

# **APPLICATION OF MONTESSORI METHOD IN DEVELOPING READING SKILL**

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

**Submitted by  
Sajana Godar**

**Faculty of Education  
Prithvi Narayan Campus, Pokhara  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2011**

# **APPLICATION OF MONTESSORI METHOD IN DEVELOPING READING SKILL**

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

**Submitted by  
Sajana Godar  
Faculty of Education  
Prithvi Narayan Campus, Pokhara  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2011**

**TU. Reg. No: 6-1-295-0078-96**

**Campus Roll No : 347/2064**

**Roll No: 480222/2067**

**Date of Approval of the**

**Thesis Proposal: 2067-10-15**

**Date of Submission: 2068 -02-18**

## **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: 2067-12-15

.....

Sajana Godar

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms Sajana Godar has prepared this thesis entitled  
**“Application of Montessori Method in Developing Reading Skill”** under my  
guidance and supervision.

I recommend this thesis for acceptance.

Date: 2067-12-20

.....

**Mr. Tirtha Raj Aryal**

Reader

Department of English Education

Faculty of Education

Prithvi Narayan Campus

Pokhara, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

### Signature

**Mr. Amir Man Shrestha**

Reader and Head

Department of English Education

Prithvi Narayan Campus, Pokhara

.....

Chairperson

**Mr. Tirtha Raj Aryal (Guide)**

**Reader**

Department of English Education

Prithvi Narayan Campus, Pokhara

.....

Member

**Mr. Nabaraj Neupane**

Lecturer

Department of English Education

Prithvi Narayan Campus, Pokhara

.....

Member

**Date: 2068-01-20**

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee'.

**Signature**

**Mr. Amir Man Shrestha**

Reader and Head

Department of English Education

Prithvi Narayan Campus, Pokhara

.....

Chairperson

**Govinda Raj Bhattarai (PhD)**

Professor

Faculty of Education,

University Campus, Kirtipur,

Kathmandu,

Nepal.

.....

Expert

**Mr. Tritha Raj Aryal (Guide)**

Reader

Department of English Education

Prithvi Narayan Campus, Pokhara

.....

Member

**Date:2068-04-23**

## **DEDICATION**

Dedicated to  
My Parents  
Devendra Bahadur Godar  
Goma Devi Godar  
Family Members,  
Dear and Near ones

## ACKNOWLEDGEMENTS

This research of work is the result of co-operation received from different actions of academic fields. I would like to express my sincere gratitude to all of them. This thesis could not have been completed without the enthusiastic support of my respected guide **Mr. Tirtha Raj Aryal**, Reader, Department of English Education, Prithvi Narayan Campus, Bagar, Pokhara. His guidance in my work has been of a great help and priceless learning curve. This effort and support has been a fruitful process in sharpening my overall academics. I am always grateful to my respected teacher for sharing his valuable knowledge and skill to give a meaningful ending to this research work.

I also would like to thank **Mr. Amirman Shrestha**, Reader and Head Department of English Education for his valuable suggestion and encouragement. I am equally grateful to all the respected teacher **Mr. Nabaraj Neupane** and all the teachers who provided me constructive guidelines, valuable books and information throughout my research.

I deeply owe to my honorable friend **Mr. Prem Prasad Poudel** for his immense support and inspiration throughout my whole research work. I feel pleasure to state my gratefulness to all the head teachers of the school's that I had visited during data collection period for their kind co-operation.

I would like to thank **Mrs. Sheetal Basnet** and **Mr. Ram Basnet** for helping me in collecting data and giving materials. Lastly, I would like to thank and share my humble gratitude to my beloved family without whose support this academic success of mine would never had been possible. There are no words to thank my beloved brothers **Mr. Hemanta Dhakal**, **Mr. Subash Gurung**, **Mr. Basanta Godar** for being with me each and every time through this research physically, mentally and technically also. The treasure of inspiration, my family **Mr. Shiva Bahadur Thapa**, **Mr. Devendra Bahadur Godar**, **Mrs. Goma Godar**, **Mr. Shisir Godar**, **Ms. Prativa Godar**, **Mr. Sarad Godar** and all my dear and near ones are equally thankful.

**Sajana Godar**



## ABSTRACT

This thesis entitled '**Application of Montessori Methods in Developing Reading Skill**' attempts to find out the ways that the reading skill is developed in the Montessori methods of teaching the young learners. The data collection was carried out in Kathmandu from the Montessori schools. The main objectives of this research work were to find out the use of Montessori method in developing reading and to identify and classify the materials used in it. The data were collected from five Montessori schools. Bina's Ketaketibari, Scholar's Home Academy, Mother Goose School, Phoneix International Academy and Creative Academy School, from each school taking two teachers selected on the basis of judgemental sampling basis. A set of questionnaire was developed and distributed to those teachers. Their classes were also observed and recorded as indicated on observation checklist. From this, the researcher found that the Montessori method trained teachers teaching in those schools, used the audio-visual materials for developing reading skills. One of the highly followed techniques for developing reading was the phonic method. The highly used techniques for developing reading were: repetition, recitation, field-work and picture description. The findings are listed on the basis of replies from the questionnaire and observation checklists.

This thesis includes four chapters. The first chapter deals with introduction, review of related literature, objectives of the study, significance of the study. The second chapter deals with methodology that includes the sources of data, the sampling procedure, sampling population, the data collection procedure, the tools for data collection, and limitation of the study. The third chapter deals with the analysis and interpretation of the data and finally, the fourth chapter deals with the findings and recommendations and pedagogical implications.

# TABLE OF CONTENTS

	<b>Page</b>
<b>DECLARATION</b>	i
<b>RECOMMENDATION FOR ACCEPTANCE</b>	ii
<b>RECOMMENDATION FOR EVALUATION</b>	iii
<b>EVALUATION AND APPROVAL</b>	iv
<b>DEDICATION</b>	v
<b>ACKNOWLEDGEMENTS</b>	vi
<b>ABSTRACT</b>	vii
<b>TABLE OF CONTENTS</b>	viii
<b>LIST OF FIGURES</b>	xi
<b>CHAPTER - ONE : INTRODUCTION</b>	<b>1-24</b>
1.1 General Background	1
1.1.1 Language Skills	2
1.1.2 The Concept of Learning	3
1.1.3 Language Learning of Child	4
1.1.4 Learning Through Plays Games	5
1.1.5 Early Childhood Development	6
1.1.6 An Introduction to Dr. Maria Montessori	10
1.1.7 Montessori Method	11
1.1.8 Reading	15
1.1.9 Learning Reading (Montessori Philosophy)	19
1.1.10 The Three Essential Components of Montessori Reading Curriculum	20
1.1.11 Teaching of Reading in Montessori Method	21
1.1.12 Materials in Reading Through Montessori Method	22
1.2 Review of the Related Literature	22

1.3	Objectives of the Study	23
1.4	Significance of the Study	24
1.5	Definition of the Specific Terms	24
<b>CHAPTER - TWO: METHODOLOGY</b>		<b>25-27</b>
2.1	Sources of Data	25
2.1.1	Primary Sources	25
2.1.2	Secondary Sources	25
2.2	Population of the Study	25
2.2.1	Sampling Procedures	26
2.3	Tools for Data Collection	26
2.4	Data Collection Procedure	26
2.5	Limitation of the Study	27
<b>CHAPTER - THREE : ANALYSIS AND INTERPRETATION</b>		<b>28-38</b>
3.1	Questionnaire Based Analysis	28
3.1.1	Knowledge About Early Childhood Education	28
3.1.2	Presence of Montessori Lab	28
3.1.3	Materials Used in Montessori Method	29
3.1.4	Ways of Teaching Reading	30
3.1.5	Use of Course Book and Resources	31
3.1.6	Use of Songs	31
3.1.7	Developing Reading Skills	31
3.1.8	Developing Reading from Stories	32
3.1.9	Frequently Used Materials for Teaching Reading	32
3.1.10	Priority on Language Skills	33
3.1.11.	Learners Reaction in Montessori Class	34

3.2	Analysis on Basis of Classroom Observation Checklist	34
3.2.1	Classroom Decoration	34
3.2.2	Teachers Friendliness and Interest on Students	35
3.2.3	Type of Teaching Materials	35
3.2.4	Appropriacy of the Materials	36
3.2.5	Observed Activities Regarding Reading	37

## **CHAPTER - FOUR: FINDINGS AND**

### **RECOMMENDATIONS**

**39-41**

4.1	Findings	39
4.1.1	Questionnaire Based Findings	39
4.1.2	Findings on the Basis of Observation	40
4.2	Recommendations	41

## **References**

## **Appendixes**

## LIST OF FIGURE

Table	Title	Page
Figure 1	Use of Materials	33
Figure 2	Priority on Language Skills	34