

CHAPTER ONE

INTRODUCTION

1.1 General Background

The present study concerns with the activities being employed by Montessori School system in Nepal. As regards to Montessori Schools, the very name has been introduced after Dr. Maria Montessori (1870-1952), one of the Italy's first female physicians in Rome about 100 years ago. In her beginning days, she worked as a Professor of Anthropology, and she became interested in the education of the children. She worked with mentally deficient children. Later on she became the supervisor of schools. Children between 3 and 7 whose parents were mostly in jobs joined these schools. At first these schools were opened in 1907 by the name of Children's House'. Here, she developed a new method of educating children. This method was based on sense training. In 1922, she was appointed as inspectress of Infant schools by the Government of Italy. She began to impart training to teachers in the new method discovered by her, side by side her job. Teachers from other countries of Europe, including England received training. In all her training she gave due emphasis on motor education. Motor education refers to muscular education which deals with the movement of walking, sitting and holding objects etc. Rhymes are considered to be very helpful for motor education. They provide valuable activities for young children because they help the child acquire skills that are essential to their development and learning is a fun. Rhymes are highly concerned with different kinds of teaching activities s. It is based on the method, which are followed by teachers. It varies from person to person or say from teacher to teacher as well as the variation in the students of classroom and nature of the students. Teaching activities are developing with the development of modern technology. Thus, in this era language specialists, psychologists and educationists have formulated different theories on language teaching and learning. So, far as activities in this study is

concerned, is a part of total classroom activity, a pedagogical device a part of total classroom procedure. Generally, we talk about teacher centered and learner centered activities. Teacher centered-activities is what actually teacher does in the classroom or makes the students do or perform. In the same way, what he does or makes the students do in employing in the classroom is student centered-activities. Some teacher centered- activities are lecture, explanation, illustration and demonstration whereas some student-centered activities are individual work, pair work, group work, project work, strip story, drama, role play and discovery activities.

In the different eras of educational history before last decade of 19th century, many more language teaching theories have been developing. In that context, early child education was in the shadow of other burning issue of education. In the old days, very young children under the age of six were simply supposed to play and learn by experience. Today the situation has changed completely. Many people can be found to be very serious about a sound physical and mental development of their children. They share the common feeling that the children learn something before they attend the school. These days, we find a large number of such centre or institutions or school under variety of names that may be broadly put under three categories such as Nursery, Kinder Garden and Montessori school for early childhood education.

1.1.1 Maria Montessori and Montessori Education

Maria Montessori was born in the town of Chiavavalle, Italy on August 31, 1870 and was the first women to practice medicine in Italy. Montessori is a way of education devised by Dr. Maria Montessori, the first lady doctor in Italy. Montessori was very interested in how children learn. She analyzed small, developmental stage which children instinctively progress through as they learn to move, talk and acquire new skills, knowledge and understanding which are known

as motor skill development.

Motor skill development is an important part of Montessori education emphasized the muscular development of children and focus on efficiency. Dr. Maria Montessori was of the view that the goal of the education should not be to fill the facts in children rather to cultivate child's own natural desire to learn. Montessori, during her observation and study concluded that children pass through the sensitive period in which children possess a unique and amazing aptitude for learning if the environment to stimulate their innate ability to learn is properly prepared. If the sensitive period is missed or if the environment is not properly prepared learning becomes difficult and tiresome. The Montessori Method consists of carefully developed set of materials which create the proper environment for children at each stage of their development. In this environment and with the guidance of trained teachers, they can develop their intellects and acquire all the skills and content of human civilization.

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 child. At this stage of development children have an absorbent mind and they learn through concrete experience.

Motor development promotes hand eye co-ordination and other activities like writing, drawing, walking, and running etc. Therefore motor development is given due importance in the early childhood education of Montessori. (J. Mohanty and B. Mohanty 1996: p,17)

Today's Dr. Montessori's visionary ideas flourished as a corner stone of a thriving education practice. There are many of Montessori schools in Nepal. Many programmes have been a matter of interest in public and government schools.

1.1.2 Importance of Montessori Education

Montessori education is designed to help individuals develop not just academically, but as a whole people. It gives emphasis on cognitive and social development in which teacher has unobstructive role in classroom. Children are instructed individually whereas this is not so in traditional teaching. Grouping encourages children to teach and help each other. As regards to curriculum, it is not structured, the child chooses own work. They discover own concepts from self teaching materials and works as long as he/she wishes on chosen project. Children can work where he chooses, moves around and talks at will and group work is voluntary. Parents involve voluntarily.

The different activities like drills, pair-work, group-work, demonstration, drama, communication, games, role-play etc. were given priority in accordance of students' performance. Some of them preferred pair-work as more prior than other activities. Some of them referred demonstration as more prior and some of them preferred group work as more prior. It was different according to their teaching performance. For the motor skill development, almost all teachers were in favor of motor skill.

Its importance for early children is spreading because they set own learning pace and reinforce own learning by repetition of work and internal feeling of success which results them to develop academically whole people. (Retrieved 11, Sept, 2009, from [www.http//educatingforlife.wordpress.com/Montessori](http://educatingforlife.wordpress.com/Montessori))

1.1.3 History of Montessori Education in Relation to Nepal

Pabitra Limbu, the first lady and the founder of Nepal Montessori training centre, contributed a lot to the development of pre-primary education in Nepal. She collected the experience of teacher training from urban area to the remote area and found that pre-primary level students were more afflicted. As a result, she founded

Nepal Montessori Training Center in 2001 in Nepal. Children are educated on the basis of social development. She has the good knowledge of Maria Montessori and her education system. In the beginning, she conducted free seminars to the teachers guardians and principals assuming that Montessori education could be a very good alternative. Because of this effort of her, Montessori Teaching method for our children has been a new beginning. Pabitra, because of her great contribution to this field has been honored by Nepal National Women 2061 and National Development Service 2005 from her training Centre, many private and government teachers are benefited from east Mechi to west Mahakali. (An article published in Nari Mazagine on 12th Chaitra by Nepal Montessori Training Center.)

1.1.4 Montessori Curriculum

Montessori curriculum focuses on the development of the whole through the motor skills development activities like exploration, manipulation, order, subtraction, addition and communication which are used in daily activities. Montessori curriculum is categorized in the following ways:

i. Practical life

This curriculum includes real life activities just like pouring, spooning, and polishing and cultivate students eye and hand dexterity.

Practical life exercise involves simple activities in which children enjoy the exercise such as pouring, spooning and polishing. As they do so they cultivate their eye hand dexterity and co-ordinate as well as developing mastery and physical independence when carrying out every day tasks. All these exercises are based on real life activities.

ii. Educational of sense

Sensorial materials involve which draw the Child's attention to specific aspects like sound, touch and smell etc in education of sense.

The sensorial curriculum focuses upon work of the hand and the 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 different sounds and musical pitch.

iii. Mathematics

This curriculum is helpful to develop in student the process of addition, subtraction, multiplication and division.

The mathematics curriculum is based upon the importance of comprehension through manipulation, sensorial learning and language classification. The child works first within the quantities. Later on, they learn the symbol for those quantities. The child performs the basic arithmetic process of addition, subtraction, multiplication and division. Learning in this way promotes and ultimately the development of mathematical.

iv. Language Arts

Language is means of communication. Ideas, concepts and thoughts are clarified through oral and written communication.

Language is an integral component of entire Montessori Curriculum because all thoughts, ideas and concepts can only be understood and clarified through oral and written communication. When children begin to learn the names of objects, they become more proficient at expressing themselves. They will learn the symbols for each sound and then begins to make simple phonetic words using moveable alphabet which is set of pre-cut letters. Further exercises focus their attention on the functions that words have within sentences these increase reading comprehensions.

v. Cultural Curriculum

The world around them like biology, history, geography, art, music and movement are introduced in this curriculum to stimulate and develop the sense of their surroundings.

In the cultural area, a material that focuses upon such topic related to biology, history, geography, art, music and movement are presented to stimulate the appreciation and natural curiosity possessed by children about the world which surrounds them creativity is fostered to the expressive arts.

(Retrieved 11, Sept, 2009 from www.saesintheheight.org/curriculum.htm)

1.1.5 Rhymes in Montessori Education

Rhymes are much source of enjoyment. They play an important role in Montessori education. It is a conventional form of art where one can find aesthetic pleasure and knowledge expressed in beautiful language, figurative language and intricate patterns of more than literal meanings, imagery and other many possible ways in which words can suggest meaning and convey a verbal messages.

Primarily rhymes play an important role in Montessori education. Language that is rhythmic and sing song in style is a great way to introduce young children to speech pronunciation and phonetics. Some old favorite rhymes such as ‘Humpty Dumpty’ , ‘Three Blind Mice’ and ‘Mickory, Dickory Dock’ and some modern ones such as ‘Five little Speckled Frogs’ or ‘Five little Ducks Went Swimming One Day’ are the rhymes that we hear at play group.

Some classic books which feature great rhymes, verse and for children include:

- i. The Owl and the Pussy cat by Edward Lear
- ii. The Puffins books of Nonsense verse compiled by Quentin Bloke.
- iii. Rhymes, Riddles and Nonsense by Dr. Seuss
- iv. Songs and Verse by Road Dahl

(Retrieve on Oct 8, 2009 from <http://www.wildwoodmontessori.com>)

1.1.6 Some Benefits of Rhyme Activities

Rhymes are always helpful to develop the language skills. They are also helpful to develop tone, intonation and prosodic feature in children. Many rhyme activities require variety of skills on the part of children through which they will acquire four skills of language. Here, some of the benefits of rhyme activities are given.

i. Benefit one

One of the benefits to doing rhymes activities with children is that rhymes activities actually increases a child's vocabulary. The reason for this is that there are many words in the rhymes that children do not hear in everyday language. There are still a lot of words the children use which they just do not use in everyday communication. So, by learning these words the children are expanding their vocabulary.

ii. Benefit Two

Another great benefit of rhymes activities is that many times they become the first sentences that they speak. What this means is that rhyme sentences are easy to learn so more often than not children go around repeating the rhyme sentences. And these rhyme sentences are actually reinforced through the rhyme activities. And because the children are memorizing the rhymes. They are actually developing the building blocks for speaking and reading

ii. Benefit Three

Another way that rhymes activities benefits children is that it helps kids learn the language. Basically rhymes are going to teach children about different types of speech pattern and other necessities that need to learn in order to communicate. It is said that English is one of the hardest languages to learn because of the rhythm of the English language, but the rhymes will help to convey how the rhythm of the English language works.

iii. Benefit Four

Another huge benefit to rhymes activities is that it teaches young children about poetry. By introducing the basics of poetry at young age, children are more receptive and some of that information will stick when they get older and get into more in depth lesson about poetry. Mother Goose and other rhymes are a basic introduction to poetry. These rhymes introduce children to how some poetry rhymes, how it follows or the rhythm of the poetry.

iv. Benefit Five

Rhyme activities will also help children learn about the letters of the alphabet, the sounds of the letter and sounds of various words. These are all the building blocks for learning to read and write later on in life. By planning lesson plans around the rhymes, teachers are creating a fun learning environment for the children to learn about different letters and the sounds that they make. He is also associating those letters with a fun activity which makes learning those letters easier for children.

v. Benefit Six

But it is not just learning to read and write that makes rhyme activities so beneficial for children. There are other skills that the children will learn through doing rhyme activities. In fact many rhyme activities are going to encourage and develop children's fine and gross motor skills. And how these skills are developed on what activities are being done.

(Retrieve on July 17, 2011 from <http://www.wildwoodmontessoriedu.com>)

1.1.7 Rhyme and its Types

Rhyme is the repetition of sound especially the vowel either within a line or across the line in verse. Hence, the chief marker of rhyme is the vowel sound. Rhyme is a prosodic feature. It is the source of rhythm. What rhyme creates in poetry is the melody. The rhyme can have the following types.

i. Sound and Sight rhymes

In sound rhyme there is the repetition of same vowel sound. It is obligatory but the repetition of same consonant sound is optional. The sight rhyme is known as eye-rhyme. It refers to the repetition of the same letter mainly vowel letter but not the similar vowel pronunciation. It is found while seeing the words.

For example,

- a. The chatty, the catty, boring, adoring,
The cold and official and heart out pouring,
The rhyme in boring, adoring, out pouring is the example of sound rhyme.

- b. Reading is possible through book
Light is possible through moon
Here, book with moon are the examples of sight.

ii. Full and Half Rhymes

In full and half rhyme there is the repetition of not only same vowel sound but also consonant. It is known as perfect rhyme. There is the repetition of the Consonant sound either before the vowel or after it in full rhyme. Similarly the half rhyme is called as an imperfect rhyme or Para rhyme. In half rhyme, the rhyme results not because of the repetition of same vowel but because of same consonant. Likewise, if the vowel is repeated, the consonant will not repeat before or after vowel; if consonant is repeated, the vowel will not repeat.

For example,

- a. Tiger! tiger! Burning bright,
In the forest of the night
Here, bright with night creates full rhyme.

- b. It was the boy born in cold,
Was it the farmer him who killed,

Here, cold with killed creates half rhyme.

iii. Intraline and Interline Rhyme

The rhyme within a line is an intraline rhyme. It is an internal rhyme. The rhyme results between/among the words of same line in intraline rhyme. But the rhyme across the line is an interline rhyme. It is the commonest variety of rhyme. It is created by the repetition of vowel(s).

For example

- a. The chatty, the catty, the boring , adoring,
The cold and official and the heart outpouring,

Here, Chatty with Catty: Boring with adoring are the examples of intraline rhyme. Likewise, adoring with outpouring is the example of interline rhyme.

(Retrieve on May 7, 2010 from <http://www.wildwoodmontessori.com>)

1.1.8 Ways of Teaching Songs and Rhymes

Songs and rhymes are very helpful to children to develop language skills. New words and grammar are presented. Children feel happy in hearing them and read aloud and learn by heart. They enjoy rhymes and songs, if the activities we use are interesting. Cross D. (2003) has presented the ways of teaching songs and rhymes in the following ways:

i. The ostensive way

We have to illustrate story lines with picture and mime in it. This is the best way for younger learners. Songs and rhymes can be taught in this ways.

ii. Translation

The text to be taught is translated in students' mother tongue. This way is appropriate when the text is linguistically difficult. It is done to save time.

iii. Cloze texts

In it, the text is written on the board, poster and handout deleting some key words or phrase. The student pairs have to identify the missing words as they listen. If the text is difficult only a few words should be deleted but with easy text the deletion can be quit high. This is a good way to present a longer poem or song.

iv. Focus questions

Some focus questions are put on the blackboard or worksheet to guide the class listening. With the beginner classes we can use inverted WH-questions. In this way the questions contain the words of the text in exactly the same order of the text.

v. True-false statements

True-false statements are helpful to reproduce originally the whole text before it is heard. If there are more than two or three statements they should be written on a poster or blackboard beforehand.

vi. Private study

In it, students read the long text rapidly and silently and they ask for any need for explanations. This may be done in mother tongue depending upon the level of the class after the text is learned.

vii. Jigsaw listening

This is another useful activity in which either the words from the lines are jumbled giving structural emphasis or the order of the lines is changed. This activity is good fort longer songs and poems.

viii. Disappearing texts

Whole text is put on the blackboard. The students read it as they listen and sing or recite it. Then one or two words are deleted and sung. Then again more words are erased until it can be sung without seeing the text.

ix. Dictation

We dictate the text and correct it publicly before the class hears it. This is only suitable for short texts in which most of the words are already familiar to the learners.

x. Mixed modes of presentation

In it, mixture of two or more activities can also be used. For example, a song is presented visually or difficult word quickly translated while listening or lines of the song are changed.

Similarly, Lazar (1993, pp. 129-131) in strategies of Teaching gives the following strategies while teaching.

a. Pre-reading activities

- 1 Students discuss or describe picture or photographs relevant to the theme of the poem.
- 2 Students discuss or describe picture or photographs relevant to the theme of the poem.
- 3 Students are asked what they would do, and how they would respond, if they were in a situation similar to the one in the poem.

b. While –reading activities

4. Either lines or verse of the poem are changed and asked students to put it together again.
5. Certain words from the poem are removed and students have to fill in the gaps either by themselves or using the list of words provided.

c. Post-reading activities

Students are helped to interpret the poem.

6. Students are provided with series of the statements in which some are true and some false. They have to decide which ones are true or false.
7. Students imagine that they are filming and they are asked to decide what visual image they would provide for each line or verse.
8. Students practise reading the poem aloud and decide what mime or gestures would accompany a choral reading.
9. Discussion or role play in the small scenes.

1.2 Review of Related Literature

Piaget (1970) on his book “Genetic Epistemology” adds that a central component of his development theory of learning and thinking is that both involve the participation of the learner, knowledge is not merely transmitted verbally but must be constructed and reconstructed by a learner. For a child to know and construct knowledge of the world, the child must act on objects and it is this action which provides knowledge of those objects, the mind organize reality and act upon it.

Nelson (1973) carried out the research as the “Influence of environment on children development”. The result of his study showed that most of a child’s early vocabulary consist of a word that represents objects and behavior in child’s immediate environment, such as familiar people or objects, actions etc.

Maria Montessori (2001) on her books “The Secret of Childhood” mentions that rhymes is not like an old idea that can be changed, or a new idea that can be understood. Each individual has a rhythm in his movement that is a part of him, an intrinsic characteristics almost like the shape of his body and if this rhythms is in harmony with other similar rhythms, it can be adapted to different rhymes without suffering.

Dohrmann (2003) supports the hypothesis that Montessori education has a positive long term impact in academic performance in higher education. In 1912, the American writer Dorothy Cornfield Fisher, who for several years had observed classes at the case dei Bhimbini, the first Montessori school in Italy, published her first book, A Montessori mother, which simplified the philosophy and appealed to parents. Ranabhat (2007) carried out research on “English Language Teaching and Learning Strategies in Montessori School.” Her research showed that the main five areas of Montessori curriculum practical life activities, cultural activities and Mathematics activities.

Although a number of attempts have been made in order to find out different methods and activities, none of the studies deals with the activities of teaching rhymes in Montessori schools. The present research attempts to assess the activities of teaching rhymes in Montessori schools.

1.3 The Objectives of the Study

The objectives of the study were as follows:

- i. To find out activities of teaching rhymes in Montessori Schools.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

Rhymes are the most fundamental and significant forms of language. This study is a primary attempt to study about activities of teaching rhymes in Montessori Schools. This study is mainly concerned with the students of Montessori Schools of Kathmandu, Bhaktapur and Lalitpur districts. This study will be significant mainly for teachers because they are the people who are directly involved in teaching and learning activities. The teachers can develop remedial classes and materials. Besides this, other persons who are interested in this field can also derive some information from the research study.

CHAPTER TWO

METHODOLOGY

This study had the following study design.

2.1 Source of Data

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

2.1.1 Primary Sources of Data

The primary sources of data were the students of Montessori schools.

2.1.2 Secondary Sources of Data

Various books, especially Piaget (1970), Nelson (1973), Lazar (1993), Montessori (2001), Cross (2003), research studies, internet brochures, and thesis approved in the Department of English Education, T.U etc. were used as secondary sources of data.

2.2 Sampling Population

The students of six Montessori schools two from each district viz: Kathmandu, Lalitpur and Bhaktapur were the sample population of this study.

2.3 Sampling Procedure

Purposive random sampling procedure was applied to select two schools from each district such as Kathmandu, Lalitpur and Bhaktapur. All the Montessori schools were the samples of the present study. Six schools were study area out of them, two schools from Lalitpur, Kathmandu and Bhaktapur were included in this study.

2.4 Tools for Data Collection

I developed the preliminary classroom observation form and questionnaire to observe teaching and learning activities of rhymes with the help of related literature and guidelines that are pertinent to carry out this study.

2.5 Process of Data Collection

I went through the following process to undertake the study.

- i. I went to the concerned schools and talked to the authority to get permission to carry out the research explaining the process and purpose of the research.
- ii. I fixed the date and time with the teachers for their class observation.
- iii. I developed the observation checklist to observe the classroom activities.
- v. After completing the field work, I edited, coded, interpreted and analyzed the data.

2.6 Limitations of the Study

- i. The study was limited to the teachers of Montessori Schools.
- ii. Only six Montessori schools were included out of which two were from Kathmandu, Bhaktapur and Lalitpur district. They were mainly
 1. Land Mark Montessori Academy
 2. Maria Montessori House
 3. Milestone Pre-School
 4. Mt Mari Gold Pre-primary School
 5. Montessori Kinder World
 6. Om Gyan Mandir Secondary School
- iii. Only questionnaire and Classroom forms were used.
- iv. The study was limited to the activities of teaching rhymes only.
- v. The study was limited only to the 36 class observations.

CHAPTER THREE

INTERPRETATION AND PRESENTATION OF DATA

This chapter is mainly concerned with analysis and interpretation of the obtained data from the classroom observation of sample schools. The required data were collected from the six Montessori schools. The data were analyzed and interpreted by simple statistical tool of percentage of the following categories.

3.1 Holistic Details of Teaching Learning Activities in Real Classroom

This section deals with the holistic analysis of collected data in terms of frequency. To identify teaching learning activities, I used classroom observation as a research tool. I observed the classes while teaching rhymes. The data were analyzed according to what I observed in the classroom. The techniques applied by the teachers have been analyzed and interpreted by using simple statistical tool of percentage.

Table No: 1**Holistic Details of Teaching Learning Activities in Real Classroom**

| S.N. | Teaching Learning Activities | UKG 12 classes observed | | LKG. 12 classes observed | | Nursery 12 classes observed | | Total frequency 36 classes observation | Total percent |
|------|-------------------------------------|-------------------------------|-------|--------------------------------|-------|-----------------------------------|-------|---|------------------|
| | | Freq. | % | Freq. | % | Freq. | % | | |
| 1. | Action by demonstration | 12 | 100 | 12 | 100 | 12 | 100 | 36 | 100 |
| 2. | Students reaction upon reading text | 10 | 83.33 | 11 | 91.66 | 10 | 83.33 | 31 | 80.11 |
| 3. | Use of drill | 6 | 50 | 4 | 33.33 | 6 | 50 | 16 | 44.44 |
| 4. | Coloring the pictures | 6 | 50 | 8 | 66.66 | 6 | 50 | 20 | 55.55 |
| 5. | Role play in small scenes | 3 | 25 | 2 | 16.66 | 1 | 8.33 | 6 | 16.66 |
| 6. | Question Answer yes/No | 2 | 16.66 | - | - | - | - | 2 | 5.55 |
| 7. | Matching name and pictures | 6 | 50 | 1 | 8.33 | - | - | 7 | 19.44 |
| 8. | Asking about pictures | 3 | 25 | - | - | - | - | 3 | 8.33 |
| 9. | Finding rhymes words | - | - | 3 | 25 | - | - | 3 | 8.33 |
| 10. | Re-arranging the pictures | - | - | 4 | 33.33 | - | - | 4 | 11.11 |
| 11. | Ordering letters | - | - | 1 | 8.33 | - | - | 1 | 2.77 |
| 12. | Practice of writing alphabet/words | - | - | - | - | 3 | 25 | 3 | 8.33 |

The above table shows that out of twelve activities, 'action by demonstration' had the highest frequency. This activity was held in all the grades. All the classes deserved the same percent of frequency i.e. 100 percent. In this activity, both teachers and students used a movement of part of body to convey a meaning related to the rhymes. For example, the teacher made butterfly to show the students with the help of fingers during the course of teaching. Similarly, 'students' reaction upon the reading text' activity had the second highest position i.e. 8.33 percent in classroom teaching learning activities. However, there was variation in

the use of this activity. UKG and Nursery deserved same percent of frequency i.e. 8.33 percent while it had 91.66 percent of frequency. In this activity, the teacher read the rhyme line by line and students followed him/her along with some gesture.

Similarly, 'use of drill' had 44.44 percent of frequency. Again, there was same percent of frequency in UKG and Nursery i.e. 50 percent but Nursery deserved only 33.33 percent. The teacher for example used repetition drill during the teaching learning activities which enabled the students to pronounce any word correctly. Likewise, 'coloring pictures' was the integrated activity which had 55.55 percent of frequency. UKG and Nursery had same percent of frequency i.e. 50 percent while LKG had 66.66 percent. In this activity, students were given pictures and asked them to color, paint and paste with the color they like. Sometimes, they were asked to draw the picture and color it. 'Role play' in small scenes was used the least used activity in all the classes but there was variation in its use. It had 55.55 percent of frequency in total but UKG, LKG and Nursery had 25, 16.66 and 8.33 percent of frequency respectively. In this activity, students were asked to play role in small scenes like watering the flower and crawling.

In the same way, 'question answer' which also deserved 55.55 percent of frequency and was only used in UKG with 16.66 percent. After the class, the teacher asked a few questions to the students expecting yes/no answers. The activity 'matching name and pictures' was only used in UKG and LKG. This activity deserved 19.44 percent in total. In UKG and LKG, it had 50 and 8.33 percent respectively. In it, the teacher gave some pictures in one column and words in next column on the board to the students to match the pictures with appropriate words. Similarly, 'asking about the picture' had 8.33 percent of frequency and was used 25 percent in UKG. This activity was used to describe the picture how much they could. Likewise, 'finding rhyming words' activity, only used in LKG had 8.33 percent of frequency. The students were given different

words on papers to find out the rhyming pairs and color it with the colorful pencil they like but each rhyming pair had to be colored with the same color. In case of 'arranging the picture' which had 11.11 percent of frequency was used only in LKG that deserved 33.33 percent of frequency. In this activity, students were given one picture into several parts and asked them to arrange in proper order. 'Ordering the letter' in which students were given different letter cards and asked them to order to make words deserved 2.77 percent and was only used in LKG. Similarly, in 'practice of writing letters/words' activity, students learnt to hold pencil and drew different lines like horizontal, vertical and curving which helped them to write letters and words. It was found only in Nursery.

Thus, in comparison to twelve various activities in thirty six classes in Montessori school, it was found that 'the activity action by demonstration' was highly used followed by 'students' reaction upon the reading test'. Some activities like 'question answer yes/no' in UKG, 'ordering' letters and matching names and pictures and 'practice of writing' in Nursery were least used activity in comparison to other activities.

3.2 Grade-wise Analysis of Language Activities

Grade wise analysis refers to the analysis of teaching activities at a time. Here, activities are analyzed in terms of frequency and percentage in different ways.

3.2.1 Analysis of Language Activities in UKG

Under the grade wise analysis nine, teaching learning activities in UKG have been analyzed in terms of frequency and percentage.

Table No: 2
Language Learning Activities in UKG

| S.N | Teaching Learning Activities | Frequency | Percentage |
|------------|--------------------------------------|------------------|-------------------|
| 1. | Action by demonstration | 12 | 100 |
| 2. | Students' reaction upon reading text | 10 | 83.33 |
| 3. | Use of drill | 6 | 50 |
| 4. | Coloring the pictures | 6 | 50 |
| 5. | Role play in small scenes | 3 | 25 |
| 6. | Question Answer yes/No | 2 | 16.66 |
| 7. | Matching name and pictures | 6 | 50 |
| 8. | Asking about pictures | 3 | 25 |

(12 classes observed)

Above table shows that out of eight activities in UKG, 'action by demonstration' had the highest frequency i.e. 100 percent. And 'students' reaction upon reading text' activity was the second highest activity used in this grade which deserved 83.33 percent of frequency. In the same way, 'use of drill' and 'coloring the picture' both had 50 percent of frequency along with 'matching names and pictures'. Similarly, 'the role play in small scenes' and 'asking about pictures' were the second least used activity deserving the same percent i.e. 25 percent. 'A question answer yes/no' was very least used activity i.e. 16.66 percent of frequency.

From this grade wise analysis, we came to know that 'action by demonstration' was frequently used activity in UKG where as 'question answers yes/no' was the least used activity in comparison to eight activities.

3.2.2 Analysis of Language Activities in LKG

Under the grade wise analysis nine teaching learning activities in LKG have been analyzed in terms of frequency and percentage.

Table No: 3

Language Learning Activates in LKG

| S.N | Teaching Learning Activities | Frequency | Percentage |
|-----|-------------------------------------|-----------|------------|
| 1. | Action by demonstration | 12 | 100 |
| 2. | Students reaction upon reading text | 11 | 91.66 |
| 3. | Use of drill | 4 | 33.33 |
| 4. | Coloring the pictures | 8 | 66.66 |
| 5. | Role play in small scenes | 2 | 16.66 |
| 6. | Matching name and pictures | 1 | 8.33 |
| 7. | Finding rhyming words | 3 | 25 |
| 8. | Re-arranging the pictures | 4 | 33.33 |
| 9. | Ordering the letters/ words | 1 | 8.33 |

(12 classes observed)

Above table shows that out of nine activities in grade LKG, the same activity 'action by demonstration' was highly used activities that deserved 100 percent of frequency in classroom activity. Likewise, 'students' reaction upon reading text' had the second highest frequency with 91.66 percent after 'action by demonstration'. 'Use of drill' and re- arranging the pictures' had the same percent of frequency i.e. 33.33 percent. In the same way 'coloring the pictures' deserved 66.66 percent of frequency. The second least used activity, 'role play in small scenes' had 16.66 percent. Likewise, 'finding rhyming words' was used more frequently than 'role play'. It deserved 25 percent of frequency. 'Ordering the

letters/words' and 'matching names and pictures' were the least used activities in comparison to other activities.

From this analysis, we came to know that 'action by demonstration' was the most frequently used and 'matching names and pictures' and 'ordering letters/words' the least in this grade.

3.2.3 Analysis of Language Activities in Nursery

Under grade wise analysis in grade Nursery, six teaching learning activities have been analyzed in terms of frequency and percentage.

Table No: 4
Language Learning Activates in Nursery

| S.N | Teaching Learning Activities | Frequency | Percentage |
|-----|-------------------------------------|-----------|------------|
| 1. | Action by demonstration | 12 | 100 |
| 2. | Students reaction upon reading text | 10 | 83.33 |
| 3. | Use of drill | 6 | 50 |
| 4. | Coloring the pictures | 6 | 50 |
| 5. | Role play in small scenes | 1 | 8.33 |
| 6. | Practice of writing alphabet/words | 3 | 25 |

The above table shows that out of six activities in grade nursery, it was found that 'action by demonstration' activity was largely used that deserved 100 percent of frequency in classroom teaching learning activity followed by 'students reaction upon reading text' which had 83.33 percent of frequency. Similarly 'drill' and 'coloring the pictures' were equally used in this grade that deserved 50 percent of frequency. 'Practice of writing alphabets/words' was the only used in this grade

which deserved 25 percent of frequency. Similarly, 'role play in small scenes' was the least used activity that had only 8.33 percent of frequency.

From this analysis out of nine activities in twelve classes in grade Nursery, 'action by demonstration' was the highly used activity whereas 'role play' in small scenes was the least used activity.

3.3 Analysis of Collected Data in Terms of Teachers' Views Towards Teaching Rhymes in Montessori Schools

This section deals with the analysis of collected data in terms of teachers' views towards teaching rhymes in Montessori schools. To find out the teachers' views towards teaching, a number of questions were asked. They were asked to tick the best opinions and support their answer. The questions were as follows.

1. a) Do you think teaching rhymes is important in Montessori schools ?
 - i) Yes
 - ii) No
- b) Why do you think so? Give reasons.

To find out the importance of teaching rhymes in Montessori schools, this question was asked to teachers. All the teachers agreed that teaching rhymes is important for learners. They provided different points regarding its importance. The researcher focused that teaching provides a lot of fun to the students. It keeps students active since all Montessori curriculum is students centered. It provides students ample fun which makes the classroom active. It contains new vocabularies, structures, different uses of tense and other grammatical aspects of language. So, the students get ample opportunities in the development of language awareness. Rhymes make students familiar with different use of language and make them aware of the conversational as well colloquial structures. Students improves oral skills as well. They get a chance to improve their pronunciation and

intonation by practicing different sounds. That is why, teaching is important in Montessori schools

2. What, in your opinion, are advantages of teaching rhymes in Montessori classroom?

This question was asked to find out advantages of teaching in Montessori schools. On the basis of teachers' responses, the following are the advantages of teaching rhymes.

- a. Teaching rhymes is essential to acquire skills tomes ascent etc.
 - b. It is highly motivating and enjoying the class.
 - c. It increases students involvement in the classroom.
 - d. It keeps students active and creative.
 - d. It makes students familiar with different uses of language and develop pronunciation and speech in students.
3. a) Do you use any materials related to the rhymes ?
 - i) Yes
 - ii) Nob) If yes, what are they?

In the response to the above question, it was found that all the teachers used materials related to the rhymes. It was believed that cassette player, pictures or photographs and other materials were very much helpful to draw the attention of the students.

4. Which of the following activities do you use while teaching rhymes ?
 - i) Teacher-centered activities s
 - ii) Learner-centered activities s
 - iii) Other

The majority of the teachers said that they liked to use learner-centered activities because it is scientific method in teaching. It helps to establish good relationship between teacher and students. Besides this, learner-centered activities avoid

boredom and monotony on the part of the students. In the same way, it provides with the students an ample opportunity of involvement on different activities.

5. Do the rhymes help to develop creative aspect of the students, how?

This question was asked to the teachers to know how rhymes help to develop creative aspect of the students. According to their responses, the rhymes help to develop creative aspect of the students by assigning or role play on small scenes of the rhymes . It develops in exploring more language use. As a result, their language skills will be developed.

6. Do you think teaching rhymes is the toughest job?

The majority of the teachers, (90%) said that teaching isn't the toughest job. It is very easy to teach the students. The teacher should create the real life situation while teaching it and it is interesting too. The rest of them (10 %) said that it is a toughest job. According to them, a teacher is only a teacher. S/he also becomes an actor while teaching it. The teacher should be dynamic, creative, and necessary resources related to the poem should be available.

7. Are you satisfied with Montessori Rhymes?

In the response to this question, 80 percent teachers responded 'Yes' and 20 percent 'No'. Those who said 'Yes' said rhymes offered in Montessori schools can easily be understood and it provides fun while studying. Besides this, it focuses on the development of skills like addition, subtraction, exploration and communication which are used in daily life. Rest of the other who responded negatively said that only few more rhymes should be included. Deviated language causes difficulty in understanding.

In conclusion, it can be said that rhymes deserve a regular place in the classroom. It was found that teachers did not give emphasis on linguistic aspects instead they gave emphasis on prosodic features. Rhymes are highly motivating to develop creative aspects of the study.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

From the analysis of data, the following findings and recommendations have been reached at.

4.1 Findings

After the analysis and interpretation, the following findings have been reached at.

4.1.1 Findings in Terms of Teaching Learning Activities in Real Classroom

- i. It was found that about 50 percent Montessori schools have well equipped with Montessori laboratories for students to take participation in play way method. And about 83.33 percent schools are running classes haphazardly without any proper planning and management. There is traditional method, approach and activities in the name of Montessori school.
- ii. It was found that guardians are not well satisfied with Montessori method of teaching. They suppose that their children are not highly capable to keep up with in comparison to other children of non-Montessori private schools.
- iii. Students were found more interested while teaching rhymes with music and with use of audio-video materials and grabe the rhyme very easily.
- iv. So far as giving different kind of classroom activities, they were asked to color, paint, paste and cut the picture which made the students more engage in their work.
- v. It was found that about all schools followed the same activities while teaching rhymes such as; teacher's reading and student's following line by line along with action by demonstration and coloring, painting, pasting and sticking.
- vi. No Montessori schools were found to have separated fixed time for teachers' classroom teaching hours.
- vii. All the Montessori schools prepared their teaching planning according to the theme of Maria Montessori, No schools followed pre-determined rhyme

book. They taught according to age and need of children.

- viii. It was found that the rhymes were taught to give concept in any subject like Maths, Science, English and Nepali.
- ix) It was found that classroom environment was found so controlled because of the presence of observer.

4.1.2. Findings in Terms of Teachers' Views Towards Rhymes Teaching in Montessori Schools

- i. Teachers have positive attitude towards teaching rhymes in Montessori schools.
- ii. Teaching rhymes is important as it provides a lot of fun on the part of the students as a result there is active participation in the activities. Students develop creativity as well.
- iii. Rhymes teaching make students familiar with different cultures and society and different uses of language and develops awareness towards conversational and colloquial structure.
- iv. The use of teaching materials facilitate the students to interpret the rhymes.
- v. Learner-centered activities help to establish good relationship between learner and the teacher. Besides this, it avoids boredom and monotony in the study on the part of the students.
- vi. Creativity skill will be developed in students by drawing, painting, pasting etc.
- vii. Some teachers are not satisfied. They said that more resources of the rhymes should be available.
- viii. The teacher should be dynamic and skillful for teaching.
- ix. Helps to develop intonation, speech. Conversational as well as colloquial structure.
- x. Some teachers said that teaching rhymes was the toughest job as they had to be dynamic and creative while creating real life situation.

4.2 Recommendations

I have put forward the following recommendations on the basis of the findings obtained.

- i. The teacher should start the class by motivating the students towards subject matter before teaching.
- ii. The teachers should provide useful background information related to the rhymes.
- iii. It is better to teach difficult vocabularies of the text before teaching the rhymes.
- iv. The teacher should use pictures and photographs as far as possible in the classroom.
- v. Students should be highly encouraged to do different kinds of activities in the class.
- vi. Short and clear language should be used.
- vii. Adequate resources should be included in Montessori classroom.
- viii. The teachers should give different kinds of exercises to the students.
- ix. 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 they have got the point or not.
- x. Mostly Montessori schools are found in the urban areas especially in Kathmandu, Lalitpur, Pokhara, in the very developed cities. These schools should be run in every part of Nepal.
- xi. Montessori method of teaching should be adopted in government schools as well.
- xii. Action by demonstration, drawing, painting, pasting, cutting and sticking on the wall like activities are the activities of fun on the part of students, so, they should be conducted even in government school.
- xiii. Rhymes with music add extra fun on the part of students. So, rhymes should be taught with music.

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APPENDIX I

Observation Check List

Name of the Teacher:

Qualification:

Name of the School:

Experience:

| School Visited | Teaching Learning Activities | Frequently | Sometimes | Least |
|----------------|--------------------------------------|------------|-----------|-------|
| UKG | Action by demonstration | | | |
| | Elicitation | | | |
| | Students' reaction upon reading text | | | |
| | Discussion | | | |
| | Use of drill | | | |
| | Puzzle game | | | |
| | Colouring the picture | | | |
| | Role play in small scenes | | | |
| | Question answer Yes/No | | | |
| | Matching name and picture | | | |
| | Asking about picture | | | |
| | Dealing with difficult vocabularies | | | |
| LKG | Action by demonstration | | | |
| | Students' reaction upon reading text | | | |
| | Memory game | | | |
| | Use of drill | | | |
| | Elicitation | | | |
| | Colouring the picture | | | |
| | Asking some questions | | | |
| | Role play in small scenes | | | |
| | Matching names and pictures | | | |
| | Finding rhyming words | | | |

| | | | | |
|---------|--------------------------------------|--|--|--|
| | Re-arranging the picture | | | |
| | Homework | | | |
| | Ordering the letters and words | | | |
| Nursery | Action by demonstration | | | |
| | Discussion | | | |
| | Students' reaction upon reading text | | | |
| | Dealing with difficult vocabulary | | | |
| | Use of drill | | | |
| | Colouring the pictures | | | |
| | Elicitation | | | |
| | Role play in small scenes | | | |
| | Finding rhyming words | | | |
| | Practice of writing alphabets/words | | | |

APPENDIX II

Questionnaires for the Teachers

This questionnaire has been prepared for the teachers of Montessori schools for the research work entitled "Activities of Teaching Rhymes in Montessori Schools" which is going to be carried out under the guidance of Mr. L.B Maharjan, Central Department of English Education, faculty of Education, T.U, Kirtipur, Kathmandu. I hope that all co-operate with me to fill up this questionnaire which will be valuable contribution to accomplish this work.

Researcher

Raju Upadhayay
M.Ed 2nd year
University Campus
Kirtipur, Kathmandu

Name of the teacher:

Name of the School:

Qualification

Experience:

Answer the following questions.

1. a) Do you think teaching rhymes is important in Montessori Schools ?

i) Yes ii) No

b) Why do you think so ? Give reasons.

2. What, in your opinion, are advantages of teaching rhymes in Montessori classroom ?

3. a) Do you use any materials related to the rhymes ?

i) Yes ii) No

b) If yes, what are they?

4. Which of the following activities do you use while teaching rhymes ?

i) Teacher-centered activities

ii) Learner-centered activities

iii) Other

5. Does the poem and rhymes help to develop creative aspect of the students, how?

6. Do you think teaching rhymes is toughest job ?

7. Are you satisfied with Montessori ?

Thanks for your kin co-operation.