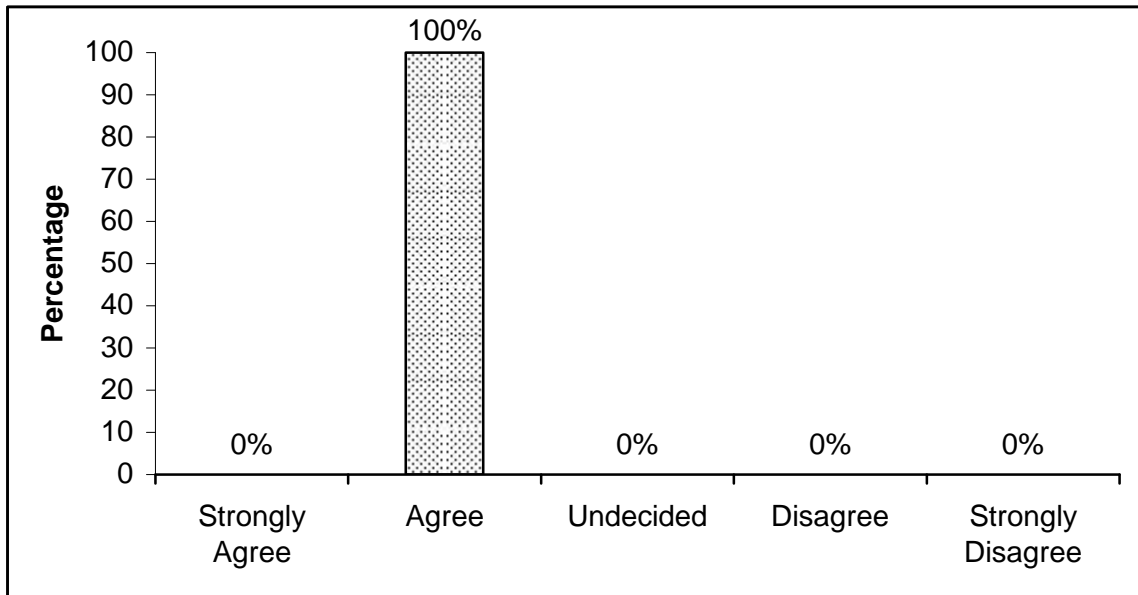
As it is explicitly indicated in the above diagram, hundred per cent of the total respondents agreed with the statement. None of them marked the options undecided, disagree and strongly disagree. In this position, the researcher is compelled to say that almost all teachers should use simple words while teaching story for young children to develop their language.

Q.No. 20 This question was related with a theory, i.e. 'learning by doing'. Most of the learner centered teaching techniques are based on this theory. Every learner can learn something effectively by themselves following the principle i.e. "Learning by doing'. Here, the actual questions asked to the informants was "Montessori technique does not follow the principle i.e. "Learning by doing". This question tries to find out whether the Montessori technique follows the principle, i.e. "Learning by doing" or not. The responses given by the informants on this issue are schematically presented in the succeeding page.

Figure No. 20

Learning By Doing in Montessori Technique
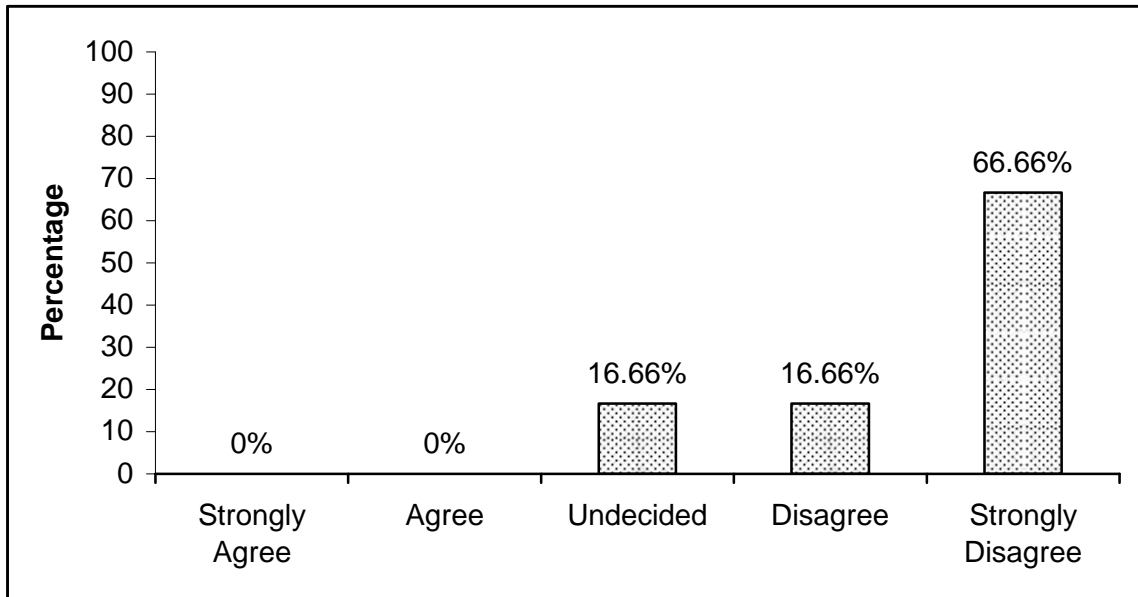
As the figure above shows, among the total respondents, 66.66 per cent strongly disagreed with the statement, 16.66 per cent of them disagreed, and 16.66 per cent marked the option undecided. No respondents selected the options strongly agree and agree. In this situation, the researcher's conclusion is that Montessori technique often follows the principle, i.e. "Learning by doing".

Q.No.21 What techniques/ strategies do you prefer to apply very often in teaching story in Montessori class?

The researcher found that nearly all trainers preferred learner-centered techniques (e.g. role play, individual work, pair work, group discussion etc.) rather than that those types of techniques which are related with teacher centered techniques such as lecture, explanation, translation etc. Most of the trainers responded the same type of general strategies for teaching story in Montessori class. Such strategies are as follows:

- teaching story by creating real life situation.
- creating co-operation and natural environment.
- Comparing story with known things and events according to nature, objectives and other components of student's community.
- teaching story with providing suitable examples.
- using local materials and student's language for teaching story
- teaching story with relating students' life style, culture and their religion, and so on.

Q.No. 22 Do you think teaching short story is different than teaching any other text, why or why not?

Regarding this question, 66.66 per cent trainers responded that teaching short story is different than teaching any other genre of literature. They also responded that story is itself different genre of literature which has plot, character, setting and scene. Nearly 33.33 per cent trainers responded that the teaching short story is not different than teaching any other genre and they said that there are some common points which are related with the other genres of literature.

Q.No. 23 What problems do you face while teaching short stories in Montessori class?

Most of the trainers responded that the following problems may appear while teaching short stories in Montessori class.
- It is difficult to handle the large Montessori class.
- Due to the lack of visual materials, it is difficult to make the students understand in different activities of the story.
- It is difficult to manage the classroom creating the real life situation.
- Sometimes it is difficult to create the natural environment in the classroom.
- It is more difficult to connect different parts of the story.
- It is difficult to evaluate the whole class within a limited time.

Q.No. 24 What activities should be considered by the Montessori teachers in the following stages while teaching short story?

a.   Choosing a Story

Here, the researcher detected some activities given by different trainers which should be considered by Montessori teachers. The common activities given by the trainers which should be conducted in the Montessori classroom while choosing a story are as follows:

-        Motivating the students.

-        Checking the story whether it is fruitful or not for the age of children.

-        Deciding the visual aids for the story.

-        Selecting the story at a relaxed time.

-        Ensuring the limitation of time to tell the story.

-        Ensuring that the time to tell two or more than two stories in a day.

The above list shows that the activities vary from one trainer to another. All of them provided different types of activities but most of the trainers provided the above activities which are fruitful to be considered by the Montessori teachers while choosing a story.

b.   Introducing a Story

In this stage, the researcher discovered the different types of activities responded by the trainers. These are listed as follows:

-        Providing general background of the story.

-        Ask if the students whether they knew the story earlier or not.

-        Attracting the mind of the children from the previous activities.

-        Focusing the minds of the children on the topic (i.e. story title).

-        Exciting the children towards learning activities.

-        Creating the environment of student's participation.

-        Showing the teaching materials, (i.e. visual aids) related to the story.

The above list of activities were responded by the different trainers. Here, the researcher found that the above activities are common to some extent comparing with the various activities given by the trainers which should be followed by the Montessori teachers while introducing a story in Montessori class.

c.   Telling a Story

It is the third and generally last stage of teaching short story. It is also known as presentation phase of teaching where ever the young Montessori children can produce some short and simple sentences related with the story. The researcher found some activities under this stage given by different trainers which should be conducted in Montessori class while telling a story. The activities under this stage are as follows:
-      Settling the children before beginning the story.
-      Sitting somewhere when telling a story.
-      Holding the book open towards the children .
-      Showing clear and big visual aids for children to see.
-      Reading the title of the story pointing by finger.
-      Changing the tone, (i.e., high, low) of the voice.
-      Introducing the characters and their relations.
-      Using as much facial expression as it is required.
-      Keeping eye contact as much as possible.
-      Conducting actions to make the story alive.
-      Presenting the story in detail.
-      Making the students guess what will happen afterwards.
-      Discussing in a group.

From the above points, the researcher found that the activities given by the trainers under this stage were different from one to another. No respondents provided the same activities. It was also found that majority of the trainers were aware of the above mentioned activities systematically. The above list of activities are nearly

common to all respondents. Here, in this position, the researcher's conclusion is that all the activities as shown in the above list should be followed by a Montessori teacher while telling a story.

3.2 Analysis and Interpretation of Techniques Used by the Montessori Teachers in Teaching Story

In this stage, the researcher observed the forty story classes of pre-primary Montessori schools with the help of class observation form (i.e. observation checklist) while teaching short story (See Appendix - II). The activities followed by Montessori teachers are clearly analyzed and interpreted by using simple statistical tool of percentage.

Table No. 1

Choosing a Story

S.N	Activities	Existing Condition				
		Excellent	Good	Average	Poor	Remarks
a.	Motivation	20	50	30	-	
b.	Dealing with the age of children	90	10	-	-	
c.	Dealing with the visual aids for the story	10	30	60	-	
d.	Consideration of the time limitations	30	50	20	-	
e.	Dealing with the student's readiness to listen the story	70	30	-	-	

The table above shows that twenty per cent teachers motivated the students in an excellent way, fifty per cent well, thirty per cent in an average way. In the same way, ninety per cent teachers considered the age of children in an excellent way whereas ten per cent of them considered it in average condition while choosing a story. Similarly, only ten per cent teachers selected the visual aids in an excellent way, thirty per cent well, sixty per cent in a average way, but no teachers selected the visual aids in the poor way for the story. It was found that only thirty per cent

teachers considered the time limitations that the story took in teaching in an excellent way whereas fifty per cent of them considered it in a good way but 20 per cent of them considered in an average condition. In this way, 70 per cent teachers were dealing with students readiness whether they are mentally prepared or not to listen the story whereas thirty per cent of them did satisfactorily (i.e. good).

The researcher noticed that majority of the teachers motivated the students satisfactorily. Similarly, most of the teachers were strongly aware while selecting a story in the fact that whether the students are ready or not to participate in the story class to listen it properly. But the researcher also detected that most of the teachers were not careful while selecting the teaching materials (i.e., especially visual aids). Here, the researcher found that the activities conducted in the classroom while choosing a story were adequate.

Table No. 2

Introducing a Story

S.N	Activities	Existing Condition				
		Excellent	Good	Average	Poor	Remarks
a.	Focusing the mind of the of the children on the topic	60	40	-	-	
b.	Providing the general background of the story	10	20	10	60	
c.	Exciting the children towards the learning activities	20	60	20	-	
d.	Creating the free environment for learning	60	40	-	-	
e.	Participating the students in different activities	50	40	-	10	
f.	Showing the visual aids connected to the story	20	60	20	-	

Regarding the activities related with introducing a story, the researcher found that sixty per cent teachers conducted different activities which could help the students

to focus their mind on the topic in an excellent way whereas forty per cent teachers did it well. The researcher found that only ten per cent teachers provided the general background of the story in an excellent way whereas twenty per cent of them provided it in a good way, twenty per cent average; and majority of teachers (i.e., sixty per cent) provided it in a poor way. Similarly, only twenty per cent teachers excited the children towards learning by doing different activities in an excellent way, sixty per cent of them did it well and twenty per cent did moderately. No teachers were found to make the children curious in learning activities in a poor way. It was found that sixty per cent teachers were creating the free environment for learning in the classroom in a marvelous way (i.e., excellent) whereas forty per cent teachers did it properly. Here, no teachers were found in average and poor situation. Participation of the students in different activities is important aspect to learn something. Regarding this aspect, fifty per cent teachers participated their students in different activities in an excellent way, forty per cent of them participated the students in a satisfactory way (i.e. good) but ten per cent teachers were found poor in this activity. In this way, only twenty per cent teachers showed the visual aids in an excellent way whereas sixty per cent of them did so in good way, and twenty per cent in an average condition.

In this stage, it was seen that majority of the teachers conducted different activities which could help the children to focus their mind on the topic of the story and help the students to participate in different activities. In this stage, it was also found that most of the teachers did not provide the general background of the story properly including its characters.

Table No. 3

Telling a Story

S.N	Activities	Existing Condition				
		Excellent	Good	Average	Poor	Remarks
a.	Appropriate beginning of the story	30	50	10	10	
b.	Dealing with telling a story	40	60	-	-	
c.	Using facial expressions	60	20	20	-	
d.	Changing the tone, speed and volume while telling the story	40	40	10	10	
e.	Keeping eye contact with the students	60	40	-	-	
f.	Asking questions to the children related to the story.	10	50	40	-	
g.	Helping the children to find out the summary of the story.	10	30	40	20	

The above table shows that thirty per cent teachers began the story appropriately in an excellent way where fifty per cent did so in good way, ten per cent in an average and ten per cent poor. Similarly, forty per cent teachers dealt with telling a story in an excellent way whereas sixty per cent teachers did it appropriately (i.e. good). Regarding the facial expression, sixty per cent teachers exhibited the facial expressions in an excellent way whereas twenty per cent teachers did it in a good way and twenty per cent ordinarily (i.e. average). In this way, related with tone, speed and volume of teacher's voice while telling the story, forty per cent teachers change the tone, speed and volume of their voice in an excellent way,

where forty per cent teachers did so in good way, ten per cent in average and ten per cent poor. Keeping eye contact with the students is one of the factors to attract the students' attention towards learning activities. Regarding this activity, sixty per cent teachers conducted this activity in an excellent way, forty per cent of them did it in good way but no teachers were in average and poor condition for that activity. Similarly, only ten per cent teachers asked the question to the children in an excellent way whereas fifty per cent teachers asked in a good way and forty per cent were in an average condition in that activity. In this way, only ten per cent teachers helped the children to find out the summary of the story in an excellent way, thirty per cent of them helped satisfactorily whereas forty per cent teachers did so in average and twenty per cent of them conducted it in poor way.

In this stage, it was seen that the activities like using facial expression, keeping eye contact with the students, changing the tone, volume and speed of the teachers' voice and beginning of the story appropriately were conducted by the teachers strongly. But the activities like asking questions to the children, and helping them to find out the summary of the story etc. were not conducted properly.

CHAPTER -FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents the findings of the research drawn on the basis of the analysis and interpretation of the data collected from the trainers and real class observation of the teachers.

4.1   Findings of the Study

From the analysis and interpretation of the data, the findings of the present study are presented as below:

a.   It was found that almost all the teachers motivated their students before introducing a story. But the degree and way of their motivation was varying. Only twenty per cent teachers motivated their students in an excellent way whereas fifty per cent did so in good way and thirty per cent of them were found in average condition in motivating the students.

b.   Majority of the teachers, about ninety per cent considered the age and level of the children in an excellent way whereas ten per cent of them considered it in an average way while choosing a story title.

c.   Though all the teachers selected the teaching materials, (i.e. visual aids) in the phase of choosing a story, only ten per cent teachers selected the visual aids in an excellent way, thirty per cent of them tried to select in a good way where majority of the teachers (i.e., sixty per cent) were found in an average condition.

d.   It was detected that majority of the teachers (i.e. eighty per cent) were more careful while choosing a story in the fact that how much time the story may take in the stages of introducing and telling it. Here, only twenty per cent teachers were in average condition. It was also revealed that almost all teachers were more aware of the students' readiness towards the story

class. So it seems that the activities under choosing a story performed by the teachers were satisfactory.

e.   It was found that almost all teachers helped the children to focus their mind on the topic while introducing the story. About sixty per cent teachers helped in an excellent way and rest of them helped in good way for that activity. Concerning with the background of the story, only sixty per cent teachers provided it in an excellent way, twenty per cent good, ten per cent average, and majority of teachers (i.e. sixty per cent) provided it in a poor condition.

f.   The majority of the teachers (i.e. sixty per cent) excited their children towards learning activities properly where twenty per cent of them did so in an excellent way and twenty per cent were found in an average condition. It was also detected that sixty per cent teachers created the proper learning environment in the classroom in and excellent way whereas forty per cent of them did so in a good way.

g.   It was found that ten per cent teachers were inactive to participate their students in different activities where fifty per cent did it in an excellent way and rest of other (i.e. forty per cent) were found in good condition.

h.   The researcher discovered that only twenty per cent teachers showed the visual aids in an excellent way where majority of the teachers (i.e. sixty per cent) did so in good way and twenty per cent were found in an average condition. Therefore, it was found that the activities performed by the teachers while introducing a story were appropriate.

i.   There is not any doubt that all the teachers told the story for young children, where majority of teachers (i.e. sixty per cent) told it properly (i.e. good) and rest of other teachers (i.e. forty per cent) told it in an excellent way being more active in the classroom. It was also found that the beginning of the story was nice except of 10 per cent teachers.

j. As far as showing facial expressions, the researcher detected that none of the teachers were in poor condition. Sixty per cent teachers showed it in a excellent way, twenty per cent good and twenty per cent were found in an average condition. It was also found that the tone, speed and volume of the teacher's voice was appropriate except for ten per cent teachers while telling a story.

k. The researcher found that sixty per cent teachers kept eye contact with the students in excellent way where other forty per cent teachers did it so in good way.

l. It was also detected that only ten per cent teachers conducted the story class in an excellent way by asking different questions, half of the total teachers (i.e. fifty per cent) were found in a good condition; and forty per cent were in an average condition for the same activity.

m. It was revealed that twenty per cent teachers did not help the children appropriately to find out the summary of the story where 10 per cent teachers helped in excellent way, thirty per cent good and 40 per cent were found in an average condition. Thus, the activities under the stage 'while telling a story' performed by the teachers were good.

n. The researcher found are that most of the trainers were well familiar with the basic philosophy, aim, curriculum, main focus, role of teacher and child etc. under Montessori education system; and the trainers could provide the required knowledge for the trainees (i.e. teachers) practically in the related areas.

o. It was found that as responded by the majority of trainers the teacher should make the story class more interesting, use child-centered technique, participate students in different activities, follow the principle, i.e. learning by doing' and use simple words while teaching a story in an Montessori class.

p.   It was found that teaching short story is different than teaching any other genre of literature. It was also found that the problems like handling the large class, creating natural environment, maintaining visual aids, creating real life situation, etc. may be appeared while teaching short story in Montessori class as the responses given by majority of the trainers.

4.2   Recommendations

On the basis of the findings of the present research work, the following recommendations have been made:

a.   The class should be started by motivating the students strongly before choosing a suitable story in the classroom.

a.   The teacher should highly encourage the students to guess the particular discipline to be taught.

b.   Sufficient teaching materials (i.e. visual aids) related to the lesson should be selected and used.

c.   The teachers should be more careful about the limitation of the time that the story takes in teaching.

d.   The teacher should interact frequently with the students in the class.

e.   The curiosity of the children towards the learning activities should be aroused.

f.   The general background of the story including its characters should be provided by the teachers strongly.

g.   Students should be highly encouraged in their participation to different kinds of activities in the class.

h.   Mother tongue should be used judiciously by the teacher.

i.   Simple words and short sentences should be used to make easy language in the class.

j.   The story should be begun appropriately.

k.   Different kinds of gestures should be demonstrated by the teachers while teaching a story.

l.   Question-answer method should be followed by the teacher to make the classroom more interactive.

m.   The teacher should evaluate the students at the end of the class, and while evaluating them, s/he should pay attention to all the students whether most of them got the point or not.

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Appendix I

Questionnaire

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled "An Analysis of Teaching Short Stories Through Montessori Technique" under the guidance of Dr. Chandreshwar Mishra, Professor, Department of English Education, T.U. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely helpful to fulfill my research purpose. Here, the questionnaire in which both close-ended and open-ended questions are included. So, the questions made for collecting data from you will be in the form of both objective and subjective type in a single set.

Questionnaire to the trainers

Name of the trainer (Optional):   Qualification:

Name of the institution: Experience:

Address:

Put a tick (✓) on the box next to the alternative that best indicates your response.

1. To follow the child and to meet his/her need is the basic philosophy of Montessori education.

    a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

    d. Disagree ☐   e. Strongly disagree ☐

2. Montessori techniques focuses on the child's inner wisdom.

    a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

    d. Disagree ☐   e. Strongly disagree ☐

3. Montessori technique aims at developing imagination and creativity of the children.

    a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

    d. Disagree ☐   e. Strongly disagree ☐

4.   Montessori technique does not pay attention to the development of the emotional and spiritual life.
     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐
     d. Disagree ☐   e. Strongly disagree ☐

5.   Montessori curriculum focuses also on language and arts.
     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐
     d. Disagree ☐   e. Strongly disagree ☐

6.   Montessori curriculum does not include cultural subjects.
     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐
     d. Disagree ☐   e. Strongly disagree ☐

7.   A teacher in Montessori technique works as a manipulator of the classroom environment.
     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐
     d. Disagree ☐   e. Strongly disagree ☐

8.   Montessori technique allows the child to experience and comprehend what is all around him or her.
     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐
     d. Disagree ☐   e. Strongly disagree ☐

9.   In Montessori technique, students will have positive attitude towards learning.
     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐
     d. Disagree ☐   e. Strongly disagree ☐

10. All language skills and aspects can be taught through Montessori technique.
     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐
     d. Disagree ☐   e. Strongly disagree ☐

11. Montessori technique is a teacher centered technique.

a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

d. Disagree ☐   e. Strongly disagree ☐

12. Montessori technique is important since it fosters all around development of the child.

a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

d. Disagree ☐   e. Strongly disagree ☐

13. Montessori technique is useful in teaching stories.

a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

d. Disagree ☐   e. Strongly disagree ☐

14. My students enjoy reading stories in Montessori class.

a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

d. Disagree ☐   e. Strongly disagree ☐

15. While telling the story, the teacher should change the tone, speed and volume of his/her voice.

a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

d. Disagree ☐   e. Strongly disagree ☐

16. While choosing a story, it is not necessary for a teacher to consider the age and level of his/her children.

a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

d. Disagree ☐   e. Strongly disagree ☐

17. Introducing a story is important before telling it.

a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

d. Disagree ☐   e. Strongly disagree ☐

18.   We should involve the students in as many activities as possible.

     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

     d. Disagree ☐   e. Strongly disagree ☐

19.   Teaching stories with simple words are best for children who need to develop their language.

     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

     d. Disagree ☐   e. Strongly disagree ☐

20.   Montessori technique does not follow the principle, i.e. "Learning by doing".

     a. Strongly agree ☐   b. Agree ☐   c. Undecided ☐

     d. Disagree ☐   e. Strongly disagree ☐

21.   What techniques/strategies do you prefer to apply very often in teaching story in Montessori class?

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22. Do you think teaching short story is different than teaching any other text, why or why not?

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23. What problems may be appeared while teaching short stories in Montessori Class?

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24. What activities should be considered by the Montessori teachers in the following stages while teaching short story?

a. Choosing a story:

b. Introducing the story:

c. Telling a story:

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Thank you for your co-operation.

Appendix II

Classroom Observation Checklist

Name of the teacher: Period:

Name of the school: No. of students:

Teaching Grade:

Date:

<u>Choosing a story</u>

Activities	**Existing Condition**				
	Excellent	Good	Average	Poor	Remarks
Motivation					
Dealing with the age of children					
Dealing with the visual aids for the story					
Consideration of the time limitations					
Dealing with the student's readiness to listen the story					

<u>Introducing a story</u>

Activities	**Existing Condition**				
	Excellent	Good	Average	Poor	Remarks
Focusing the mind of the of the children on the topic					
Providing the general background of the story					
Exciting the children towards the learning activities					
Creating the free environment for learning					
Participating the students in different activities					
Showing the visual aids connected to the story					

<u>Telling a story</u>

Activities	Existing Condition				
	Excellent	Good	Average	Poor	Remarks
Appropriate beginning of the story					
Dealing with telling a story					
Using facial expressions					
Changing the tone, speed and volume while telling the story					
Keeping eye contact with the students					
Asking questions to the children related to the story.					
Helping the children to find out the summary of the story.					

Appendix- v

LIST OF VISITED MONTESSORI TRAINING CENTERS

1.	Nepal Montessori Training Center	Kathmandu
2.	Paschimanchal Montessori Training Center (Chitwan Branch)	Chitwan
3.	Narayani Montessori Training Center	Chitwan
4.	I.T.B. Montessori Teacher Training Center	Chitwan
5.	Chitwan Montessori Teacher Training Center	Chitwan
6.	Star Montessori Training Center	Chitwan

Appendix- vi

LIST OF VISITED MONTESSORI SCHOOLS

1.	Bekaina Bal Batika Montessori School	Chitwan
2.	Kizland Montessori School	Chitwan
3.	Star Montessori Academy	Chitwan
4.	Pyramid International Montessori School	Kathmandu
5.	Moral Academy	Kathmandu
6.	Kangaro-Pre-School	Kathmandu
7.	Milestone Montessori School	Lalitpur
8.	Landmark Montessori School	Lalitpur
9.	Kanchanjanga Head Start Montessori School	Lalitpur
10.	Joybells International Montessori School	Lalitpur