

2023

**English Language Teaching through Montessori Approach: Teachers'
Perceptions**

Yashoda K.C

670 (S)

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

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**Submitted by
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**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

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2023**

**T.U. Regd. No.: 9-2-326-279-2008
M.Ed. Fourth Semester
Exam Roll No.: 7328210/2074**

**Date of the Approval of
Thesis Proposal: 06/01/2023
Thesis Submission: 20/02/2023**

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Dedication

Dedicated to

My Parents and teachers who taught me to believe in self and keep my dreams alive.

Declaration

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

Date: 19/02/2023

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Yashoda K.C

Acknowledgments

This thesis has been prepared in the partial fulfilment for the Master of Education in English. To complete this study, I have received much help from my tutors, friends and family. I am very much grateful to all of them. The present study is an output of the continuous and rigorous encouragement of my respected thesis supervisor, seniors, researchers, and valuable participants who provided me their valuable time, kind support, and proper guidance during this process.

First and foremost, I would like to express my deepest gratitude to my Guru and thesis supervisor **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, University Campus, Kirtipur for his precious and proper guidance and kind support to complete this research. In absence of his constructive ideas and feedback, I could not provide a shape of research to this study.

I would like to express my sincere gratitude to the external supervisor **Prof. Dr. Rishi Ram Rijal**, Department of English Education, for his valuable recommendations with constructive feedback during the viva of this thesis.

My sincere gratitude also goes to my respected teachers, **Dr. Prem Bahadur Phyak, Dr. Purna Bahadur Kandel, Mr. Ashok Sapkota, Mr. Khem Raj Joshi, Mr. Resham Acharya** and **Mr. Guru Prasad Paudel** for their guidance and inspirations during my study at university.

Likewise, I am equally thankful to the staff members of University Campus, Department of English Education for their direct and indirect administrative support to complete this study. My special thanks go to the participants' teachers of this study for their valuable time and mutual collaboration, and my deeper gratitude goes to my colleagues for their support, encouragement, and motivation in this work.

Yashoda K. C

Abstract

This research is entitled **English Language Teaching through Montessori Approach: Teachers' Perceptions**. This research aimed at exploring teachers' perceptions towards the Montessori approach to teaching of English. This study adopted narrative inquiry as a design. Five teachers from five different Montessori schools in Kathmandu were chosen purposively for this study. The study showed that Montessori approach is a learner centered approach through which students' involvement can be increased. Montessori approach comprehends the learning and it was found that Montessori method was the most preferred method of teaching English. This approach also helps to understand the psychology of children so that learning can happen in the classroom. This approach helps to develop creativity in students because of the environment of the classroom created by Montessori teachers. Likewise, this approach is material based which enhances the learning and retention.

This thesis consists of five chapters. The first chapter deals with the introduction part including the background of the study, statements of the problem, objectives of the study, research questions, relevance of the study, delimitation of the study, and operational definitions of the key terms respectively. The second chapter consists of a literature review both theoretical and empirical, and its implications. In addition, it also includes the conceptual framework. The third chapter deals with a methodology such as research design, method of the study, population, sampling strategy, research tools, source of data, and data collection procedure as well as ethical considerations. Similarly, the fourth chapter deals with analysis and interpretation of the data, and findings, and results. Finally, the fifth chapter incorporates a conclusion and recommendations based on the study which is related to policy, practice, and further research. Likewise, the references and appendices are also included for the validation of the research at the end of the study.

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List of Abbreviations and Symbols

CLIL	:	Content and Language Integrated Learning.
ELT	:	English Language Teaching
EMI	:	English as a Medium of Instruction
ESL	:	English as a Second Language
HEIs	:	Higher Education Institutions
MoE	:	Ministry of Education
MoI	:	Medium of Instruction
NCF	:	National Curriculum Framework
NESP	:	National Education Planning Commission
NNEPC	:	Nepal National Education Planning Commission
NNES	:	Non-native English Speaking
SSDP	:	School Sector Development Plan
SSRP	:	School Sector Reform Plan

Chapter I

Introduction

The present study is on **English Language Teaching through Montessori Approach: Teachers' Perceptions**. This chapter consists the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the Study

Montessori is one of the best ways of teaching to the very young learners. This technique helps the very beginner learners as this approach is learner centered. It encourages to pop out children's natural interests and activities rather than formal teaching methods. We can find hands-on learning and develop real-world skills inside Montessori technique. It emphasizes independence and it makes children as naturally eager for knowledge and capable of initiating learning in a sufficiently supportive and well-prepared learning environment. It discourages some conventional measures of achievement, such as grades and tests. The method was started in the early 20th century by Italian physician Maria Montessori, who developed her theories through scientific experimentation with her students; the method has since been used in many parts of the world. A range of practices exists under the name "Montessori", which is not trademarked. Popular elements include mixed-age classrooms, student freedom (including their choices of activity), long blocks of uninterrupted work time, specially trained teachers and prepared environment (Marshall, 2017).

Montessori teachers are using different strategies in the classroom for the purpose of teaching different language items. One of the modern approach used in language teaching is Montessori. It can be used not only for teaching grammar but also for teaching literature such as songs, stories, rhymes so on. Montessori technique is important in language teaching because it helps to develop every sense of all round of the child. It helps in the physical development of the child as the child performs by tiny movements of the fingers and large movements of the body. Similarly, it is useful for spiritual development as the child seeks for knowledge and is encouraged in

this seeking; s/he develops the spirit of enquiry too. Intellectual development is also enhanced as the child gains the knowledge s/he has sought. The child is linguistically developed as s/he speaks freely, is listened to, and learns to express him/herself. Emotional development of the child is apparent as the child feels the fullness of positive emotions at work completed and achieved. There is social development as well as child shows consideration for each other as they share the material. It helps to develop the ability to concentrate for longer and longer period.

The first best Montessori in Nepal was envisaged in 2007 and later merged into Kirtipur Laboratory School, Kathmandu, in 2010 (Limbu, 2017). As a result, early childhood Montessori schools for children under six are springing up in urban areas, small towns, and even in villages. This rise in the establishment of Montessori schools and pre-schools has widened the scope for improving the quality of education, developing quality teachers, expanding the educational material markets, and increasing Montessori investment in education (The Kathmandu Post, 2015).

The concept of Montessori education in Nepal came since 2001 (2017, pp.16-29). This concept was developed by Pabitra Limbu (2017), the first lady and the profounder of Nepal Montessori Training Center (NMTC) in Nepal. Pabitra Limbu contributed a lot in the development of Montessori education in Nepal. She collected a lot of experiences of teacher training from urban area to the remote area, and found that Montessori learning activities of that matter which are more useful to spend their life easily. As a result, she established Nepal Montessori Training Center (NMTC) in Kathmandu, Nepal. She not only established NMTC but also helped in establishing the other branches of NMTC in the different parts of the country (Archarya, 2016). Regarding the development of Montessori education in Nepal, she conducted free training to the teachers, very good alternative for teaching children in different specific subject areas such as practical life, sense of education, mathematics, language and arts, cultural subjects and so on. Due to this effort, many Montessori training centers and Montessori based schools have been opened nowadays in the different cities of our country. In these days, Montessori teaching methodologies for children have been a new beginning to activate them in learning effectively.

Montessori learning, in principle, contributes to the intellectual, social and psychological development of children. Parents are increasingly attracted to

Montessori schools because of their modern ways while teaching children and enabling them to learn according to their interests using playful materials (Bahmaee, Saadatmand & Yarmohammadian, 2016).

Moreover, in the Montessori education system, children are taught through experimental methods. They do have to carry or read books. They are encouraged to learn through Montessori learning styles and other materials. However, looking into Nepal's context, most Montessori schools look quite away from the principle (Barbieru, 2016).

In a Montessori school, in general, children are taught to use their five senses to learn. It is not just about the teaching process; it is also about getting them accustomed to school in future. Rather than through reading materials, the Montessori schools teach children by seeing, hearing, tasting, touching and smelling. But to do so, the children need time, which is why in many cases they are allowed to do whatever they want while learning. English Language has been the most widely used language in the world today. Its use has so much spread that it is often referred to as 'Global Language' or 'World Language'. Now, it is taught as a second or foreign language in many countries of the world including our country, Nepal.

Motor skill development is an important part of Montessori education which emphasized the development and believed the efficiency of children. Motor skill development promotes hand eye co-ordination and other activities for motor skill development is given due importance in the early childhood education of Montessori system (Mohanty, 1996, p.17). Senses are, according to Montessori, the gate ways of knowledge. They tried to impact education through senses and devised learning materials for children through direct experience. They include pieces of wood with graded colors, bells producing different tones but appearing exactly similar. Montessori gave more importance to the senses of touch and as such her called education by touch (Mohanty, 1996, p.17).

Montessori principles state that the pre- operation of the environment is the most important aspect of the Montessori school. The preparation of this environment requires the involvement of highly trained teachers. According to Montessori principles, a child will naturally become in harmony with his or her environment

during the learning process as long as the environment is properly prepared and maintained. Montessori believed that learning is a natural self-directed process that follows several fundamental law of human nature.

Learning foreign language from an early start benefits the learners to acquire the language easily. Learners who have been introduced to English language since early childhood learn better than adults or adolescents. It is claimed that at this age, children come into an optimal period in which the brain assisted language acquisition called Critical Period Hypothesis (CPH). Thus, the preeminent time for children to learn foreign languages can be started very soon by considering the aspects that may affect the learning.

As suggested by Imaniah and Nargis (2017), that young learners' teachers need to bring such activities that can involve the students to practice spoken language actively in the class throughout conversation, partner work, talking partner, and role play. Moreover, they suggest young learners' teacher to use L1 or Bahasa Indonesia as the alternative resource to assist the students in learning the target language.

According to Eggins (2004) characteristics of spoken language are broken down into five; interactive, face to face, spontaneous, casual, and language as an action. The term interactive means that the activity needs at least two or more participant. Moreover, the term face to face infers that the activity has to be done in the same time and at the same place. The spoken language is a kind of spontaneous that means it is produced without rehearsing what is going to be said. It uses casual language that implies the language used in teaching spoken language should be informal or the language that used in daily life. Besides, it also functions as an action which implies that spoken language is also used to accomplish some tasks.

Statement of Problem

A strategy used for teaching speaking in the classroom by Montessori is the great problem to our teachers in recent days. Making daily instruction to small Montessori School student is more challenging for the teachers and more challenging to learn for the students. Teachers face with the disruptive behavior in their classroom which results in wasted instructional time. Montessori School students are facing

more challenges because they have no knowledge about how to learn and what is discipline, teachers should build the concept of learning. If we want to make our house strong, we should make strong foundation first. Similarly Montessori School students are also foundation for further development. They need more amount of time with them but teachers do not spend amount of time and exposure to students. Physical facilities are also the great problem of management. Lack of physical instructional instrument instructors are facing problems.

Freiberg, Huzinec and Templeton(2009, p.77) state, "When teachers have a rich management and discipline repertoire, students become more self disciplined, minimizing the need to refer students to the office and maximizing instructional time with great opportunities to teach and learn". Educators need to consider whether they have all instructional impediments and distractions or not in the classroom. It has been argued that establishing classroom procedure/routines and utilizing actionable techniques such as non-verbal cues and positive framing, is extremely vital in an efficient and academically successful classroom.

The success of programme depends upon the ability of anchorman. Likewise, teacher is also a key to conduct the classroom. So, effectiveness of classroom management depends upon the ability of teacher. Availability of the well competent teacher is also main problem in our Nepalese context. There is limited source and materials in our schools. We should utilize those limited source and materials for the maximum benefit for the students. So, I have focused physical, psychological and teaching aspect as well as teacher factor in my research. And found out the state and status of strategy used for teaching speaking in the classroom at Montessori School. Different studies have been done in the sector of strategy used for teaching speaking in the classroom in the country.

The Montessori of education involves children's natural interests and activities rather than formal teaching methods. A Montessori classroom places an emphasis on hands-on learning and developing real-world skills. It emphasizes independence and it views children as naturally eager for knowledge and capable of initiating learning in a sufficiently supportive and well-prepared learning environment. It discourages some conventional measures of achievement, such as grades and tests. The method was started in the early 20th century by Italian physician Maria Montessori, who

developed her theories through scientific experimentation with her students; the method has since been used in many parts of the world, in public and private schools alike. A range of practices exists under the name "Montessori", which is not trademarked. Popular elements include mixed-age classrooms, student freedom (including their choices of activity), long blocks of uninterrupted work time, specially trained teachers and prepared environment. Scientific studies regarding the Montessori Method are mostly positive, with a 2017 review stating that "broad evidence" exists for its efficacy (Marshall, 2017).

Objectives of the Study

The objectives of the study were as follows:

- i. To explore the teachers' perceptions towards the Montessori teaching of using Montessori approach.
- ii. To suggest some pedagogical implications.

Research Questions

This study addressed the following questions:

- i. What are the perceptions perceived by Montessori Teachers of using Montessori approach?
- ii. What are the perceptions perceived by different Montessori schools?
- iii. What is the state and status of English language at Montessori School?

Significance of the Study

Montessori education provides a unique approach to teaching that emphasizes the child's natural curiosity and desire to learn. It promotes independent thinking, creativity, and problem-solving skills, preparing children for a lifetime of learning and success.

This study would significant and valuable for the teachers who are in service in pre-schools, textbook writers, syllabus designers, education policy makers, parents and other individual readers who are directly or indirectly involved in the field of English language teaching to young and very young learners. Particularly, this study will be helpful to those who want to learn and apply the Montessori of language teaching in their classroom and want to know about the ECD.

Delimitations of the Study

Not any study is entirely complete and perfect. There are lapses in every aspect of the study. This study contains such delimitation regarding the aspects of study. The present study has the following delimitations:

- i. The study was limited to Montessori School.
- ii. Only questionnaire are used as main tool for data collection.
- iii. Purposive non-random sampling procedure was used to select the population.
- iv. This study was limited to the strategies in teaching spoken English of the Montessori School only.

Operation Definitions of the Key Terms

Teaching speaking strategies: In this study, teaching speaking strategies refer to different activities that are applies to make the learners speak well either inside or outside the class.

Early childhood education: Here, the term refers for education imparted to the learners of pre-school age where the focus of teaching is on overall development of the child.

Montessori schools: The term in the study refers to the schools where kids are prepared for formal learning or a part of early childhood education.

Very young learners: This term in the study refers to the learners who are made ready for the formal learning at pre-schools and who are under the age of seven.

Parent: The term means a father or a mother. It can also mean a person who has not produced the offspring but has the legal status of a father or mother, as by adoption. This term is used in the study to refer to both parents and guardians.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists of the details of reviewed studies and their implications in the study. There are presented the previous studies related to this study. They have been related to the formation of this study. In the same way, conceptual framework is also included on the conceptual configuration of the research.

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

Review of Related Theoretical Literature

Montessori explained that the only language that human speaks perfectly is the one that they learn in this period when nobody can teach it to them. Thus, if later on they receive second language lessons, they will never be able to speak this language as the one learnt during childhood. If an Indian child was relocated in America, he/she would speak English and not Hindi because of his/her absorption from the environment where he/she lives. Eventually, children feel interest on human sounds, they gain meaning and they absorb language constructions, so oral language develops naturally. In fact, the listening ability is the first one to be acquired by a person and then the child will start evolving the skills of speaking because of the tendency to abstract rules and to communicate what they think and feel to others. Therefore, the child needs to be exposed to language during this sensitive period or it will not develop. Another type of language program is immersion. Thus, “language is in the air, like oxygen, and the children thrive on it” (Bettman, 2016).

Nowadays, the number of Montessori schools that offer immersion to integrate the English language with life experiences is increasing. Therefore, children receive full-time exposure to a second language in which they can assimilate meaning

because the new words they hear are in context. Thus, content and language are interrelated. Children face a second language acquisition process through its use in a context that makes it necessary as a communication vehicle. It is believed that immersion education is generally the most productive tool for language education. In fact, In Dr. Montessori's Own Handbook she says, "Early childhood is, in fact, the age in which language is formed, and in which the sounds of a foreign language can be perfectly learned" (Lillard, 2005)

From the very first days in the Montessori classroom, children are given the opportunity to listen to true stories, about known subjects, told with great expression (Haines, 2018). The teacher models the art of conversation and respectfully listens to her young students. Looking at books with realistic pictures is also a part of language appreciation. We should involve movement in language development as the more movement in language lessons, the more students will understand, remember, and apply, such as acting out verbs as "jump, close the door". Circle time done by the Assistant is a rich moment to sign songs, make rhythms, poems, dances and tell stories in English because she believed that they would aid language development, so it forms part of the daily life of the class. According to Lillard (2005) in a Montessori environment, the books must be about reality and nature, never about fantasy. The child at this age is interested in the real world around him. He/she needs the real stories and not make-believe stories that manipulate behaviours. Conversation, that the teacher leads at circle time, can occur naturally and follow the interest of children, is also considered part of the curriculum, while being careful in her pronunciation and articulation (Lillard, 2005).

The schools which are registered on the International Montessori Council or the Montessori Foundation are running the pedagogy of Montessori system. This study was concerned with Montessori education system and the schools of Lalitpur District which were following Montessori concept, theories and principles. Motor skill development is an important part of Montessori education which emphasized the development and believed the efficiency of children. Motor skill development promotes hand eye co-ordination and other activities for motor skill development is given due importance in the early childhood education of Montessori system (Mohanty 1996).

Research is the systematic inquiry to describe, explain, predict and control the observed phenomenon. It is the scientific study made on the topic or a problem under the specified condition. Every research is carried out on the foundation of previous studies. Previous studies can be guidelines for the studies which are conducted later. For the review of the theoretical literature we should study the related materials and documents, which are concerned with the related topic. Here, in my research I have reviewed ELT situation in Nepal, English language learning, concept of management, good classroom management and classroom management as time management, physical management and psychological management. Similarly, I have reviewed the problems of English language learning at Montessori School. I have reviewed the above topics with the help of different books, articles and websites.

The potential of the child is not always hidden, but can be revealed only when the complete 'Montessori' 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 (Bhusal, 2010).

Montessori pedagogy. This chapter blends the history and the current state of Montessori pedagogy. Even though Marie Montessori has already been discussed in various thesis and articles, it is still important to mention her life. She is the crucial person in this pedagogy, and without knowing who she was and what she accomplished in her life, it might be difficult to understand the Montessori pedagogy. After introducing the origin of the Montessori pedagogy, this chapter summarizes the Montessori school's development during and after Montessori's life until now.

Montessori pedagogy gives children the freedom to explore and develop to their fullest potential while working with didactic materials, in groups and independently, within a prepared environment. The concept of respect—for self, others and the environment guides the Montessori.

Several studies refer to Montessori as a person who wanted much from society. This is because Montessori grew up in Italy, a society under the influence of patriarchal practices. At the time, society expected women to do chores related to motherhood and house chores. However, Montessori denied these expectations of society on women. Montessori decided to study engineering, a male-dominated field at her time. She also went to a medical school.

The medical school experiences provided a new insight that drew her towards the study of diseases associated with degenerate children. Montessori discovered the link between education and psychology. These discoveries led Montessori to study the different aspects of children's needs and wants with special needs. Consequently, Montessori invented a teaching method she referred to as degenerate for children.

Montessori transformed early childhood education through her theories of early childhood education. Scholars consider Montessori to be among the earliest and accomplished educators. Currently, educators use Montessori ideas and methods in teaching from early childhood to university level. Montessori was an Italian native of Chiaravalle origin.

Montessori viewed learning as a process that emanated from controlling the environment and acquiring knowledge through senses.. The Absorbent Mind enables the child to take the environment as it is and then analyze it. The stages of analysis enabled the child to recall, understand, and think. Teachers encouraged children to undertake their projects and discover their knowledge. In these processes, children make mistakes and learn from them. According to Montessori, mistakes give children opportunities to critically analyze their problems and solve them independently without assistance. Feedback from the project itself was useful in acquiring new knowledge Montessori believed that every child has an Absorbent Mind (Montessori, 1967).

Consequently, teachers avoided the identification of mistakes to enable children to do their self-evaluation. Simultaneously, teachers gave children the freedom to choose their learning materials for the projects. In short, Montessori insisted that knowledge acquisition occurred only through socialization, proper environment, and through practice and mistakes (Guttek, 2004).

Both the direct and indirect means of teaching, according to Montessori, allow children to learn concepts from their environment and make meaning out of them. Montessori also insisted that children's physical movement enables them to learn much faster from the environment as their young minds began to understand their surroundings. First, children explore the environment with their hands, then play and finally work from it.

The beginning of Montessori pedagogy. This subchapter introduces Maria Montessori's life and the birth of Montessori pedagogy. It also explains how the Montessori spread worldwide and how Maria Montessori transferred her knowledge among teachers.

The key person in Montessori pedagogy is Maria Montessori (1870 - 1952), who gave this concept of education its name. Poussin (2018) says that Montessori successfully graduated from the Sapienza University of Rome, and as one of few women in Italy, she became a doctor in 1887 (Poussin, 2018). In her last few years of education at the university, she focused on pediatric medicine and psychiatry, and she became an expert in illnesses of young children (Kramer, 1976).

After school, she worked with mentally disabled children in a psychiatric clinic in Rome, where she noticed that these children needed pedagogical support. She started to fight for their rights and dignity at various conferences and became a co-director of the Orthophrenic School of Rome. Thanks to her tireless effort to observe and analyse these children's behaviour, she became interested in tiny behavioural problems and the children's educational weaknesses (Poussin, 2018).

Montessori felt that these children should get help from the pedagogical sphere, not the medical. Therefore, she was in search of inspiration for her theory among the research and she found out that Édouard Seguin's work could give her answers, which she was looking for (Krammer, 1976). French doctors Jean Itard and his follower Édouard Seguin created primal materials dedicated to disabled children. Maria Montessori took inspiration from their materials and applied their ideas in her research. Thanks to her experiments, she found out that these children made significant progress (Poussin, 2018).

Maria Montessori founded the first Montessori school. This building was equipped with child-sized furniture, as Montessori wanted to prevent children's frustration from the adult-sized world, which was revolutionary for that time (Montessori, Gutek, 2004). She observed children in this adjusted surrounding and based on these observations, Montessori created new activities and educational materials. After implementing them, she was surprised that children were able to concentrate better during learning (Poussin, 2018). This brought her to a discovery that children learn everything through their activity but not because adults teach them (Lillard & McHugh, 2019)

The development of Montessori approach. This subchapter introduces the development and the current state of the Montessori in the Czech ReMontessori (Maria, M. 2013).

According to Lillard and McHugh (2019a), "Montessori was constantly developing her theory according to new knowledge from the field of child psychology" (Lillard & McHugh, 2019a, p. 2). After Maria Montessori's death, several researchers around the world began to explore her method. This research is still ongoing, an example of that can be seen in the United States of America, where Angelina Stoll Lillard has been conducting continuous research in neurobiology and cognitive psychology related to Montessori pedagogy for over 20 years. In her book – *The science behind the genius* (2016), she discusses the Montessori principles and confirms most of them.

Compared to countries like the U.S., Netherlands or India, Montessori pedagogy has been adopted by Czech schools only recently. Alternative pedagogies have started to develop in the Czech ReMontessori only after 1989 due to the change in the political situation. For this reason, the author of this thesis draws mainly from the academic literature published by the authors from the countries with a larger tradition in Montessori schooling, e.g., the American author Angelina Stoll Lillard.

Poussin (2018) reports that in 2018 there were more than 30,000 Montessori schools in more than fifty countries worldwide. The highest number of Montessori schools is in France, Italy, England, Germany, Scandinavia, and the Netherlands. Beyond the borders of Europe, there are also many Montessori schools in India,

Japan, and North America (Poussin, 2018). According to current research, there are 2700 Montessori schools in the U.S. (Murray et al., 2021). And sixty-five elementary schools are registered on the official Montessori website in the Czech ReMontessori (Montessori CR, 2021). However, the name Montessori is not protected by copyright, thus the method and its implementation in each school can be slightly different (Lillard & McHugh, 2019a).

The Montessori. Maria Montessori developed her method by carefully observing children and their behaviour. She investigated the causes of everything, which seemed, according to her, to be peculiar. Subsequently, she suggested an improvement (Montessori, 2019). After implementing her suggestions, Montessori observed and described their effects. In this way, she discovered many interesting facts that became foundational to the Montessori pedagogy (Montessori, 2019).

One of the most important findings for purposes of this thesis is called Freedom of Choice. Freedom in Montessori education is one of the essential principles, but it is often misinterpreted. In the Montessori, freedom should be always accompanied by another tool that helps to delineate boundaries of freedom; therefore, it is freedom between limits. According to Spinelli et al. (2019), the counterparts of freedom are always set with regard to the child's stage of development. From 3 to 6 years old, freedom is associated with discipline; from 6 to 12 years old, it is also associated with discipline; however, in this case, discipline and responsibility are seen as the same term. The discipline in this age cannot exist without responsibility. During the third period of development, freedom is complemented by the pupil's awareness (Spinelli et al., 2019).

Montessori in Nepal. The Montessori teaching method is becoming increasingly best in Nepal's significant and minor towns. There are numerous Montessori training institutions in Kathmandu, Pokhara, Biratnagar, Butwal, and other cities. Due to the growing popularity of Montessori, major traditional primary and secondary schools in Nepal are introducing Montessori schools or kindergartens as sister wings. (Dhakal, 2022)

Montessori education is neither a baby-sitting service nor a play school. Rather it is a unique cycle of learning designed to meet the natural development of the

child. Children who learn the basic skills of reading and writing in the natural way can be more benefited and they also can learn other language items without any boredom or discouragement. They gain an early enthusiasm for learning which facilitates them to become truly educated. Under Montessori education, children can learn something about their practical life, culture, language and arts, mathematics, etc. Montessori education focuses on self-realization through independent activity for learning.

Student's role in Montessori. In Montessori education children take responsibility for their own learning. Students play an active role in their own education and development. The Montessori approach is based on the idea that children are naturally curious and motivated to learn, and that they learn best when they are given the freedom to explore and discover on their own.

The role of students in Montessori is to be active participants in their own learning process. They are encouraged to make choices about what they want to learn and how they want to learn it. They are also given the freedom to move around the classroom and work at their own pace, without being interrupted or distracted by other students.

Overall, students in Montessori are responsible for taking care of their classroom environment. They are taught to respect and care for the materials and tools they use, and to keep their classroom clean and organized.

Teacher's role in Montessori. The role of a Montessori teacher is different from the role played by traditional teachers. Traditional teachers present a lesson to large group of students who are expected to listen and absorb the information provided. Montessori teachers play a crucial role in facilitating and guiding children's learning experiences. A teacher is a guide who is helping children to discover and explore the world around them through their senses. Montessori teachers observe children's interests and abilities, and they facilitate their learning by providing materials and activities that match their development needs. S/he is also an environment designer, facilitator and observer of student's behaviour.

When it comes to assessments, Montessori teachers don't rely on standardized tests; they rely on the power of observation. They have notebooks brimming with

evidence of what their students have mastered and where do they need more support with. They are constantly recording what they notice children are working on, how that work is being executed, and ideas they might have in anticipation of a child's next steps. Montessori teachers literally sit beside a child and determine exactly what they know about a wide range of content areas.

The basis of the Montessori classroom is mutual respect. The teacher respects the child for the person s/he (someone who is coming into being; the child who will become the adult, just as the acorn will become the great oak). The children respect each other. The children respect and their teacher as the person who will help them to grow, the person who will coach them, and the one who prepares the environment (physical, intellectually and emotionally). A classroom based on mutual trust creates trustworthy children. Respect and trust go hand in hand. "The Montessori teacher's specific responsibility is to aid human development through awareness of the children's needs at each stage of development." (Montessori Today, p. 114) By respecting the individual children in their care, Montessori teachers continue to aid the intellectual, emotional and moral development of their students.

English language learning. English has been widely used lingua franca around the world. Since the concept of global village is developing, it has been a means of survival skill. English is taught as a second or foreign language in almost all the countries of the world nowadays. There is a penetrating effect of English in every sector of today's society. Harmer (2007) states:

Not everyone sees the growth of English as the benign or even desirable phenomenon. Many people worry about what it means for the cultures and languages it comes into contact with seeing its teaching as forms of cultural or linguistic imperialism.

Focusing on the globalization of English language, Swales, (1993) mentions: English has also become a lingua franca to the points that any literate, educated person on the face of the globe is in very real sense deprived if he does not know English, poverty, famine and disease are instantly recognized as the cruelest and least excusable forms of deprivation. Linguistic deprivation is a less easily noticed condition but one nevertheless of the great significance. (pp. 283-284)

English language teaching has carried a long standing history in the page of language teaching. Howatt (1997) states:

The history of English language teaching is vast subject the spread of English round of the world in the wake of trade, empire-building, migration and settlement has ensured the teaching of the language a role, some time central, some time peripheral in the educational history of virtually every country on earth. (p.5)

Howatt further argues that during the first half of the 15th century, the teaching of English as a foreign language emerged an autonomous profession. The intellectual foundation for this autonomy rested on the fusion of the reforming trade tradition inherited from the previous century: the applied linguistic approach of the Reform Movement and the monolingual methodology of direct method (Macomber, 1960).

Nowadays, English is taught as a compulsory subject from grade one in government aided schools as well. Almost fifty percent of schools both Montessori and Montessori use English as a medium of instruction. As students can earn university degree specialization in the English language, ELT is developing as a profession (Adisiti, 2018).

For the upliftment of society and for the promotional growth, English language teacher should cope with new techniques and principles of language teaching according to the changing concept (Crystal, 2003).

Teaching language skills. We use language in terms of four skills, i.e. listening, speaking, reading and writing and their sub skills. The four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The skills are often divided into two types: receptive and productive. They are given below:

Teaching receptive skills. Listening and reading skills of language involve receiving messages and are therefore often referred to as receptive skills. The receptive skills involve active participation of the listener or reader.

Listening: Listening is the first language skill. Underwood (1989) says: “Listening is an activity of paying attention to and trying to get meaning from something we hear.”

Reading: Reading is one of the important skills to develop linguistic and communicative ability in the target language. The main reason for reading is to get exposure of the language and use it in either in spoken form or written form.

Following Harmer (1991), efficient readers or listeners predict what they are going to hear and read; the process of understanding the text also involves the prediction that listeners or reader make. The L2 learners, therefore, need to develop the skills of making predictions about information or content of the text. These skills are known as predictive skills. Similarly, very often we read and listen because we want to extract specific bits of information from the texts. According to (Harmer, 2007); Receptive skill is a term used for reading and listening skills where meanings extracted from the discourse. Productive skill is term for speaking and writing, skills where students actually have to produce language themselves.

The two skills: speaking and writing are producing language and when we listen or read we are trying to extract meaning of what we have read or listened to. However, listening and reading also demand considerable language activation on the part of the listener and reader. We cannot access meaning unless our brains are fully engaged with the texts that we have heard or read. In this respect, the receptive skills such as listening and reading cannot be interpreted as passive skills on the part of listener and reader. These are also productive and active skills in the sense that they engage people in thinking, responding, understanding, and following. Thus, teaching activities of listening and reading skills should be focused on production as well as comprehension and perception.

Teaching productive skills. Speaking and writing require language users to produce the language features orally and graphically; this is why they are known as productive skills. Though we can draw some common features of these skills, they are different in many ways, mainly because of the sub skills involved in them. Speaking involves segmental as well as supra segmental features such as stress, pitch and intonation. It is also supported with extra linguistic or non-verbal devices such as

gestures and signals. Writing, on the other hand, involves scripts, punctuation marks and patterns.

Speaking: It can be defined as the ability to express oneself fluently and appropriately in a target language. Those who can communicate in a language are called the speakers of that language.

Writing: It is one of the productive skills of a language. It is a skill in which sequence of sentences are arranged in a particular order and linked together in certain ways involving the components of writing viz. mechanics, coherence, cohesion, and orthographic and par orthographic texts.

Harmer (1991), argues that the single most important difference between writing and speaking concerns the need for accuracy. When teaching writing and speaking, therefore, there are special considerations to be taken into account. For example, in the teaching of writing skill, we need to focus on the features such as spelling, punctuation, organization of discourse, clarity, and formality. When teaching speaking, special considerations should be made on the features such as stress, intonation, gestures, timing speed, contexts and settings.

Montessori in developing skills. ‘Grace and Courtesy’ communication skills that create natural outgrowths toward leadership. Literally, we talk about manners and being polite. We talk about our feelings and how we treat each other. We talk about the power of our words on other’s emotions. Our children learn to express what they are learning and learn to talk about how to be ‘solution oriented’ by trying new things and trying to make things better (Dhakal, 2022).

We teach collaboration and effective communication based on teams and each team member’s strengths and weaknesses. And, as an outgrowth of understanding each other, we create a natural phenomenon leadership. In Montessori classes, we place students in broad age ranges (Badiei & Sulaiman, 2014).

Younger children learn from older children--allowing them to figure it out themselves. Conversely, older children develop leadership skills by helping younger students--while creating a bond of empathy with them. Peer learning is a core

difference. It builds a respectful culture as well as an understanding of learning the steps to master before hearing a laughing, smiling child shriek, 'I did it myself!' (Brown,, 1993).

Montessori in developing speaking skills. There are many reasons why Montessori teachers have good English speaking skills. One reason is that they are typically native speakers of English. Additionally, they have usually received a high quality education and have been trained specifically in how to effectively communicate with young children. They also tend to have a lot of experience working with children from a variety of cultural backgrounds,\ which helps them to better understand the needs of their students (Aggarwal, 1998).

Montessori wrote extensively about a child's desire to acquire language and the necessary tools for doing so, as well as the normal tools that a child requires for language development. She claims that humans rarely learn a language as advanced as our mother tongue. Learning to speak is an important step in a child's journey toward independence. Language knowledge and skills are supported by Montessori philosophy and materials in a variety of ways. In pre-language materials, students use strategies to describe between visual and auditory sounds, as well as develop concepts. Explanation of the logical flow of a story is gained through objects such as go-to objects, opposites, patterns, and sequencing pictures. Montessori did not create any language materials in his design.

Each of these materials attempted to highlight various aspects of reading and writing in order to aid in the development of different skills. Before a child can write, he or she must first connect the letter sound and its shape. Motor components of writing are those that enable the user to manipulate the fingers on their hands to write. Children who are unable to use a pencil will be able to express their ideas more effectively by using Montessori's Movable alphabet. In her work, Dr. Montessori describes how a child's writing abilities can rapidly come together when he or she has access to a moving alphabet. When children begin learning how to write for the first time, they gain a sense of self-confidence and autonomy. When children understand what sounds mean to the written word, they are more efficient at combining sounds and interpreting them.

The Montessori classroom value language so highly that it is the focal point of discussion. Our teachers start by teaching the fundamentals of sound, word, and consonants through phonics. In addition to sight words and sentences, pre-schoolers must learn consistent methods of pronunciation.

Teaching language aspects. To be a complete itself, a language has its aspects. Every language has language aspects or systems namely pronunciation, vocabulary, grammar and language functions. The teaching materials help enhance language aspects and teaching learning process (Shrestha, 1999) categorizes the language aspects and the activities as follows.

Teaching pronunciation: Teaching pronunciation involves recognizing transcribing sounds, recognizing rhythm and stress and intonation patterns. It focuses on listening to accents (identifying elements of foreign pronunciation, preparing materials, analyzing, pooling and comparing, drawing conclusions), improving learners' pronunciation and pronunciation and spelling as the activities for teaching pronunciation (Harmer, 1999).

Teaching vocabulary: To teach vocabulary the need of it should be identified. Then the vocabularies should be presented to the learners in the class. While introducing different ideas for teaching vocabularies the test should be conducted at the end (Mohanty, 1996)

Teaching grammar: The grammar is one of the important components or the aspects of language. Defining grammar, identifying the place of grammar teaching, clarifying about grammatical terms, presenting and explaining grammar, grammar practice and activities and being aware about grammatical mistakes are some of the ideas and activities of teaching grammar. It is the integral part of learning language and using language correctly (Wardhwa, 2005)

Teaching Language Functions (topic, situations, notions and functions): Identifying topics and situations, being aware of current notions and functions, teaching chunks of language (From text to task and task to text), and combining different kinds of language segments are some of the ideas and activities regarding

teaching language functions. Language functions support students to perform the function in the context and scenario accordingly.

Many research studies have been carried out in the field of English language teaching/learning but only a few have been conducted in the field of Montessori education at the department of English Education, Tribhuvan University, Nepal. Some related ones are reviewed below.

Review of Empirical Literature

There are several types of research carried out in this field. They have some connections with this research study which are reviewed as follows:

Shrestha (1999) carried out a research on “Management of Early Childhood Education in Developing Countries: Implications for Nepal.” He found out that the teaching for younger children should be different from elder students as the foundation should be built carefully and strongly for the holistic development of a child. As Montessori school has different ways to fulfill their objectives when it comes to the younger learners which encourages independence and self-motivation.

Bhusal (2005) has conducted a research entitled “Learning Styles Used in Free Composition.” He said that the majority of students jot down the main points after thinking on the topic seriously and develop them into a paragraph. He also found out that they focus on their thinking in their mother tongue and they translate it into the target language. This theory proves that the pronunciation while learning speaking English may occur some barriers as that one is a foreign language.

Ranabhat (2007) has conducted a research entitled “English Language Teaching and Learning strategies in Montessori Schools”. In her study she said that teaching learning strategies of Montessori schools are playing a vital role for Early Childhood Education. The objective of this study is finding out different strategies which is really helpful to learn English language for learners. It shows that early childhood education must be proper to make strong base of a child.

Dhakal (2009) has conducted a research entitled “Thematic Approach to language Teaching at Primary Level”. In her study, she said that learners taught

through this approach do not get only the theoretical knowledge from their teacher's lecture or explanation like traditional approach. They themselves involve in different activities and prepare the project work by themselves on a particular theme. It is also found that mostly listening and speaking skill are highly focused, though a few trained teachers manage a balance among all the four skills. Montessori plays a vital role for the development of all the four skills. Children are given the opportunity to engage with materials that are designed to help them develop their understanding of concepts such as size, shape, color, and texture. They are also encouraged to use their senses to explore the world around them and to make connections between different concepts.

Acharya (2010) has conducted a research entitled "Communication Strategies in Learning English". In his study he found out that the learners use imitation strategy for the pronunciation and questions for clarification for comprehension of speaking. Similarly, they correct their speaking from their teachers and friends. Montessori education places a strong emphasis on the development of social skills, such as communication, collaboration and empathy. The mixed-age classrooms in Montessori schools also provide children with opportunities to learn from and interact with their peers to improve speaking skills.

Badiei, M., & Sulaiman, T. (2014) this study's aim was to examine Montessori early childhood education effectiveness in Malaysia. Researcher took narrative interviews at face value because they are not just summarizing a research participant's self-narrative. The researchers used a comparative research design to examine developmental skills of two groups of preschoolers: one taught using the Montessori, one taught under the Malaysia National Curriculum. Results indicated that Montessori students performed better in and language skills; there were no differences on physical development. Montessori develops children's all of the skills through activities that promote self-awareness, self-regulation and self-reflection.

Elkin, M., Sullivan, A., & Bers, M. U. (2014) this study utilized a case study design to illustrate how robotics can be used in a Montessori Early Childhood classroom. Researcher took narrative interviews at face value because they are not just summarizing a research participant's self-narrative. Data for the study included surveys, interviews, and personal reflections, and results included recommended criteria for implementing robotics effectively within the Montessori framework in an

early education setting. The key to effectively implementing robotics within the Montessori framework is to maintain a focus on hands-on learning and self-directed activities.

Ahmadpour, N., & Mujembari, A. K. (2015) this study investigated the impact of the Montessori approach on 5-year-olds in Iran. The researchers compared 40 students in a Montessori kindergarten and 40 students in a traditional kindergarten. Both groups of children were randomly selected. Results indicated that the children in the Montessori kindergarten had higher IQ and social maturity scores as compared to students in the traditional education system. This study shows that children love to explore their interests and curiosity which pursue their own learning paths and improves the IQ level for long-term.

Bahmaee, A. B., Saadatmand, Z., & Yarmohammadian, M. H. (2016) these authors described the life of Maria Montessori and then highlighted the theoretical ideas of the Montessori. Researcher took narrative interviews at face value because they are not just summarizing a research participant's self-narrative. They analyzed how current research and practice view the core components of preschool curriculum and said with Montessori's strategies for supporting children's independence and social-emotional skills.

Brbieru, I. T. C. (2016) in this Romanian study, the author observed in 3 Montessori early childhood classrooms for approximately a month. The purpose of the study was to understand the role of the Montessori teacher and the use of positive discipline. Benefits of the Montessori approach include the teacher facilitating learning in a "passive" manner and allowing the students to explore. Montessori classrooms are designed to cater to the unique learning styles and abilities of each child.

The studies reviewed above are related to teaching strategies and the ECD, all of them have been found to have studied about the strategies used to teach spoken English in M. S. Therefore, the researcher has conducted this study entitled "Strategies in Teaching Spoken English by Montessori Teachers" as a distinct one from all research works reviewed above. All these reviews mentioned above are some extent related with my study. After reviewing these studies I have got lots of ideas regarding classroom management. Thani (2008) pointed out that classroom

management in Montessori education is better than the government schools so I decided to see the management status of government schools. Similarly, Bashyal (2010) explored the major strategies used by Montessori teachers in government schools and from his ideas; I have got ideas regarding the strategies of classroom management. In the same way, Shrestha (2010) showed the different disruptive behaviours of the Montessori classroom students and also showed the key role of homely environment in managing the classroom, which gave me different ideas regarding the management of disruptive behaviors of classroom and the concept of environment in classroom.

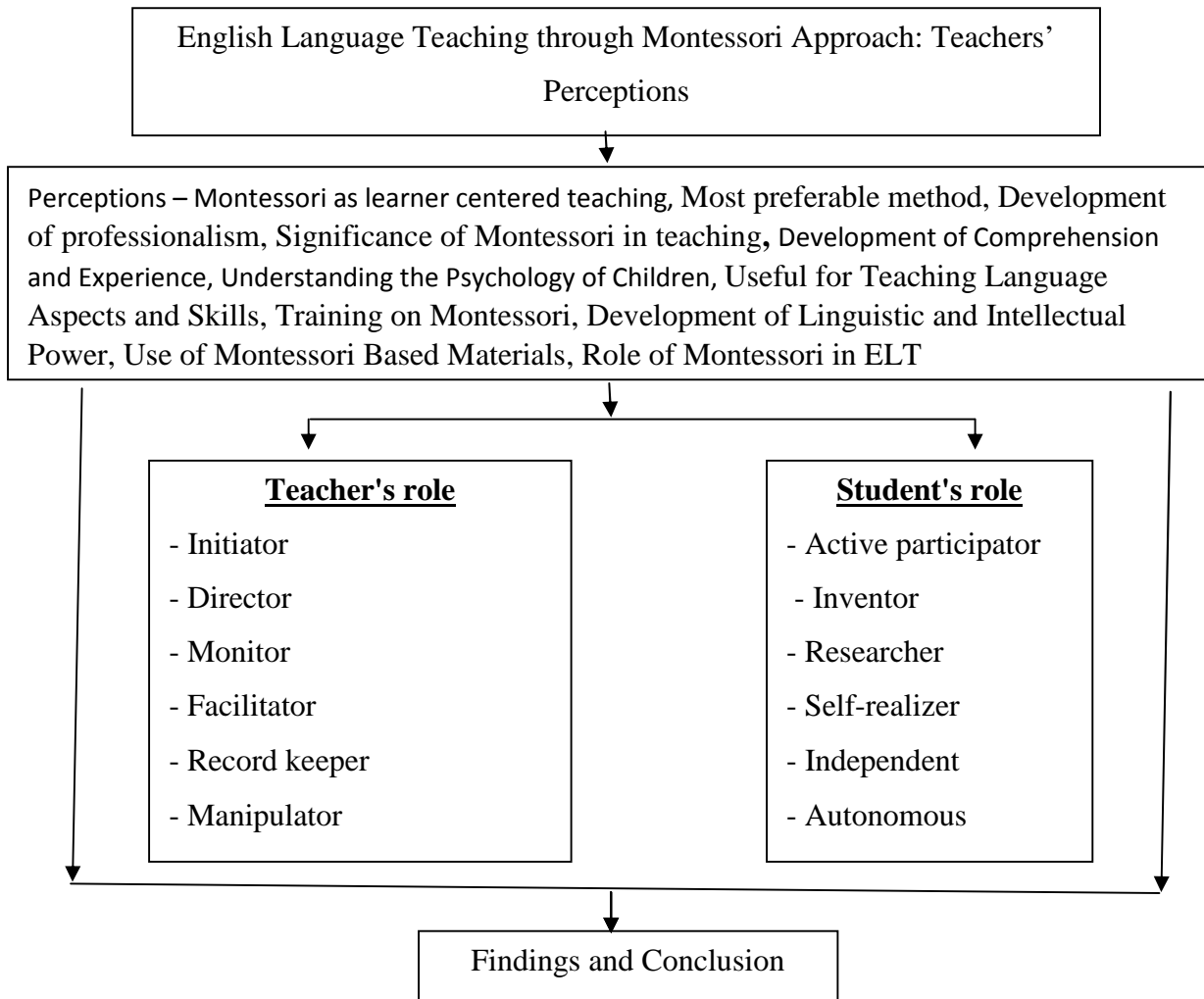
All these studies have helped me during this research work and these mainly helped me to review and link. It supported me for selecting the appropriate research design, data collection procedures, way to analyze the collected data, interpretation of result and conclude the study. All the studies that I have reviewed during my study become supporting and helpful made my work more reliable and informative. Finally, reviewing those research works assisted me to update myself with research process design and methodological tools which are very beneficial to my research work.

Conceptual Framework

Simply, a conceptual framework is a roadmap that gives a clear picture of our whole research. The main function of the conceptual framework is to show the relationship among the various concepts and variables of the study. Therefore, basically I have presented techniques used by Montessori teachers. Specifically, Teacher's role and student's role during the classes using Montessori technique. On the other hand, how it is useful for the development of teacher's professionalism, oriented to learners, trainings are benefitted and so on cannot remain apart from either guidelines. In addition, participant teachers' learning experiences at school level and now, necessity of teaching speaking strategies to young learners would be explored through this study.

The aim of the Montessori approach is to support children to unfold their own potential by giving them the freedom to explore an environment that is designed to meet their developmental and individual learning needs and that enables them to lead their own learning.

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



Source: Ahmadpour, N., & Mujembari, A. K. (2015)

Implications of Review for the Study

All these reviews mentioned above are some extent related with my study. After reviewing these studies, I have got lots of ideas regarding strategies in teaching spoken English. Freedom in Montessori education is one of the essential principles, but it is often misinterpreted. In the Montessori, freedom should be always accompanied by another tool that helps to delineate boundaries of freedom; therefore, it is freedom between limits.

Chapter III

Methods and Procedure of the Study

A research work was carried out in certain areas aiming at finding the data required to be studied as per the expectation. Design of the study population, sampling, size, data collection tools, producers were presented in this chapter.

Design of the Study

To explore the teachers' perceptions towards the Montessori teaching of using Montessori approach, I have followed narrative research design. Researcher gathers data at particular point of time especially to describe the nature of the existing situation or to identify more standard one against the existing situation.

I selected narrative research design because it provided me an authentic and reliable data through this design. It helped me to collect factual data about the perception of Montessori schools teachers on Montessori in ELT. Our words and images are built on stories because stories make us human. They make us feel, think and act. They engage audiences and deliver results. Most important, our clients' stories make the world a better place. Researchers should not take narrative interviews at face value because they are not just summarizing a research participant's self-narrative. Instead, researchers should actively interpret how the interviewee created that self-narrative. Thus narrative analysis emphasizes taking verbatim transcription of narrative interviews, where it is important to include pauses, fillerwords. In this research, Researcher followed the processes of narrative inquiry are as follows:

-) Identify a phenomenon.
-) Selection of appropriate individual
-) Collect the stories from the participants
-) Re-story or retell the individual's story
-) Collaboration with the storyteller
-) Write a final report based on the story
-) Validate the accuracy for the report

Researcher was used narrative analysis to understand how research participants construct story and narrative from their own personal experience. That means there is a dual layer of interpretation in narrative analysis. First the research participants interpret their own lives through narrative. Then the researcher interprets the construction of that narrative. Narratives can be derived from journals, letters, conversations, autobiographies, transcripts of in-depth interviews, focus groups, or other types of narrative qualitative research and then used in narrative research.

Nature and Sources of Data

Both primary and secondary sources were used for data collection. The respondents of this study were the primary sources of data and the books, articles, journals, and other documents were the secondary sources of data that assisted me to form the theoretical portion of the study.

Sample Population of the Study

For the selection of the sample or the participants, a purposive, non-random sampling procedure was applied. Participants were selected based on research objectives and those teachers who are teaching other subjects than English and Nepali too.

Sampling Procedures

In this study, the sample of the study was selected through purposive non-random sampling procedure in which 5 Montessori teachers teaching in Montessori schools of study area will be selected. The researcher was visited few of the Montessori schools. Then she will select 5 of them as per their permission. Five teachers from each school were also be selected to fill up questionnaires.

Respondents of the Study and Name of Schools

S.N.	Name of Teacher's	Name of School	Address/ Experience Year	Qualification	Training
1	Sheela	Shinning Kids	Kathmandu, 25 years	M.Ed.	Basic level Montessori training from ECEC
2	Nimsa	Gyan Kids	Kathmandu, 20 years	M.A	Montessori related training from Shubhadeep, Bhotahiti & IELTS
3	Krisha	Global Kids	Kathmandu, 20 years	MBS/B.Ed.	Montessori training from ECEC
4	Yunisha	Kumari Kids	Kathmandu, 17 years	M.Ed.	Basic level Montessori training & Tesol
5	Sona	Jingle Kids	Kathmandu, 10 years	B.B.S	Basic level Montessori training

Tools for Data Collection

For the fulfillment of the objectives of this study, open-ended in-depth interview and informal conversation were done as the main research tools to collect the data. So, the interview guidelines were made/developed at first, and then the interview was taken to each of the participants until I got the required data. Audio recorder and dairy notes were useful for the collection of the data.

Data Collection Procedure

A researcher should follow certain systematic procedures while collecting data. So, stepwise procedures were followed for collecting the data. Initially, I prepared interview guidelines and a tentative schedule. Next, I visited the target schools and ask for permission as well as inquired about the participants. Likewise, some of the participants were visited with the help of my colleagues. Then, selected teachers were visited to seek permission and to establish rapport with them. After that, I informed them about the process and major objectives of my study. Similarly, I also assured them the confidentiality in terms of ethics. Next, I started a conversation without any restrictions having a cup of tea. After that, I continued my interview until I got the required information. Finally, I expressed my thanks heartily for their kind co-operation and providing me a valuable time.

Data Analysis and Interpretation Procedure

This section was mainly concerned with the analysis and interpretation of the data collected from the questionnaire. The systematically collected data was analyzed descriptively and correctively on the basis of questionnaire as a research tool. This study was carried out the strategies used for teaching speaking in the classroom by Montessori teachers at Montessori school. Techniques used in classroom managed over analyzed to elicit the themes and findings of the study.

Ethical Consideration

Ethical consideration is the main aspect of a research work. It was guide the research in the real sense. The researcher doesn't disclose the realities of the class. In this work, I studied the class of Montessori school. I used the pseudonyms of the school and the teacher. I did such because I did not like to pinch and focus any individual teacher to reveal the realities of the class. My purpose was just to get the data, but not to insult the teacher. Due to these factors, I have maintained the ethical aspect to configure this work. Ethical standards in their relationship with their own students, faculty, and employees, as well as with other schools.

Ethics and Principles of Good Practice are based on the concept that our strength as Montessori schools is derived from both the diversity that exists among us and from the support and cooperation that we can give to each other. Montessori school is more than a place of learning; it is a community of children and adults that have a significant impact on our students' capacity to learn, grow, create, develop, assimilate values, and relate peacefully and respectfully to other people.

Chapter IV

Results and Discussion

This chapter consists of the analysis and interpretation of the data. The data has been gathered from the five participants who have been teaching for many years in Spoken English in Montessori Schools. These days, they have been teaching through English medium in different Montessori schools in the valley. Their stories reflect opportunities, challenges, and many sensitive issues in the respective area through Interview, written stories, and informal talk were the chief sources of the presented information in this section. The responses obtained from the five sampled Montessori level teachers to each questions are presented and analysed below. The collected data are described based on the following major themes:

Perceptions of Montessori Teachers on English Language Teaching

Language is primarily the means of communication. This is the age of globalization where English is widely used all over the world as a lingua franca. In our country Nepal too, English is used as a foreign language enabling the learners to read and write in English and to communicate with the foreigners. English language teaching is one of the toughest job especially for Montessori teachers in Nepal. To find out the perception of Montessori teachers in English Language Teaching, I collected the responses of five Montessori teachers within Kathmandu valley.

Montessori as learner centered teaching. Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience. In this regard, Sona said: *Montessori teachers apply Montessori technique of teaching nowadays to make the small children understand and learn English language better. Montessori is entirely a learner centred method that is widely used by Montessori teachers to teach English language nowadays.*

Similarly, Nimsa articulated: *I also studied in a Montessori school called “shisu kakshya” where English was not primarily focused at the primary level. Talking about schooling, when I was a student, my teacher would write the alphabets on board based on the specification grid and I copied them on my notebook and learned them by heart. It aimed at how to pass English rather than how to learn. Most of the questions were the same given by the teacher.*

The techniques of teaching are different now in compare to before. Nowadays Montessori kind of playful techniques has been arrived where as people studied just to get passed before. All of the teachers have their own points of view on different topics which are given below under this topic:

Most preferable method. Personal preferences vary according to different factors. Same is the case with the preference of Montessori for teaching English. To find out whether the Montessori level teachers enjoyed teaching English applying Montessori, the following question was asked, "Do you prefer to teach English language following Montessori?" In response to the question, Sheela responded: *I use different real objects to teach them different words so that I enjoy teaching and the learners enjoy learning following Montessori technique.*

Similarly, Krisha said: *In the context of Nepal, we can't articulate exact pronunciation which may hamper sometimes the learning of the children. Otherwise, students love to learn English words through playing.*

On the basis of questions obtained, I conclude that majority of the pre-primary level teachers preferred to teach English using Montessori Method. Teachers use different objectives to make learning a fun.

Development of professionalism. In order to find out whether Montessori helps to develop professionalism, the respondents were asked the following question, "Do you agree that teaching English through Montessori is helpful for professional development?" In response to the questions, Nimsa opined: *We have to be professional to handle the different level students who belongs to different background.*

Where, Yunisha argued: *It actually ties up the professionalism around similar techniques years to years so as a professional teacher couldn't develop some more strategies everyday.*

Most of the teachers expressed that Montessori method helped in developing professionalism while some of the teachers somehow agreed with the fact that professionalism got developed applying Montessori method whereas, a very rare number of teachers did not agree with this fact.

Significance of Montessori in teaching. Teaching is a very challenging task where various methods are applied and here to find out whether Montessori makes teaching complete, the respondents were asked, "do you think that teaching without Montessori will be incomplete?" In response to the questions, Sheela said: *As Montessori brings playful and natural environment for children, kids are actually enjoying while learning and they actually learn instead of only study so of course teaching little kids is incomplete without Montessori.*

In the same way, Krisha opined: *Montessori technique is really a very sweet way of teaching on a practical basis. Children are doing the things and then learning them which results long term memorization.*

A very high number of teachers went with the significance of Montessori in teaching and somehow agreed with the significance of Montessori in teaching. Montessori education provides a unique approach to teaching that emphasizes the child's natural curiosity and desire to learn. It promotes independent thinking, creativity, and problem-solving skills, preparing children for a lifetime of learning and success.

Development of Comprehension and Experience

Learning depends on the level of comprehension and experience as well. So, here to find out whether Montessori helps to develop comprehension and experience of the learners, the teachers were asked the following question, "does Montessori help learners to comprehend and experience their learning?" In response to the questions,

Nimsa said: *We give fruits and vegetables as real objects to learn color, size and so on which helps to learners to comprehend well and experience their learning.*

Similarly, Yunisha articulated: *We let the students touch the soil, water and also create some practical ways to teach them which is really fruitful to develop comprehension level.*

Most of the teachers said Montessori does help to develop learner's comprehension level and helps to memorize for long term.

Understanding the Psychology of Children

While teaching teachers need to interact with heterogeneous group of learners for which psychology of children is a must to be known about. And here to find out whether Montessori is needed to understand the psychology of children, the teachers were asked to respond the following question, "Do you think knowledge of Montessori is needed to understand the psychology of small children?" In response to the questions, Sheela said: *A teacher can't teach a child according to their interest without understanding their psychology. Yes... a teacher must know the condition of the mind of every child to make them understand well about learning.*

In the same way, Sona opined: *Small children are like clay in potter's hands, could be mould the way we desire that's why this is very important to understand their psychology to make them understand easily.*

Maximum number of teachers agreed that Montessori technique is needed to understand the psychology of small children because children are having fun-loving nature and understanding their psychology helps to create creative and interesting environment in their classrooms.

Useful for Teaching Language Aspects and Skills

Learning language requires learning its aspects and skills. So, here to find out whether Montessori is useful for teaching language aspects and skills, the teachers were asked to respond the question, "Do you think Montessori is useful for teaching all language aspects and skills of language?"

English language teaching in Montessori level is fairly a tough task as English is a foreign language. So, here to find out whether Montessori plays a vital role in English language teaching, the teachers were asked, "does Montessori plays a vital role in ELT of Montessori level?" In response to the questions, Nimsa said: *This method helps a lot to learn words through realia, classroom environment and so on. Children are learning by doing.*

On the other hand, Sona argues: *We can't depend fully on this method as we can't manage all of the objects for each and every word while learning. It's too difficult to show all the practical things in front of them.*

Maximum number of teachers expressed that Montessori method is useful for teaching all language skills and aspects. While rare number of teachers somehow expressed Montessori method is useful for teaching language skills and aspects whereas, minimum number of teachers said that this method is not useful for teaching all language skills and aspects.

Training on Montessori

To find out whether Montessori teachers should be Montessori trained, they were asked the following question, "Do you agree every teacher should have the knowledge of Montessori and philosophy?" In response to the questions, Sheela said: *Teachers must be updated to all the new knowledge and different activities related to teaching students and introduce them with new activities to avoid boredom. That's why teachers must be trained to get knowledge about new and interesting creative tasks.*

Yunisha also agreed to the above question and said: *I must get agreed with this statement because without the knowledge of Montessori techniques, a teacher can't be versatile and creative and they may obtain traditional way of teaching which obviously not learner's friendly is.*

We can say that most of the teachers agreed that the teachers should be Montessori trained to create a beautiful and friendly environment. Teachers must be creative to make the classroom active.

Development of Linguistic and Intellectual Power

Learning a language also depend on the development of linguistic and intellectual power. So, here to find out whether Montessori helps to develop the linguistic and intellectual power of the children, the respondents were asked the following question "is Montessori useful for linguistic and intellectual development of the learners?" In response to the questions, Nimsa said: *Montessori was both genius and a visionary. I believe that the child's mind from birth to six years is quite different from the adults and labeled it "an absorbent mind". The child effortlessly soaks in everything in his culture and environment.*

Similarly Yunisha articulated: *I can see a tremendous need for the child to have respectful and intelligent help during the absorbent mind stage. The child as constantly unfolding and developing himself and saw the adults who were trying to teach him as obstacles to his process. She also added life work could be summed up as defining the nature of the child and the role of the adult in helping him, thus easing the tug-of-war, which exists when two completely different natures meet.*

Montessori laid stress on the social development of children who learn health habits and social behaviors in their "Children's Houses". Children are trained in clearing rooms and arranging seats for meals. Montessori was aware of children's social needs and their roles in improving the society (Mohanty, 1996, p.97).

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

ELT Strategies in Montessori Schools

Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. Language is a voluntary means of human communication.

We use language to serve different functions to exchange ideas between people, to give instruction and to express our emotion, thought and feeling for getting some information, asking for a query, for asking someone to do something and so on. We use language in each and every steps of our life.

Teaching cannot be defined apart from learning. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge causing to know or understand. The materials in the classroom area called "practical life" deal with using child's love of movement, concentration and repetition. The activities involve pouring, sweeping, dressing, stacking, folding, wiping, polishing and washing that include care of the environment, care of the self of the environment, care of the self and grace and courtesy. Conversational manners, table manners and courtesy to others are all part of the activities in a Montessori classroom. The reading materials teach both phonetic and sight reading skills at an age when the child absorbs language easily. Many of the reading exercises are handmade and can be supplemented at home. There are also geography, music, art, and science and history materials. The method is adaptable to all subjects. However, this research is related to only the English language. Similarly Sheela opined: *Children encounter a new language at school; they can call on the same skill to help them interpret the new sounds, new words and new structures. We want to support and develop this skill. We can do this by making use of gestures, information, demonstration, actions and facial expressions to convey meaning parallel to what we are saying.*

On the same way, Krishna explained: *In the early stages of their mother tongue development, children excel at making a little language to a long way. They are creative with grammatical forms. They are also creative with concepts.*

Senses are, according to Montessori, the gate ways of knowledge. They tried to impact education through senses and devised learning materials for children through direct experience. They include pieces of wood with graded colors, bells producing different tones but appearing exactly similar. Montessori gave more importance to the senses of touch and as such her called education by touch (Mohanty, 1996:17).

A child doesn't get engaged in an activity until the teacher or another student has directly demonstrated its proper use. Each activity leads directly to a new level of learning or concept. When a child actively forms a concept, he/she acquires the basis for later concepts. Additionally, repetitions of activities are considered an integral part of this learning process and children are allowed to repeat activities as often as they wish. If a child expresses boredom on account of this repetition, then the child is considered to be ready for the next level of learning.

Learning Experiences of the Participant Teachers

One of the themes that emerged from the discussion is the learning experiences of the participants as a student as well as teachers. I present here their current and past learning experiences of English. To receive the information about their learning experiences, I went through their background, future aim, the reason behind selecting the teaching profession, and current status.

All have their own backgrounds which plays a key role to determine the selection of their profession. All the teachers come from different family backgrounds having somehow similar economic status. Almost all the participants shared that they didn't have a good economic background, good command of English during their schooling period, proper guidance, and so on. In this regard, Nimsa articulated: *I also studied in a public school where English was not primarily focused at the primary level. I was an average student during my school and college life. Talking about schooling, when I was a student, my teacher would write very important questions on board based on the specification grid and I copied them on my notebook and learned them by heart. It aimed at how to pass English rather than how to learn. Most of the questions were the same given by the teacher. At the university level, I applied how to pass strategies regarding English but content-related vocabularies have been learned from my major subject.*

The above extracts indicate that most of the teachers teaching in Montessori schools are from Public school backgrounds and they did not get sufficient exposure during their schooling period. Similarly, English was not an intelligible language to them during that period and they were worried about how to pass rather than how to learn. Now, speaking English became a fashion and people start to learn it. Some of

the informants improved their command over English by teaching in Montessori schools in earlier days, and some gradually improved from their respective schools. They worry about how to deliver content rather than how to handle general communication. Most of the time, they use Nepali, class interaction is also done in either in Nepali or translating contents into Nepali. Similarly, Sheela Opined: *I was educated in a government school where English was taught from class four. In class four, we were taught the alphabet and some basic questions like what is your name,.....? The medium of instruction was of course Nepali, even English in school and university was taught by translating in our mother tongue. Although I had a dream to be a doctor during my schooling period, I realized that my economic background and average performance could not support my dream when I passed SLC. Still, I don't have a good command of English and have been delivering content translating it into Nepali.*

She further added that teaching was considered a respectable profession when she was a student. She thought that she could easily pass education faculty which opens door to enter into this profession. She did the same and began to teach for a decade. She also said that she studied English subjects only at the point of exaction, which means how to pass. From her story, I can say that she does not have a good command of English and has been teaching her subjects translating into Nepali. She mostly speaks in Nepali with her students.

Support from Stakeholders

Cooperation, common understanding and goals, motivation, and addressing the demands of employers are the key factors of determining the success of any institution. So that these factors cannot remain apart from the educational institutions. School also is a special institution which has been entrusted with the responsibilities of young ones and teaching is the main activity through which schools discharge their duties and attain their objectives. If teaching is done effectively, schools successfully achieve their goals. It refers to while changing existing practices in institutions; there should be support from all hands to implement the new practices. Thus, support from stakeholders is another theme that emerged from the discussion in the presented study. In this regard, Yunisha told: *Ma'am,even the school knows that all*

the teaching staffs were not from a Montessori school background. So that they should provide adequate training, conduct workshops, and sufficient materials.

Likewise, Nimsa opined: *Trainings or workshops have been conducted by schools at least once a year. Even in school, only a dictionary is available. No other materials are available and neither provided any incentives to us teaching speaking strategies in Montessori schools as a means of advertisement and forcing the students for a monthly fee. (Take a long breath)..... another school has adopted and we also have to adopt. Otherwise, students may either go to that school or a boarding school.*

From the above-mentioned opinions, it can be generalized that teaching speaking strategies is spread as a fashion without thinking of its long-lasting impacts. They are motivated to the teachers in the beginning without considering the challenges that will occur in it. In the same way, the stakeholders do not realize that after adopting a new medium of instruction, they will have to empower the teaching staff. They should discuss it and be more responsible. So the role or support of the stakeholders is not satisfactory during the practice phase.

Environment of the Classroom

Environment is another crucial factor that facilitates or hinders the learning. So, in order to find out whether Montessori helps to make classroom environment interesting the teachers were asked, "do you agree that English language teaching through Montessori makes classroom interesting?" In response to the questions, Krisha told her experience like this: *When it comes to teaching English through the Montessori method, it can make the classroom more interesting and engaging for students. By providing students with opportunities to explore the language through interactive and sensory experiences, they can develop a deeper understanding and appreciation for English.*

Similarly, Yunisha opined: *English language teaching through Montessori makes the classroom interesting because Montessori-inspired English language activities might include using moveable letters to practice spelling, using manipulatives to learn*

grammar concepts or engaging in role-playing and storytelling exercises to build language skills.

From the aforementioned extracts of the respondents, whether or not English language teaching through Montessori makes the classroom interesting will depend on variety of factors, including the specific activities and techniques used, the interests and abilities of the students.

Use of Montessori Based Materials

To find out whether Montessori based materials like play toys, realia, models, puzzle games, materials of arts and crafts etc. are difficult to apply while teaching, the teachers asked, "do you think using Montessori based materials while teaching is difficult?" In response to the questions, Krisha articulated: *I realized that using Montessori based materials while teaching can have its challenges such as those materials could be expensive and may require a significant upfront investment to acquire a full set.*

Similarly, Sheela opined: *Incorporating Montessori materials into a traditional classroom setting can be challenging. Montessori education emphasizes independent learning and self-directed activity, which can be difficult to implement in a classroom with a large number of students and limited time.*

The aforementioned view of the informant shows that with proper training, planning and support, using Montessori materials can be an effective and rewarding approach to teaching that can help children develop a love of learning and build important skills.

Role of Montessori in ELT

English Language teaching in Montessori level is fairly a tough task as English is a foreign language. So, here to find out whether Montessori plays a vital role in English language teaching, the teachers were asked, "does Montessori plays a vital role in ELT of Montessori level? In this regard, Krisha opined: *(Smiling) ma'am Montessori Level education is designed to support the development of language skills, creativity, and imagination in young children. It also provides a fun*

and interactive way for children to learn and practice vocabulary, grammar, and language structures. So yes Montessori plays a vital role in English Language Teaching.

Likewise, Nimsa opined: *Children can engage in meaningful interactions with their peers and teachers, using language to negotiate, describe and express their thoughts and ideas which obviously helps the learners to learn the language in an easier way.*

The remarks shared by all the teachers' shows that Montessori plays are an important tool for promoting language development and learning in young children. They can help to create a supportive and stimulating environment that encourages children to explore, experiment and communicate in English.

Chapter V

Conclusions and Implications

This chapter has presented brief conclusion made from earlier chapters. Saying particularly, the analysis and findings of the study help me to draw the conclusions. In the same way, some points of recommendations have been made from the findings. So, it includes the conclusion of the study along with some points of recommendations to be applicable at different levels. On the basis of the results and discussion of the information obtained, the following summary and conclusion have been drawn. The summary and conclusion are followed by the recommendations for pedagogical implications.

Findings

Researcher found that according to the perception of Montessori teachers Montessori level teachers are must be trained so that they thoroughly enjoy teaching English in Montessori. Montessori teachers think that Montessori is actually very fruitful for enhancing their teaching skills and techniques. They believe that this method is helpful for professional development. Mostly, the teachers feel that Montessori is effective for developing learner's comprehension level and self-realization power. I found that Montessori teachers are more concerned and attached with children's learning activities. Similarly, based on the result of this study, I have mentioned following major points on behalf of the participant Montessori teachers' experiences of teaching English on Montessori level:

- i. The study showed the perception of the teachers towards English language teaching through Montessori approach where Montessori level teachers viewed that Montessori approach is a learner centered approach through which student's involvement can be increased.
- ii. Montessori approach is the most preferred method which develops the comprehension. This approach also helps to understand the psychology of children so that learners enjoy learning.

- iii. This approach helps to develop creativity because of the environment of the classroom created by Montessori teachers. Likewise, this approach is material based which makes the learning real and easy to memorize.
- iv. Montessori teachers assume that children get more motivated while learning as it is based on learning by doing. In view of Montessori teachers, the environment of the classroom becomes interesting rather than boring as this method is material based. They believe that teaching without Montessori is incomplete and of no worth because Montessori is based on child's psychology.
- v. In opinion to Montessori teachers, this method helps learners to be creative, active, and interactive since it is learner centered. I found that while teaching learners applying Montessori, they play many roles such as of a director, stimulator, environment creator, record-keeper, parents, care-taker etc.
- vi. Montessori teachers create a very democratic, liberal and friendly atmosphere while teaching small children. Montessori teachers opine that Montessori is of paramount need for teaching in Montessori level.
- vii. Most of the teachers believe that without applying Montessori, it is very difficult to understand the psychology of the small children. They think that Montessori gives the children opportunities to experience their learning.
- viii. Montessori teachers assume that teaching all aspects and skills of language without Montessori is very difficult.
- ix. I found that Montessori teachers think this method should be adopted in primary level too for effective and easy learning. From the view of Montessori teachers, I found that Montessori plays a vital role in English language teaching of Montessori level.
- x. Montessori teachers pursue that every teachers should have the knowledge of Montessori and philosophy. They mostly think that Montessori is useful for the linguistic and intellectual development of the learners.
- xi. According to Montessori teachers, this method is equally fruitful for developing social and spiritual power of the children.
- xii. Besides, some of the teachers think that teaching English applying Montessori is quite difficult as English is not the children's mother tongue and they do not get much exposure in their family.

- xiii. During the study, I also found that many teachers feel difficult to use the materials all the time while teaching English. Some of the Montessori teachers also opined that they do not have access to adequate numbers of materials as per the students due to weak finance.
- xiv. To some extent, I found that teachers feel difficult to teach English poems and rhymes applying Montessori. Similarly, some teachers mentioned that sometimes children fail to concentrate in learning and get busy in playing as it is a play-way method.
- xv. Few teachers feel the classroom environment gets out of control and distracted from learning since small children start crying, quarrelling, pinching, poking etc. From the view of Montessori teachers, I also got to know that most of the parents are conscious about good parenting giving their children the best environment to develop and are co-operative as well.
- xvi. Few teachers mentioned that, some parents are not much concerned about their children's learning activities due to which teachers have to face many problems while teaching.
- xvii. The qualitative research presented in this thesis investigates how the Montessori, whose principles are accounted for in the theoretical part, is implemented into English lessons of a particular Montessori teacher of English. Two themes have been explored, maintaining discipline in the class and assessment practices. Being an alternative approach to teaching, the author, who is an English teacher herself, was hoping to find inspiring elements in foreign language lessons in which the Montessori is applied.
- xviii. The research results confirm that the Teacher does implement the method, however, they also show that her teaching practice contains certain aspects associated with the traditional schooling system. The shift towards a more traditional approach to teaching took place during the distance learning lessons.
- xix. This is a genuine Montessori technique to be preferred, the data have shown, however, that there are untoward factors that can prevent its application. Firstly, pupils may be affected by negative feelings such as hunger or fatigue. Secondly, there might be more serious issues such as emotional ones. It happens sometimes that a pupil is negatively affected by the requirements that their parents impose on them when they grow too ambitious. This makes the

pupil disoriented and for the teacher it is more difficult to instill intrinsic motivation in that pupil. Third, the topic the pupil would like to choose is impossible to include in the lesson. The question then is, under what conditions intrinsic motivation can fully manifest itself in a particular pupil and what teachers can do to make sure that these conditions are met.

- xx. The research has shown that the Teacher maintains discipline with the help of both the Montessori and Positive Discipline. In addition, when the pupils fail to manage the freedom, they are provided with, the Teacher does use an authoritative intervention to prevent the undisciplined pupils from disturbing others. This is in contradiction with the Montessori. Some pupils even tend to abuse freedom sometimes. If this happens, the Teacher intervenes authoritatively once she has discussed the problem outside of the class with the pupil and his or her parents.

The research presented in this thesis has several limitations. It is based on working with subjective data (the perspectives of the participants). Moreover, the interpretation of the data is subjective as well it reflects how the author understands them and it was guided by her vocational interests.

All suggested options for the future research can produce valuable results that could be useful for English language teachers in a Montessori school as well as for educators who would like to incorporate some Montessori principles into English language teaching in the traditional school setting.

Conclusions

The present study principally intended to explore the teachers' perceptions towards the Montessori teaching of using Montessori approach in different Montessori schools. It also intended to suggest some pedagogical implications which are inherited in this work. The result of this study clearly demonstrates the narrative experiences of teachers regarding Montessori schools. After collecting and analyzing their stories, I found that; the prerequisites for effective implementation of Montessori schools were not considered or fulfilled and there are confusions about teaching spoken English by Montessori Teachers and its aim to imply in Montessori schools of Nepal.

I selected narrative research design because it provided me an authentic and reliable data through this design. It helped me to collect factual data about the perception of Montessori schools' teachers on Montessori in ELT. Our words and images are built on stories because stories make us human. They make us feel, think and act. Most important, our clients' stories make the world a better place.

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

In line with the conclusion, there are some suggestions given from the researcher to the teachers. The researcher finds that some students are easily bored when learning English language. Therefore, it is suggested to young learner teachers to create more innovative activities that can also enhance the students to speak English on regular basis. The teachers may bring plenty pictures with them since the students find them more interesting. It is also suggested for young learner teachers to focus on teaching common words to children since they are inexperienced. However,

if they have to learn some new words; it is suggested to limit the number since children need time to recall the words and use them continuously before they can finally understand the meaning of them.

Furthermore, young learners need to be used to with a new language before they are finally able to learn the language. Some interesting teaching medium that provide chant and colorful picture may also be used in assisting young learners in learning new language.

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

Implication

The research shows that the Teacher's approach to discipline is in a large part informed by the Montessori or the so-called Positive discipline method. An interesting finding is that she had to resort to an authoritative intervention sometimes, especially when a pupil interfered with the freedom of another. The assessment practice adopted by the Teacher consists of sub-assessments which are then summarized in a final report at the end of each term. The sub-assessments consist of self-assessments, peer assessments, tacit observations and teacher assessments and the outcomes of the pupils' projects. The pupils are allowed to repeatedly work on an exercise until they reach a satisfactory level of mastery in the area in question, which is a general model applied throughout the learning process. The research also shows that in both explored areas the Montessori was suppressed if the lesson conducted was an online lesson.

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

Policy level implications

Government officials

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

Syllabus designers

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

Practice level implication. The research will be applied in day to day practice of people on following way:

- Teachers perceive positively the use of Montessori.
- English language is given more emphasis as instructional medium.

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

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

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Appendices

Appendix – A

Consent Form

Dear Informant,

This questionnaire has been prepared to draw information/data for the research work entitled **English Language Teaching through Montessori Approach: Teachers' Perceptions**. This research work is being carried out under the supervision of Dr. Gopal Prasad Pandey reader, Department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. I hope that you will give reliable and authentic information to co-operate me and that will be a valuable contribution for the data collection to accomplish my research work successfully.

Researcher

Name: Yashoda K. C.

Signature:.....

Date:.....

Appendix-B
Questionnaire

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

1. Could you briefly tell me about your background?
.....
2. What was your aim when you were a school-level student?
.....
3. When and how did you come to enter this profession?
.....
4. Do you enjoy teaching English in Montessori?
.....
5. Could you tell me how did you feel when you got this job? And what was the medium of instruction during that time?
.....
6. Could you briefly share your stories when the Nepali medium was replaced into EMI? What did you feel and how did you handle the situation?
.....
7. What is the relationship between teaching and learning?
.....
8. What are the problems that you face while teaching English?
.....
9. Do you think this method is better than other methods? Why? Give your opinion.
.....
10. How is a Montessori trained teacher better than the untrained one?
.....
11. Would you mind to tell about the school environment? Do all the stakeholders support positively and take equal responsibility?
.....
12. What is your expectation from all stakeholders?
.....
13. could you tell some suggestions to make it more effective?
.....

' Thank you for your kind co-operation!'

Appendix C

Interview Transcript

Teacher Name: Teacher B (Nimsa)

Researcher: Good evening Ma'am! I hope everything is fine with you.

Respondents: Good evening Ma'am. I am okay and hope that you are also fine.

Researcher: I am also fine and would like to welcome you to this interview session for my study. I expect that you will share your experiences explicitly to make my work worthy.

Respondents: Thanks ma'am. I will try my best to share my experiences.

Researcher: Could you briefly tell me about your background?

Respondents: I studied in a Public school where English was not primarily focused at the primary level. I was an average student during my school and college life. Talking about schooling, when I was a student, my teacher would write very important questions on board based on the specification grid and I copied them on my notebook and learned them by heart. It aimed at how to pass English rather than how to learn. Most of the questions were the same given by the teacher. At the university level, I applied how to pass strategies regarding English but content-related vocabularies have been learned from my major subject.

Researcher: What was your aim when you were a school-level student?

Respondents: Hmmm.....I'm remembering now and found it funny actually, I wanted to become a doctor but later I realized my family's economic background couldn't support my dream. So it was automatically changed into teaching profession. In fact, just go with flow kind of thing happened.

Researcher: When and how did you come to enter this profession?

Respondents:

Researcher: Do you enjoy teaching English in Montessori?

Respondents: Love this question, I would love to say yes because I love children and specially doing creative things on an innovative way is my passion so I enjoy teaching kids and feel good spending time with kids. I forget all my stress whenever I'm engaged with them.

Researcher: Could you tell me how did you feel when you got this job? And what was the medium of instruction during that time?

Respondents: I already taught in few more schools before involving here like; as a receptionist, as a pre-primary level teacher and then one day I met one of my good friend and found that she is teaching in a Montessori and asking help from me so that I helped her sometimes and got interested in this field and finally, one day she told me about the vacancy in her school and I got enrolled.

Researcher: What is the relationship between teaching and learning?

Respondents: Teaching and learning are two closely related processes that are intertwined and dependent on each other which require an active and collaborative relationship between the teacher and learner. Effective teaching involves creating an engaging and supportive learning environment, while effective learning requires active participation and engagement on the part of the learner.

Researcher: What are the problems that you face while teaching English?

Respondents: As English language is a foreign language to us, major barrier is language including pronunciation and grammar and then lack of enough materials.

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

Respondents: Yes I agree. Actually, Montessori technique gives opportunity to the learners to learn freely by discussing with their friends and they also can learn creative activities which of course not bringing boredom on their studies.

Researcher: How is a Montessori trained teacher better than the untrained one?

Respondents: Montessori training provides teachers with a unique set of skills and knowledge that can be beneficial in the classroom. A Montessori-trained teacher is

better equipped to meet the needs of the child and create a more effective learning environment than an untrained teacher.

Researcher: Would you mind to tell about the school environment? Do all the stakeholders support positively and take equal responsibility?

Respondents: Teaching speaking strategies in Montessori schools as a means of advertisement and forcing the students for a monthly fee. (Take a long breath)..... another school has adopted and we also have to adopt. Otherwise, students may either go to that school or a boarding school. I don't think that all the stakeholders support positively and take equal responsibility to improve school's environment but most of them are ready to put their hands together with teachers for growing the school.

Researcher: What is your expectation from all stakeholders?

Respondents: Trainings or workshops have been conducted by schools at least once a year. Even in school, only a dictionary is available. No other materials are available and neither provided any incentives to us.

Researcher: could you tell some suggestions to make it more effective?

Respondents: Ma'am, I have already mentioned some suggestions to make Montessori teaching more effective and students oriented. Stating in points:

- Teacher training must be given in different intervals.
- Authentic resources should be provided to the stakeholders.
- Encourage self-directed learning.
- Teachers should provide a variety of hands-on learning opportunities that allow students to explore and discover concepts in a concrete way.
- Teachers must ensure that technology must not replace hands-on learning opportunities or interfere with the development of social skills.