

ENGLISH LANGUAGE TEACHING AND LEARNING STRATEGIES IN MONTESSORI SCHOOLS

A Thesis

**Submitted to the Department of English Education
Tribhuvan University, Kirtipur, Kathmandu
In Partial Fulfilment for Master's Degree in Education
(Specialization in English Education)**

By

**Srishti Ranabhat
M. Ed. 2nd Year**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2007**

ENGLISH LANGUAGE TEACHING LEARNING STRATEGIES IN MONTESSORI SCHOOLS

**A Thesis
Submitted to the Department of English Education
Tribhuvan University, Kirtipur, Kathmandu
In partial fulfilment for the Master's Degree in Education
(Specialization in English Education)**

**By
Srishti Ranabhat**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2007**

**T.U. Regd. No: 6-2—239-138-97
Campus Roll No. 062/063/472
Exam Roll No. 280410(2nd Year)
2064/9/4**

**Date of Approval of Thesis
Proposal: 2064/2/16
Date of Submission:**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Srishti Ranabhat has prepared the thesis entitled “English Language Teaching and Learning Strategies in Montessori Schools” under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

Mrs. Tapasi Bhattacharya

Reader

(Guide)

Department of English Education
Faculty of Education
University Campus, TU
Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following
‘Research Guidance Committee’.

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

T.U., Kirtipur

Chairperson

Mrs. Tapasi Bhattacharya (Guide)

Reader

Department of English Education

T.U., Kirtipur

Member

Dr Bal Mukanda Bhandari.

Lecturer

Department of English Education

T.U., Kirtipur

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following
‘Thesis Evaluation Committee’.

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

T.U., Kirtipur

Chairperson

English and Other Foreign Languages

Education Subject Committee.

Member

Mrs. Tapasi Bhattacharya (Guide)

Reader

Department of English Education

T.U., Kirtipur

Member

Date:

Dedicated

to my parents
Father and Mother

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor Mrs. Tapasi Bhattacharya, a Reader at the Department of English Education for supervising this study. I am deeply indebted to her precious suggestions to prepare this research study.

I am grateful to Prof. Dr. Jai Raj Awasthi, the Chairperson of English and Other Foreign Language Education Subject Committee T.U, Kirtipur, for providing me valuable suggestions and encouragement in the study. I am indebted to him for the inspirations, I have drawn from him.

I am equally grateful to Dr. Chandreshwar Mishra, Reader and Head of the Department of English Education, University Campus, Kirtipur, for his encouragement and kind moral support.

I am sincerely grateful to Prof. Dr Shanti Basnyat, Dr Anjana Bhattari Dr. Bal Mukunda Bhandari and also Mr. Bhes Raj Pokharel for their remarkable advice and all others Gurus of the Department of English Language Education for their kind support and continuous encouragement during my study period in the department.

I would like to express my hearty appreciation to my all friends and my dear brother Mr. Rohan Ranabhat for his support.

Lastly, I cannot stop my pen to thank my dear husband, Mr. Noze Jung Thapa for his regular help and moral support to do all the computer works.

Srishti Ranabhat

ABSTRACT

The present research work entitled “English Language Teaching Learning Strategies in Montessori Schools” is an effort to find out the teaching strategies applied in Montessori Schools of Lalitpur District. The purpose of this research is to figure how the principles of the Montessori education have been applied in the schools of Lalitpur district. This research is projected to diagnose the English language teaching strategies prevailing in Montessori schools.

The main tools that the researcher used are questionnaires for teachers and classroom observation forms while observing class and structured interview with the Principals. Thirty one different questions were set up to fill up by two different teachers from each school. The researcher herself observed the classroom of teachers of different school. On the basis of the collected data, early childhood English teaching learning strategies of Montessori schools was determined using simple chart table.

The main findings of the study are: teaching learning strategies of Montessori Method can give better result in spite of the traditional approach. Montessori schools are playing a vital role for early childhood education and in the pre-primary section by following the Montessori Method.

The study consists of four chapters. Chapter one deals with general background of the research study, the aim of the research, review of related literature, objectives of the study and significance of the study.

Chapter two deals with methodology which includes sources of data, sampling population and procedure, tools for data collection, process of data collection and limitations of the study.

Chapter three includes analysis and interpretation of the data. The data were analyzed on the basis of variables that were specified in the objectives.

Chapter four consists of the major findings and recommendations of the study. It also suggests some pedagogical implications.

ABBREVIATION

| | |
|-------|---|
| NAEYC | : National Association for the Education of Young Children. |
| ECD | : Early Childhood. |
| MM | : Montessori Method. |
| MS | : Montessori School. |
| MP | : Montessori Philosophy. |
| Mp | : Montessori Principles. |
| ME | : Montessori Education. |
| MC | : Montessori Classroom. |

CONTENTS

| | PageNo |
|--|------------------|
| <i>Recommendation of Acceptance</i> | <i>i</i> |
| <i>Recommendation for Evaluation</i> | <i>ii</i> |
| <i>Evaluation and Approval</i> | <i>iii</i> |
| <i>Dedication</i> | <i>iv</i> |
| <i>Acknowledgements</i> | <i>v</i> |
| <i>Abstracts</i> | <i>vi-vii</i> |
| <i>Abbreviations</i> | <i>viii</i> |
| <i>Contents</i> | <i>ix-x</i> |
| CHAPTER I: INTRODUCTION | 1-24 |
| 1.1 General Background | 1 |
| 1.2 Early Childhood Education | 1 |
| 1.3 Role of English Language Teaching and Learning Strategies | 2 |
| 1.4 Montessori School for Early Childhood | 3 |
| 1.5 Early Childhood English Language Teaching Learning Strategies in Montessori School. | 5 |
| 1.6 Theoretical Framework of the study | 9 |
| 1.7 Literature Review | 10 |
| 1.7.1 Montessori Schooling: Historical Background | 10 |
| 1.7.2 Montessori Method | 13 |
| 1.7.3 Montessori Philosophy | 14 |
| 1.7.4 Montessori Principles | 17 |
| 1.7.5 Empirical Reflections | 19 |
| 1.8 Objectives of the Study | 23 |
| 1.9 Significance of the Study | 23 |
| CHAPTER II: METHODOLOGY | 25-27 |
| 2.1 Sources of Data Collection | 25 |
| 2.1.1 Primary Source | 25 |
| 2.1.2 Secondary Source | 25 |
| 2.2 Population of the Study | 26 |
| 2.3 Sample Population and Sampling Procedure | 26 |
| 2.4 Tools for Data Collection | 26 |
| 2.5 Process of Data Collection | 27 |
| 2.6 Limitations of the Study | 27 |

| | |
|---|--------------|
| CHAPTER III: ANALYSIS AND INTERPRETATION | 28-36 |
| 3.1 Introduction | 28 |
| 3.2 Item-wise Practice Comparison | 28 |
| 3.3 Theory Practice Congrution | 33 |
| 3.4 Students Participation | 34 |
| 3.5 Classroom Management | 35 |
| CHAPTER IV: FINDINGS AND RECOMMENDATIONS | 37-40 |
| 4.1 Findings | 37 |
| 4.2 Recommendations on the Basis of Findings | 39 |
| REFERENCES | 41-45 |
| APPENDICES | |
| Appendix-A: Time Line of Montessori Life | |
| Appendix-B: List of the School Chosen for the Students | |
| Appendix-C: A Questionnaire to the Montessori Teacher | |
| Appendix-D: Classroom Observation Checklist | |
| Appendix-E: Teaching Learning Strategy of the English Language in Montessori Classrooms. | |
| Appendix-F: Guidelines for Interview with Principal. | |

CHAPTER ONE

INTRODUCTION

1.1 General Background

The present world is the outcome of education system practised in the past and the one likely to be used in the future guided by present education system of the world. The policies, programs, nature, processes, strategies and system of education work heavily for the transformation of any society. Therefore, education is the most debated issue and very sensitive part of culture in modern human society as well as English language education. Reform in English language education has been going on continuously all over the world as to make the students competent in English for a long time back.

In different era of educational history, before last decade of the 19th century, many more English language teaching learning theories has been developed. In that context, early childhood education was in the shadow of other burning issues of education. In the good old days, very young children under the age of six were simply supposed to play and learn by experience. Today the situation has changed completely. Many people can be found to be very serious about a sound physical and mental development of their children.

1.2. Early Childhood Education

The NAEYC (AAEYC) defines early childhood as “birth through age eight” (Bredekamp and Rosegrant, 1992:10). Early childhood spans the human life from birth to age of 7.

Although, early childhood education does not have to occur in the absence of the parent or primary caregiver, this term is sometimes used to

denote education by someone other than the parent or primary caregiver. Both research in the field and early childhood educators view the parents as an integral part of early childhood education process. Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent.

1.3 Role of English Language Teaching and Learning Strategies

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 (Finochiaro 1964:8).

Language is a 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.

English Language has been the most widely used language in the world today. Its use has so 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. It is taught as a foreign and second language in our country also.

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 ho to do something, giving instructions, guiding in the study of something, providing with knowledge causing to know or understand.(Brown, 1994:7).

Dividing up Language for Child Foreign Language Learning

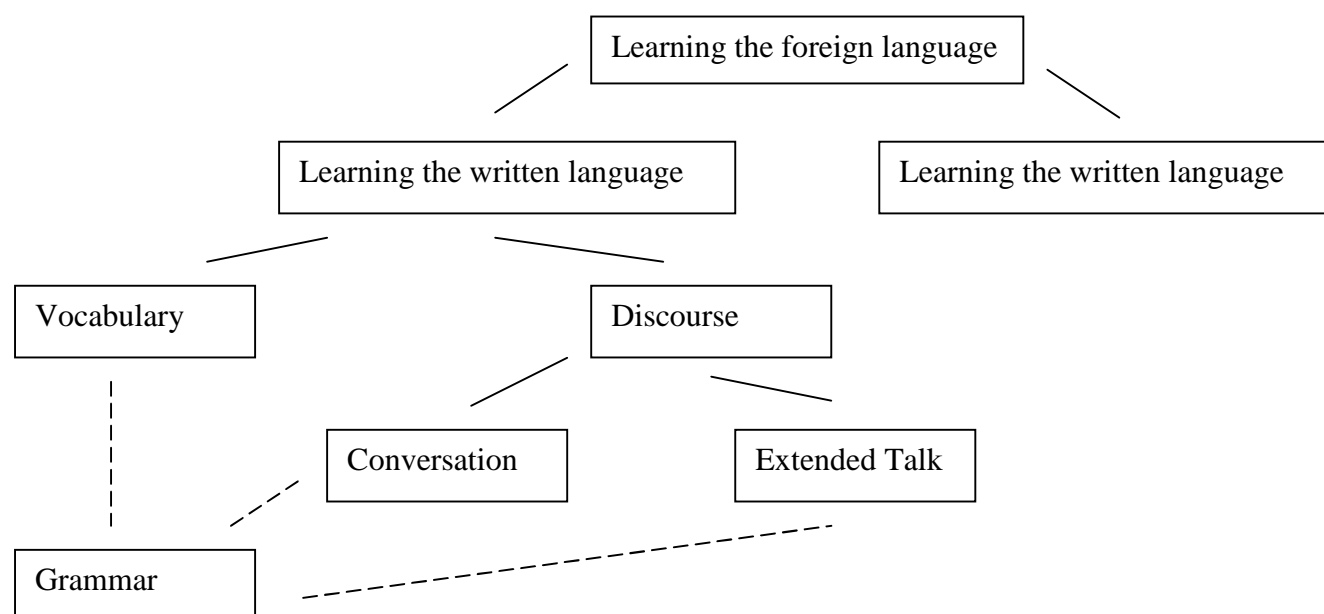


Fig 1. Source: Cameron, L.2001:19.

1.4. Montessori Schools for Early Childhood

The MM is a scientific approach which has been revived in modern day education. Foundation of childhood knowledge is built on the discovered laws of the development of the body and mind of the child. The march of science in modern times has been incredibly rapid. The human mind has unraveled myriads of secrets of the exterior world. The series of inventions and discoveries have been astonishing physical environment of the men are minutely known. Equal attention and care are now being given to the study of human mind.

Maria Montessori was the first woman to become a physician in Italy. At the turn of the twentieth century, this was an amazing accomplishment. However, becoming a medical doctor was only the first step in her long successful career. She began her professional research

with observations of mentally retarded children and was greatly influenced by the work of Itard and Seguin.

In 1901, she seemed to be at the high point of her career, when actually she was still preparing for an unknown future. She felt a need for further study and re-enrolled at the University of Rome to study Philosophy, psychology and anthropology. In 1906, at the age of 36, she was an educator, writer, lecturer and medical doctor. The stage was set. She started a school for under privileged children in San Lorenzo district of Rome. Since funding allowed only office style furnishings, she contracted a carpenter to make smaller, child-sized furniture and equipment of her own design. She began this school with 60 unruly children under the age of six. As she worked, she observed and modified, modified and observed. Within six months her results were phenomenal. She began attracting countrywide attention. These children displayed self-discipline, preferred learning materials to toys and worked with a profound concentration and joy. They had love for order, respected their environment and enjoyed working in silence beside their friends. The children would carry on "business as usual" with or without teacher's presence.

Maria Montessori was both genius and a visionary. She believed 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. Modern scientists, almost a century later, find scientific data to support her discoveries. She saw a tremendous need for the child to have respectful and intelligent help during the absorbent mind stage. She saw the child as constantly unfolding and developing himself and saw the adults who were trying to teach him as obstacles to his process. Her 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 1996:97).

1.5 English Language Teaching Learning Strategies in Montessori Schools

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 1996:17).

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.

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. 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 (Halliwell, 19987:4)

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 doesnot engage in an activity until the teacher or another student has directly demonstrated its proper use and then the child may

use it as desired. 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, repetition of activities is 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.

The child proceeds at his or her own pace from concrete objects and tactile experiences to abstract thinking, writing, reading, sciences and mathematics. In the language area, for instance the child begins with the sand paper letters (26 flat wooden panels, each with a single letter of the alphabet cut from sandpaper and affixed to it). The child's first lesson is to trace the shape of the letter with their fingers while they say the phonic sound of the letter. A possible next level activity would then be the letter boxes (small containers each with a letter on the top, filled with objects that begin with that letter). After mastering these, the child may move on to the word boxes (small containers each with a short three letter word on the top for example "CAT", containing a small wooden cat and the letter C, A, T). One child might move through all three levels of lessons in a few weeks while another might take several months, however, while there is a prescribed timetable. A Montessori teacher or instructor observes each child and provides each with their correspondingly appropriate lessons as they are seemed ready for them.

The study draw the model to teaching, learning strategies for children in eight different Montessori schools. This study was based on Montessori pedagogy to discriminating the teaching learning strategies of the English language in Lalitpur district.

As this study was based on the age group of children from 2 to 6 years, children of this age possess what Maria Montessori called the “Absorbent Mind”. This type of mind has the unique and transitory ability to absorb all aspects physical, mental, spiritual of the environment without effort or fatigue. As an aid to the child’s self- construction, individual work is encouraged. The following areas of activity cultivate the children’s ability to express themselves and think with clarity.

Source: (http: www.globalconcepts.cz)

1.6 Theoretical framework of the study

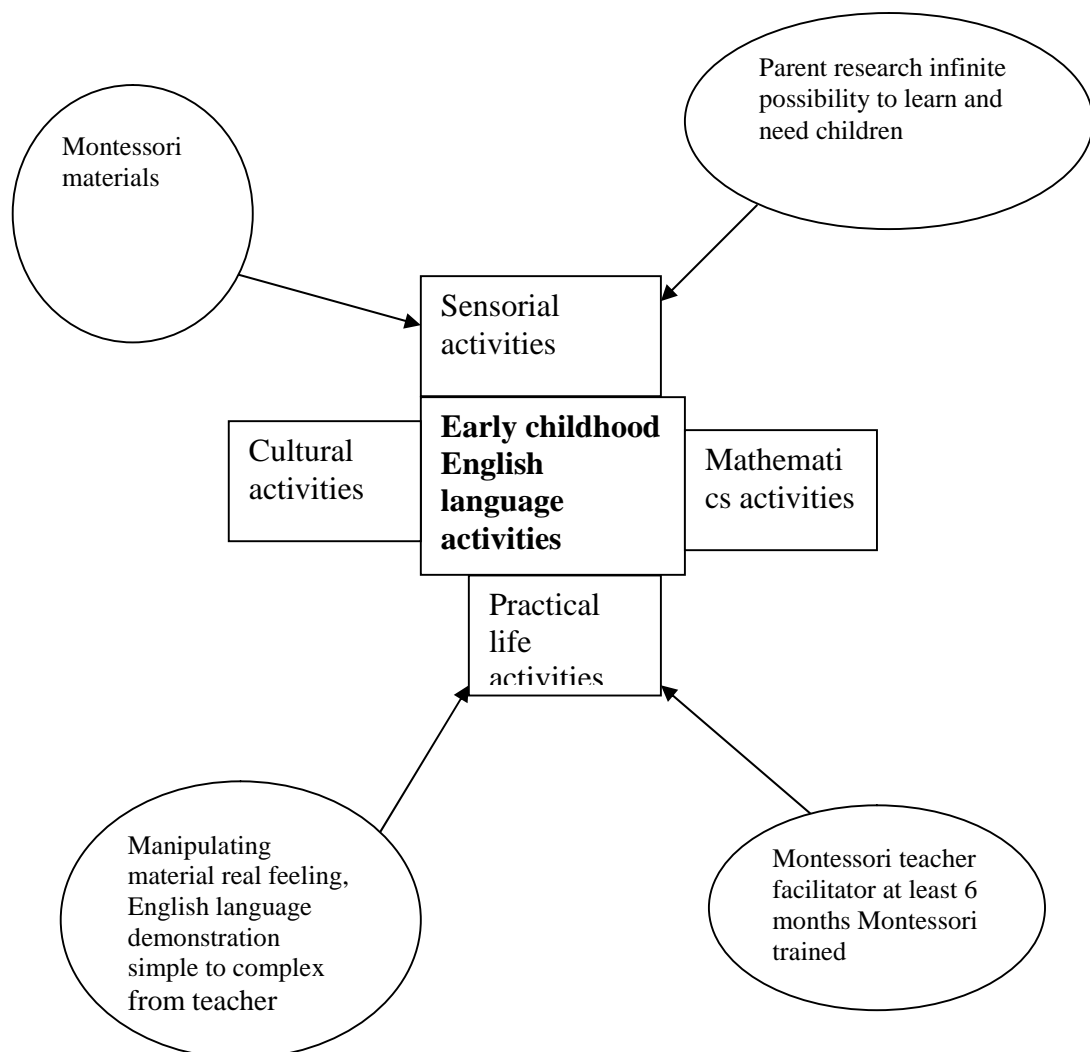


Fig 1. Montessori Schooling Approach

Above figure shows the theoretical framework of the study which was based on the Montessori principles. The frame work built on Montessori principles of learning a language is under the foundation of practical life activities (practical life exercises instill care for themselves for others and for the environment), sensorial activities (children do this by touching, seeing, smelling, tasting, listening and exploring) cultural activities (children learn about other cultures past and present, creating a sense of solidarity with the global human family and its habitat) Mathematics (the child learn and understand mathematical concepts by working concrete materials), language activities (language is vital to human existence). The Montessori environment provides rich and precise language.

Five pillars including language activities are basic principle for making integrated curriculum of Montessori. Cultural activities, sensorial activities, practical life activities and mathematics activities are the formulators of the personality of the child. Therefore, the Montessori philosophy has emphasized each of these activities equally in the development of the language skills.

1.7 Literature Review

The related studies construct the platform for standing to the research and periphery of the subject matter which gives the theoretical support for the study. The related literatures provide the researcher with rational for the hypothesis and findings. It helps to conduct the new research in a systematic manner to sketch the framework of the research study. Review of some related studies in early childhood education or in

Montessori schools are discussed below. The researcher presented the review of literature in different sections.

1.7.1 A Brief Survey on Montessori Method.

Maria Montessori was, in many ways a head of her time. Born in the town of Chiaravalle in the province of Ancona, Italy in 1870, she became the first female physician in Italy upon her graduation from medical school in 1896. In her medical practice, her clinical observations led her to analyze how children learn and conclude that they build themselves from what they find in their environment. Shifting her focus from the body to the mind, she returned to the university in 1901, this time to study psychology and philosophy. In 1904, she was made a professor of anthropology at the University of Rome. Maria Montessori approach reflects a theoretical kinship with the European progressive educational philosophers Rousseau, Pestalozzi, Seguin and Itard (1775-1838), were famous for their work with the “Wild Boy Aveyron”.

The works of Itard’s student Edward Seguin (1812 – 1880) created physical and sensory activities to develop the works of Itard’s student Edouard Seguin (1812 – 1880) created physical and sensory activities to develop mental processes. Itard worked with the “wild boy”, a youth who was found living alone in the forest about 10 years and developed a methodological approach to teach the “wild boy” based his work on observation and experiment that led him to assume that normal growth has development phases. She researched for mentally retarded children to discover how to teach retarded children.

Her desire to help children was so strong however, that in 1906 she gave up both her university chair and her medical practice to work with a group of sixty young children of parents in San Lorenzo district of Rome.

It was there that she founded the first Casa dei Bambini or “Children’s House”. What ultimately became the MM of education developed there, based upon Montessori’s scientific observation of these children’s almost effortless ability to absorb knowledge from their surroundings, as well as their tireless interest in manipulating materials. Every piece of equipment, every exercise, every method Montessori developed was based on what she observed children to do “naturally”, by themselves, unassisted by adults. Children teach themselves. The simple but profound truth inspired Montessori’s life long pursuit of educational reform, methodology, psychology, teaching and teachers- training- all based on her dedication to furthering the self creating process of the child.

Maria Montessori made her first visit to the United States in 1913, the same year that Alexander Graham Bell and his wife Mabel founded the ME Association at their Washington, DC, home. Among her other strong American supporters were Thomas Edison and Helen Keller. In 1915, she attracted world attention with her “glass house” school room exhibition at the Panama- pacific International Exhibition in San Francisco. On her second US visit, she also conducted a teacher training course and addressed the annual conventions of both the national education association and the international Kindergarten Union. In 1919, she began a series of teacher training courses in London. In 1922, she was appointed a government inspector of schools in her native Italy but because of her opposition to Mussolini’s fascism, she was forced to leave Italy in 1934. She opened the Montessori training centre in Laren, Netherlands in 1938 and founded a series of teacher training courses in India in 1939.

In 1940, when India entered a World War II, Maria Montessori was interned as enemy aliens, but she was still permitted to conduct training

courses. Later she founded the Montessori centre in London (1947). She was nominated for the Noble Peace Prize three times in 1949, 1950 and 1951. Maria Montessori died in Noordwijk, Holland in 1952, but her work lives on through the Association Montessori International (AMI) , the organization she founded in Amsterdam, Netherlands, in 1929 to carry on her work.

(Resource: [http: www.montessori-namta.org/geninfo/concept1](http://www.montessori-namta.org/geninfo/concept1))

1.7.2 Montessori Method

Through the expansion of the educational method of Montessori according to relevancy of context and content as different users, it became a great philosophy of education. MM cannot be defined in some words because it is defined as great philosophy. The given definition of Montessori also justify about the flexible definition of the method.

“I have studied the child. I have taken what the child has given me and expressed it and that is the MM”.

According to Montessori the ages of one to five constitute a sensitive period of development through the five senses and thought is important for child of this age to have educational experience that exercise the sense as fully as possible.

Based on countless hours of observations of the children in asylums, Montessori gradually formed her philosophy on how children learn best. Montessori focuses on first the education of the sense, then the education of intellect. A sensitive period for order when children want things to follow familiar and reassuring patterns that allow them to organize their experiences lasts rough from the first birthday to the age of three.

Montessori believed the nature of intelligence and learning is qualitatively different at each stage of development. Montessori's principle state that the adult who is preparing the environment needs to be committed to several things: observation, individual liberty and sufficient preparation. Montessori believes that as long as the adults involve in the learning process, the children will be engaged themselves in their own learning process.

One of the main underlying the Montessori system is what education should fully develop children's positive potentials, so they become happy and useful members of the society. Montessori believed the best way to achieve children's positive potentiality towards education. This was to see that education suits the child's nature and inclination. The basis for these methods and her entire curriculum was to further "the self-creating process of the child" (American Montessori Society, 2005). Her premise here was that children will learn themselves by giving a stimulating environment. The conditions for environment expressed "in order for self directed learning to take place, the whole learning environment – classroom, materials and social setting/atmosphere- must be supportive of the child". A classroom should be stocked with "multi- sensory, sequential and self correcting materials to facilitate learning" (Montessori connections)

1.7.3 Montessori Philosophy

The MP is built upon the idea that children develop and think differently than adults; that they are not merely "adults in small bodies" Dr. Montessori advocated "children's rights", children work to develop

themselves into adult such that this development would lead to the world peace.

The fundamental idea behind the MP of education is that “all children carry with them, the people they will become” or “every child carries unseen within him the man will become”. In order to develop his physical, intellectual and spiritual powers to their fullest, the child must have freedom – a freedom the observed could be naturally achieved through self-order and realization in the classroom. Montessori urges educators to follow the child, to observe children’s behavior and thereby prepare classrooms that reflect their specific developmental tendencies and needs. The ‘prepared environment’ which possesses a certain order enables a child to develop at his own pace and according to his own capacities in a non competitive settings.

The MM discourages traditional measurements of achievement (grade tests) as negative competition that is to damage the inner growth of children (and adults). Feed back and qualitative analysis of a child’s performance does exist but generally provided in the form of a list of skills, activities and critical points and sometimes a narrative of the child’s achievements, strengths and weaknesses with emphasis on the improvement of these weaknesses.

The method was developed from observations of young children from which a set of universal characteristics of children was created for each level of development. The MM has two primary development levels: the first is birth through six years old; the second is ages 6 -12years. A Montessori classroom for the first level is called the “Casa Dei Bambini” (children’s house) with focus on individually –paced learning and development. In the second level, collaboration with others is encouraged and “cosmic education” is introduced.

As an educational approach the MM focus on the individuality of each child respecting their needs or talents as opposed to the needs of the class as a whole. A goal is to help the child to maintain his or her natural joy of learning.

The MM encourages independence and freedom with limits and responsibility. The youngest one guided in practical life skills e.g. domestic skills and manners. These skills are emphasized with the goal of increasing attention spans, hand–eye coordination and tenacity. The MM states that satisfaction, contentment and joy result from the child feeling like a full participant in daily activities. Montessori education carried through the elementary and high school years follows the child's emerging tendency for the peer- oriented interactions and still emphasizes that each student is the guardian of his or her own intellectual development.

The MM encourages children to learn independently; to use their minds to identify, to understand and to master the materials and concepts present in their environment. The world of children is full of sights and sounds that at first appear chaotic gradually create order and learn to distinguish among the impressions that overcome their senses, slowly but surely gaining mastery of themselves and their environment.

Montessori planned an environment and materials in which everything is scaled to the child's size which is attractive, didactic and presented in a orderly manner where children develop a high level of intellectual and social mobility. Montessori recognized that the only valid impulse to learning is the self motivation of the child. Children are free to discover more themselves toward learning. The child first takes in their environment with all of his/her senses. Then from age three to six, the chaos of impression is sorted out: similar to Robert M. Gagne, the first

step of learning and Piaget's sensory motor stage and pre- operational stage. The body and mind are one and it is through the body the mind develops. Then the Montessori "pre-primary" years are filled with precise materials for the child to manipulate and which isolate each sense and able to discriminate. They meet the needs of the three to six years old for concrete, sensorial material to feel, to touch, to smell, to hear and to taste.

(Source: www.montessori.org)

1.7.4 Montessori Principles

Montessori principles believe 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. The role of the adult in the child's learning process is simply preparing the environment and to make sure this environment remains in tact. If young people are to meet the challenge of survival that faces them today, it is imperative that they develop themselves to extend their potential for creativity, initiative independence, inner discipline and self confidence. This is the central focus of Montessori education.

According to Montessori literature, the principles for learning management can be listed in the following points:

- Facilitator observation helps to perceive the ideas through the nature of the child and environment.
- Respect for individual difference of the child.
- Protect the learning environment and technique with care of self.
- Freedom to work by providing sufficient time and space to practice and perfect.
- Three stages of practice the lesson (introduction/demonstration, practice/assimilation, independent expression).
- Control of error through experiences and materials.
- Peer learning and teaching with isolation of learning objective.
- Montessori education as holistic development.
- Montessori believed that the children development formed within themselves.
- Principles of self-education and auto education.
- Scientific basis of development and education
- No materials rewards and punishment
- Principles of sense training

(Source: www.montessori.org)

1.7.5 Empirical Reflection and Issues under Montessori Education Principles

Bunnag, Daung Ran (1996) did study on “Classroom adaptation”, a case study of a Montessori school. The conclusion of the studies was found that some adaptations varied between classes and were personal adaptation from differences among the teachers regardless of types and derivations, these adaptations were implemented with great respect for the original Montessori philosophy according to their children interest and proceed at their own pace to fulfill all their potential possibilities which is the essence of Montessori method.

Christopher Lopata, Nancy V. Wallace, Kristine V. Firm conducted a research on “comparison of academic achievement between Montessori and traditional education programs”. The purpose of the study was to compare the academic achievement of 543 urban class 7 (n= 291) and class 8 (n=252) students who attended Montessori or traditional education programs. Result of the study failed to support the hypothesis that enrollment in a Montessori school was associated with higher academic achievement. But in the separate study of the national centre on education restructuring and inclusion concluded that students who had attended Montessori elementary schools, “significantly outperformed” their classmates in only math and science. The conclusions of the study of Dohrmann (2003) support the hypothesis that Montessori education has a positive long term impact in academic performance in higher education.

Kahn (2003) did the research on “Montessori and optimal experience research: Towards a building a comprehensive education reform”. The findings suggested that we were getting a little closer to Montessori’s compelling vision of human reconstruction, which was nothing less than

to change the world through compassion, social interest and intrinsic motivation across the planes of development. A longitudinal study carried out by association Montessori international /USA (2003) in the Milwaukee Public schools regarding on “outcome for students in a Montessori Program” the study compared the academic outcomes of two groups of students who graduated from the high schools of

Milwaukee Public schools (MPS) at 5th grade in Montessori program Mac Dowell and Green Field schools during the years 1990-1994. The second group was a matched sample of graduates from the same high schools who did not attend Montessori school. The outcomes were longitudinal in nature, assessed five or more years after the students left their Montessori environment. The peer control group design established common high school experience for both groups and allowed for statistical control of relevant demographic characteristics. The comparison held the Montessori students to a high standard. In contrast to most previous research the Montessori programs themselves were well documented and implemented. This study supports the hypothesis that Montessori education has a positive long term impact.

In 1999 August 31st (at birthday function) discussion paper was presented on the topic “Maria Montessori: The Woman and the Method”. The first part of this paper highlights the basic ideas and principles of the MM. The second part of the paper analyzes a questionnaire distributed to the teacher and parents at a function of Maria Montessori’s birthday. Lastly, a framework for looking at early childhood education program in general will be used to critically analyze the MM and its approach to learning and development.

(Resource: <http://www.michealalaf.net>)

Instructional design consultant of University of Florida, Kira S. King and Theodore F. (1991) presented the qualitative paper at the annual meeting of the American Educational Research Association. The issue of the paper was educational redesign and systems thinking about alternative school. This paper was concluded that educational designers break out of their traditional notions of schooling and realize their dreams of creating something entirely new. This study also might be positive steps for alternative education system. Similarly, Jessica (2001) presented a paper on the topics “the latest fad in Alternative Education: MMs”. This paper concluded that Montessori methodology had a strong base of support students appreciated the freedom and security a Montessori classroom provide for them.

An article by Carolyn, Pope Edwards (2005) published on the topics “three approach from Europe: Waldorf, Montessori and Reggio Emilia”. This article provided an overview and comparison of the three approaches to introduce them to readers and highlight key points of similarity and difference. The article ends with discussion of the method that researchers apply to analyze the strengths and weaknesses of each approach. He also wrote in 2003 concerning with “fine designs from Italy: ME and the Reggio Approach” the article focused that Montessori education and Reggio Emilia approach provided strong alternatives to traditional education and inspiration for progressive educational reform in the United States and around the world.

‘Tomorrow Child Magazine’, a magazine of America, had published an article on the topics “The Montessori Approach to Discipline” which was concerned with all the Montessori associated overall information. In (Adarsha Samaj, 2006) the writer Shanti Gurung focused that Montessori method is crucial for pre-school children and Nepalese also have to

practice for holistic development of children. In Kantipur Weekly (23 Feb. 2007), an article was published on the topics “Aabako Bikalpa Montessori Sikhsya” also emphasized that it’s time to give alternative approach to educate through Montessori education on our country.

Shrestha, (1999) carried out research on “Management of early childhood education in developing countries: implications for Nepal”. He found out that the condition of early childhood education in developing countries like Nepal. He also found the case study of three child care centers under plan. He sketched the program done by international donor, Bhaktapur and development of a framework of early childhood education appropriate for Nepal.

Bohora, (2004) has attempted to study “A descriptive study of the English Text book for grade one”. The purpose of the study was to identify the prescribed English text book for pre-primary levels. He attempted the text books related for grade one.

Subedi, (2007) conducted the study on the topic “ECD Mathematics Teaching learning strategies in Montessori school of Nepal. The purpose of the study was to expose the adaptation of Montessori school in Nepal to approach in early childhood mathematics education and to compare the early childhood mathematics teaching learning strategies of Montessori schools of Nepal with the Montessori principles.

The review given above shows that none of the research has been carried out in the English Language Teaching Learning Strategies in MS and also there is not any research done in the field of the pre-primary section, especially in the department of English Language Education. So, the researcher believes that this study will contribute to the field of ECD Education especially focusing on MM as a significant study.

1.8 Objectives of the study

This study intended to accomplish the following objectives:

- To identify the English Language Teaching and Learning Strategies in MSs of Lalitpur district.
- To collect and provide research based related materials in area of Montessori education for concerned authorities and interested students.
- To suggest some pedagogical implications.

1.9 Significance of the study:

This study plays a crucial role to elaborate Montessori pedagogy because scientific pedagogical implementation in English language classroom is the theme of this study at pre-primary level.

This study gives general framework of Montessori education which helps to orient the interested Nepalese people to the world of Montessori system.

This study will help to generalize the importance of MM at pre-primary level. This study also controls the misuse of Montessori education system.

In addition the following significances are listed:

- To fulfill the international commitment on the global drives “education for all” by 2015.
- To uplift the scientific pedagogy against traditional method of teaching learning at pre-primary level.

- To clarify the concept of people about the modern pedagogy and MM of teaching learning at pre-primary level among pre-primary teachers/trainee teachers.
- To identify and support those institutions which are running MM which play vital role for early childhood English language education system in Nepal.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology, the researcher adopted and applied in this research study.

2.1 Sources of Data

2.1.1 Primary Source

The research is, in deed, scientific and systematic task of exploring any subject matter in any discipline. This leads the researcher to be more authentic and therefore she should be in touch with valid resources of data. The primary sources of data were the students' classroom and out of classroom activities in the Montessori schools of Lalitpur district. The teachers' opinions which were collected through interview.

2.1.2 Secondary Source

The secondary sources of data for this research were related books, journals, articles, magazines, reports and materials available in internet which has close relevance with the research study and theses approved in the departments, faculty of Education, T.U. etc.

2.2 Population of the study

The population of the study consisted of the Montessori teachers of eight different Montessori schools of Lalitpur district. The study also consisted of the teachers, principals and students of these different Montessori schools of Lalitpur district.

2.3 Sample Population and sampling procedure

The sample population consisted of the two teachers of each school from eight different Montessori schools of Lalitpur district. Students of these eight different schools were also as sample study.

2.4 Tools for data collection

To collect the primary and secondary data for this study the following main tools were developed and used.

A. Observation form

The researcher developed the preliminary classroom observation form to observe English language teaching learning strategies with the help of related literature and guidelines provided by the supervisor. (*See Appendix D*)

B. Questionnaire guideline

On the basis of the objective of this study, the researcher developed different questionnaires for Montessori teachers and structured interview for principals in semi structured form to collect the information. (*See Appendix C and E*)

C. Schools documents related to study

To collect the information about history of school, community of school, founder of school, stake holder of schools, relationship with local community, fee structure paper, prospectus book, students publications and so on.

2.5 Process of data collection

To collect the qualitative data, the researcher had taken classroom observation in eight different Montessori schools of Lalitpur district for seven days. The researcher had also taken interviews with related fifteen teachers and five principals of these different schools (which were taken as sample).

2.6 Limitations of the study

The study was limited in the following ways:

- The study was limited to eight different Montessori schools of Lalitpur district.
- Only the Montessori schools were taken for the study.
- The study was associated with Montessori teachers, principals of those schools and students.
- The primary data for the work was collected from Montessori schools and related teachers and principals.
- Only classroom- observation forms, questionnaire guidelines and school documents were the main tools of data collection.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3.1 Introduction

This is the core part of the research. Analysis, interpretation and comparison of data have been carried out in this section. Data was obtained from due effort of the survey and field study. It is a survey research; it requires a lot of information from the field work. Survey approach involves no specific research methods. The survey approach is a research strategy, not a method. Researchers who adopt the strategy are able to use a whole range of methods within the strategy; questionnaires, interviews, documents and observations.... Surveys are about a particular approach, not the methods - an approach is which there is a given point in time which aims to incorporate as wide as inclusive data as possible. (Denscombe 1999; 7)

The major objective of the research was to identify the early childhood English language teaching-learning strategies in Montessori schools. Data was collected from the eight different Montessori schools of Lalitpur district. The main tools to collect data were questionnaires and classroom observations forms. Thirty-one items of questionnaires were filled up by two different teachers from each school. Likewise, the researcher herself had filled up the classroom observation form by observing the classes.

3.2 Itemwise Comparison

Analyzing the survey questionnaire which was aimed to seek the strategies employed by Montessori teachers teaching in Lalitpur district, the following methods are found in practice of English language teaching.

Regarding the questions related to teach vocabulary items, almost all teachers replied “yes” and learners were interested in learning vocabulary items. While teaching the English language, most of the teachers sometimes used mother tongue and some of them did not use mother tongue. Out of four language skills, most of the teachers used speaking skill mostly and some of them used listening skill as well. According to the case of interaction in classroom between teachers and learners, learners-learners, almost all teachers sometimes allowed learners to interact in classroom. It was very important for almost all teachers to use facial expressions, gestures information etc. to classify the concept of a word.

The different activities like drills, pair-work, group-work, demonstration, drama, communication, games, role-plays etc. were given priority in accordance of students’ performance. Some of them preferred pair-work as more prior than other activities. Some of them preferred demonstration as more prior and some of them preferred group work as more prior. It was different according to their teaching performance. For the motor skill development, almost all teachers were in favor of Motor skill development. Motor skill development was an important part for Montessori Council. Focusing on MM, for the development of learners’ practical life activities and language activities, almost all teachers allowed the children to prepare work/objects like pictures, real objects and shapes.

The materials used in language classrooms were all Montessori materials like Bingo cards, beads, flash cards, puzzles, pictures etc. Almost all teachers involved the learners in creative activities like drawing, painting, clay work pasting , cutting papers, model of play dough, music art etc. Games play a vital role for vocabulary enrichment. Almost of the teachers conducted different games for learners’

pronunciation practices. Sometimes, they also took learners for field trip to the places like zoo, Children Park, Godawari and Museums. Most of the teachers allowed the students to play different games inside and outside classroom. Especially learners played the games whatever they like. Sometimes teacher directed games. Most of the teachers allowed the games like play Bingo, Back to Back, Puzzles, Blocks arranging, Tic-Tac-Tik inside the classrooms whereas the games like Cat and Rat, Hide and Seek, passing ball, Tug of war, sliding, Ring on Ring on Roses outside the classroom.

Regarding the teachers' view on MM of teaching and learning, most of them considered it as a practical way of teaching and learning. It is unique way of teaching and learning. It is a simple way of teaching and learning in which the physical and mental development of children develop by different creative activities. It is the method of learning by doing. It helps to know about the child psychology. It is enjoyable to teach them by this method.

Table no: 1
Score Achieved in Item Option of Questionnaires

| S. N. | Item No | Item Options | | | Remark |
|----------|------------|--------------|-----------|--------|--------|
| | | Frequently | Sometimes | Seldom | |
| 1 | 3 | 40% | 30% | 30% | |
| 2 | 6 | 70% | 30% | - | |
| 3 | 7 | 100% | - | - | |
| 4 | 11 | 100% | - | - | |
| 5 | 21 | - | 50% | 50% | |

(See Appendix C)

Table no: 2
Score Achieved in Item Option of Questionnaires

| S. N. | Item No | Remarks | | | |
|----------|------------|-----------------------------------|------------------|----------------------------------|----------------|
| 1 | 4 | Listening -50% | Speaking-50% | | |
| 2 | 9 | Demo 40% | Pairwork-30% | Group work 30% | |
| 3 | 12 | Picture-80% | Shape-20% | | |
| 4 | 14 | Puzzles-100% | Real-objects100% | Flash cards 100% | Picures-100% |
| 5 | 15 | Greeting-100% | Welcoming-100% | | |
| 6 | 17 | Drawing-100% | Coloring-100% | Painting-100% | Clay work-100% |
| 7 | 22 | Godawari, Zoo, Children park | | | |
| 8 | 23 | Teacher Directed Games 50% | | Free whatever they like-50% | |
| 9 | 24 | Block Puzzle-50% | | Sandpit, swing, hide & seek- 50% | |
| 10 | 29 | Pronunciation & Spelling mistakes | | | |

(See Appendix C)

Table no: 3

Score Achieved in Item Option of Questionnaires

| S. N. | Item No | Item Options | | Remark |
|----------|---------|--------------|-----|--------------------------------------|
| | | Yes | No | |
| 1 | 1 | 100% | - | |
| 2 | 2 | 50% | 50% | |
| 3 | 5 | 100% | - | |
| 4 | 8 | 100% | - | |
| 5 | 10 | 100% | - | |
| 6 | 13 | 100% | - | |
| 7 | 16 | 100% | - | |
| 8 | 18 | 100% | - | |
| 9 | 19 | 100% | - | |
| 10 | 20 | 50% | 50% | |
| 11 | 25 | 100% | - | |
| 12 | 26 | 50% | 50% | |
| 13 | 29 | 50% | 50% | Pronunciation & Spelling mistakes |

(See Appendix C)

3.3 Theory-Practice Congruence

A wide array of educational philosophy circulates through Montessori theory. Some professionals adhered behaviorist theory as developed by John B. Watson, B.F. Skinner and Edward Thorndike in this field. Others hold the more unstructured maturationist theory popularized by Jacques Recessearu and Mari Montessori.

The first approach of Montessori system is freedom to learn, to explore, to discover, to be creative, to choice and to develop pupils individual interests. Second approach of Montessori system understands the need and basic problems of child and ability of the child.

The approaches were really practiced in Montessori schools. The researcher had observed the classroom of different Montessori schools. The first thing that struck researcher was its decoration. When the researcher entered the Montessori House Pvt. Ltd. Kumaripati, some of the children were out of the classroom playing karate; their guru was coaching them. The classrooms of school were decorated very nicely. All children were in casual dress, there was no compulsion of school uniform. All of the eight schools did not allow the children to bring their snacks from home; the school provided them snacks also. (*See Appendix F*).

The classroom contained child-sized tables and chairs. Some tables had math workbooks open on them while some were occupied by students concentrating on an exercise. The classroom was organized neatly: many Montessori exercises were visible. There was an art corner, a reading corner, and a snack area. One student was working out of class with practical life activities by pouring the water from big pot to small bucket and he kept that bucket near to his friend. She was cleaning the

chairs and tables by small cotton clothes. Students were frequently moving in and out. Two of them were drawing the pictures of beautiful flowers. Two of them were arranging the letters to make a new word on the small backboard. In some schools children were taught according to their own curriculum using text books. (*See Appendix F*)

Based on the observation the researcher found that the child rights were protected by all the observed Montessori schools, freedom to develop the potential within themselves, opportunity of choice, freedom to develop their individual interests and working co-operatively. MM developed the child as a person by allowing the children to learn and grow on their own while enjoying themselves. The Montessori materials were self-teaching and self-correcting. The children learned and solved their problems by themselves.

3.4 Students Participation

Montessori is a highly hands -on approach to learning. It encourages children to develop their observation skills by doing many types of activities. These activities include use of the five senses, kinetic movement, spatial refinement, small and large motor skill coordination and concrete knowledge that leads to later abstraction.

In Most of the schools, the numbers of students in a classroom were fifteen to twenty. But the researcher found in two schools there were more than 20 students. Teachers were kept in Montessori classes as facilitators. In three schools, there was one teacher and in five schools, there were two teachers in one classroom. In Montessori programme children enjoy what they learn. Students' participation was most in Montessori classrooms using Montessori materials. The children naturally interact among themselves while solving their problems. This method

promoted their social interaction in addition to their problem solving skills. It means that the children learned to respect each other. The children usually gathered into small groups to work on the materials of their choice. The researcher found, in four schools, the teachers instead of asking the children to complete a portion of the workbooks each day, the teachers used activities such as the sandbox for writing, story books for reading and work cards for vocabulary development. Teachers were careful to let the children make their own decisions. (*See Appendix F*).

3.5 Classroom Management

The classroom management is a major part of the effective teaching and learning. The classroom management refers to mainly sitting arrangement, discipline maintaining, noise in classroom, classroom environment, attitudes towards learners' errors as well as outside surrounding, teaching materials and ratio of teacher-students.

Montessori classrooms were child-centric. Furniture were child-sized, where no teachers' desk was present. The typical classroom consists of four areas; practical life, sensorial, language and mathematics. Practical life includes activities such as buttoning, sweeping, pouring, slicing, typing etc. Sensorial includes activities to stimulate and train hearing, touch, smell and taste. Most Montessori classrooms try to include ways for the children to interact with the natural world, perhaps through a classroom pet (rabbits, gerbils, mice etc.) or a small garden where the children can plant vegetables or flowers. (*See Appendix F*)

Observing the Montessori schools, it was found that the classrooms were well carpeted, clean and bright, well decoration, materials were labeled very nicely, separate corners for practical life activities, sensorial activities, language activities, mathematical activities and cultural

activities with related materials were situated. The classroom seemed as a decorated festive hall. The children names and photos were attached using funny type figures.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major concern of this study was to identify the English Language Teaching and Learning Strategies in Montessori schools of Lalitpur district. For this study, the specific objectives of the study were to reveal English language education strategies of Montessori schools, to expose the adoption of Montessori schools of Lalitpur district. The main tools used were classroom observation record forms (classroom strategies in Montessori schools, teaching-learning strategies of English language in Montessori schools) and guideline for interview with principals. The informants for this study were principals, teachers and students.

On the basis of analysis and interpretation of the primary data the following findings were recorded:

1. In the Montessori schools where the research study was conducted, the English language was found to be one of the areas of study in integrated curriculum among five different activities. The English language was presented in a fun and interesting way by using concrete materials. The very basic concepts of the English language such as vocabulary, letter, words, sounds(vowels and consonant), etc were taught from the very beginning
2. The environment of the classroom, the free of choice, developed the students individual interests and learning potentiality were given due importance. The needs of the children, their basic problems of childhood, were realized and activities were planned accordingly in the Montessori schools.

3. The main five areas of Montessori curriculum are practical life activities, sensorial activities, language activities cultural activities and mathematics activities.
4. The curriculum focused on practical life related activities for the development of the children's basic capacities, self manipulation of the materials for motor development, sensorial related activities for the perceptual development and cultural activities for cultural development. Thus, the curriculum has been able to carryout in activities for the overall development.
5. In Montessori schools, the facilities were given by aware of children development proceed, auto-education psychotherapy, child-rights, creation of homely environment
6. Montessori schools were found only in urban areas.
7. It was found that in Montessori schools, the children have no specific uniform and all of the teaching staff was young females.
8. The Montessori teachers have dedicated the approach towards the overall development of the children. Once a week, the teachers were engaged in building materials, planning weekly plans and conducting teacher- parent meeting.
9. MM is Child-Centered instead of teacher centered. It is independent learning method. The role of teacher in classroom is as facilitator and a guide.
10. In Montessori schools, the provision of cozy home environment is maintained by the management like place for sleeping, eating, playing, painting, cultural activities, practical life activities and freedom of movements.

11. Based on the observation of Montessori schools, it was found that physical facilities like appropriate (size, structure and access) furniture, sports materials and infrastructure, traveling, balanced diet, specific specialists for co-curricular and extra-curricular activities, building (structure, shape, size and style), the classroom setting and effective classroom environment were supportive and well planned for early childhood development according to Montessori approach.

4.2 Recommendations

Teaching learning strategies of MM can give better result in spite of traditional approach. The main purpose of the study was to find out teaching- learning strategies of English language and to provide research based related materials in the area of Montessori education. The findings and conclusions drawn out from the study were that Montessori schools are playing a vital role for early childhood education and in the pre-primary section by following MM. It is essential for every children to learn everything by new and scientific approach of Montessori system. Almost all schools should follow the Montessori system especially in the pre-primary section, mainly focusing the age group of 2-6 years child. The Nepal government should provide well trained teachers, materials and appropriate teacher quota in Pre School. The government should provide quality education for overall development; after all pre-primary level is the base of knowledge and education. The following suggestions are presented on the basis of findings of the study

-) This research shows that MM is the modern and more scientific system.

-) Mostly Montessori schools are found in the urban areas especially in Kathmandu, Lalitpur, Pokhara, in the very developed cities. These schools should be run in every part of Nepal.
-) The researcher found very difficulties to get information and poor response during her research period while collecting data. This behavior should be changed for the research work. Therefore concerned authorities should think.
-) Most schools are very well organized in every field and area but somehow in the point of view of the researcher, the exact theories of Maria Montessori were not followed. The school were found must costly, the fees should be little cheap.

As synopses, the researcher asserts that as far as possible Montessori education system should be followed in every areas of Nepal even in rural areas of countries. For this process, everyone should have knowledge of MM i.e. it is a very modern and scientific approach in the field of teaching and learning.

REFERENCES

Adhikari, S. R. 2005. *The Effectivness of Teaching Vocabulary Through Game*. An unpublished M. Ed. Thesis. Department of English Education; Kathmandu, T.U.

Aggarwal, J. C. (1993). *Development and Planning of Modern Education*. NewDelhi: Vikash Publishing House.

American Montessori Society (1960) *Montessori and Public Schools* [On-line].Available: www.amshq.org/schools_public.

An Introduction to the Montessori Math Curriculum [On-line]. Available:<http://www.edvid.com/math.asp>. and www.uxl.eiu.edu.cfsjy/mts/math

Bunnag, D. (1996). *Classroom Adaptation: A Case Study) of MS*. Research Study. [On-line]. Available: <http://www.ceep.crc.uiuc.edu/pubs/katzsym/bunnag.html>.

Cameron, L (2001). *Teaching Languages to Young Learners*. Cambridge :CPU

Dohrmann, K. R. (2003). *Outcomes for Students in a Montessori Program: A Longitudinal Study of the Experience in the Milwaukee Public Schools*. Association Montessori International.

Denscombe, M.1999. *The Good Reasearch Guide*. New Delhi: Viva Books

ECD Education: Developmental or Academic [On-line]. Available: <http://wwwv.educationnext.Org/unabridged/20012/elk:ind.html>.

Epstein, A. (2005). *Montessori ECD Language Lifelong Literacy*, Tomorrow's Child, 4:1, 13-17

- Finocchiaro, Mary. 1964. *English. English as a Second Language: From Theory to Practice*. New York: Simon & Schuster.
- Gettman, D. (1987). *Basic Montessori: Learning Activities for Under-Fives*, New York: St. Martin's Press.
- Halliwell, S. (1992) *Teaching English in the Primary Classroom*, Longman.
- John C. M. (1992). *The MM Scientific pedagogy*. [On-line]. Available: <http://www.digital.library.upem.edu/woman/montessori/method>
- Kira, S. K. (2005). *Transforming Education: Case Studies in Systems Thinking*. [On-line], Available: www.education.indiana.edu/~frick/area/.aera99/
- Kramer, R. (1976). *Maria Montessori: A biography*. New York: Putnam's Press.
- Math Album [On-line]. Available: <http://www.geocities.com/peruzele/Math.html>
- Mathematics anxiety [On-line]. Available: http://www.math_anxiety.com
- MOE (2004), *Strategy Paper for ECD Development in Nepal*, Nepal, Bhaktapur: Hissi printing press.
- Montessori [On-line]. Available: <http://montessori.org/>
- Montessori approach [On-line]. Available: <http://www.montessorica.com>
- Montessori Connections (2005). *An overview of Montessori education*. [On-line]. Available: www.montessoriconnections.com/aboutmontessorieducation.
- Montessori curriculum [On-line]. Available:

http://en.wikipedia.org/wiki/Montessori_method#Pedagogy

ME - a Good Choice [On-line]. Available:

<http://www.montessoriconnections.com/schools>

ME [On-line]. Available: <http://www.knovvledgerush.com>

Mohanty, G. 1996. Abnormal Psychology. Rajinder Nagar Ludhiana.
141- 008.

Montessori Foundation [On-line]. Available

http://www.objectivistcentre.org/articles/foundation_montessori

Montessori materials [On-line]. Available:

www.gmmontessori.org/activities/index.

MP [On-line]. Available: www.conciloakmontessori.org

Mp [On-line]. Available:

www.psychology.sbc.edu/Montessori%20Schools.

Montessori Teachers Collective [On-line]. Available:

www.moteaco.com/index Montessori Text [On-line]. Available:

<http://www.michaeloiaf.net/ICW36rnath.html>

Montessori training [On-line]. Available: [http://www.our-](http://www.our-montessori.com/training)

[montessori.com/training](http://www.our-montessori.com/training) Montessori, M. (1949). *The Absorbent Mind*. Theosophical Publishing House, India: Madras.

Montessori, M. (1967). *The MM*. New York: Frederick C. Stokes [On-line]. Available: <http://digitalcommons.unl.edu/famconfacpub>

Montessori, M. (1917). *The Advance MM (Vol. I)*. Frederick A. Stokes & Co. Order Clio Edition, New York: Schocken.

NAMTA (1996). *Maria Montessori: the woman and method*. [On-line]. Available: <http://www.swarag-.org/srikshantar/montessori.html>

Nepal Montessori Training Centre [On-line]. Available: <http://www.nepalmontessori.com> , Campaign.

Oli, I. B. (2001). *Cognitive **Development** of Pre-Primary (4 Years Old) School Children*; Unpublished **Master's** Degree Dissertation, T.U., Nepal

Parkyn, J. (2004). *The amazing Maria Montessori*. Vero Beach Magazine [Online]. Available: www.amshq.org/newsReleases/amazingMontessori.

Pradhan B. L. (1989). *Bachha ko Bikhash ko Bidhi (1st ed.)*. Kathmandu, Nepal: Pilgrims Book house

Pradhanang, D. (2001). *"Construction of Knowledge in the Early Year Nepalese Children's Learning"*. Unpublished M. Phil. Thesis, The Danish University of Education, Denmark.

Shrestha, K. 1999. *Management of ECD Education in Developing Countries: Implications for Nepal*. An Unpublished Ph.D. Thesis. University of Delhi.: Department of Education.

Subedi R.C. *Childhood Mathematics Teaching Learning Strategies in MS of Nepal*. An unpublished M.Ed. Thesis. Department of Math Education, Kirtipur, T.U.

Seldin, T. (2005). *Montessori's Integrated Spiral Curriculum*, Tomorrow's Child. 4:1, 5-11

Sharma G. N. (2003). *Nepal ma Shikshya ko Itihas* Putalisadak,.
Kathamandu: Makalu books and Stationary.

Shu-chen J. Y. (). *Montessori Math Albums* [On-line]. Available:
www.fastrackkids.com/ Subedi, Abtar (2006), *Mathematics
Learning Management in an Effective School: A Case Study
Practice in Nepalese*, Unpublished Master's Degree Thesis, T.
U., Kathmandu

The American Montessori Society (AMS) [On-line]. Available: [http:
//www.amshq.org/](http://www.amshq.org/)

The Association Montessori Internationale (AMI) [On-line].
Available: <http://www.montessori-ami.org/ami.htm>

The Montessori Foundation (2005). *The Montessori Approach to
Discipline*. Tomorrow Child Magazine. [On-line].
Available: <http://www.montessori.org>

The MM and Montessori curriculum [On-line]. Available:
http://www.en.wikipedia.org/wiki/Montessori_school#Montessori

The North American Montessori Teacher's Association [On-line].
Available: http://www.montessori_namta.org

The Role of Curriculum Models in ECD Education. [On-line].
Available: <http://ceep.crc.uiuc.edu/eecearchive/digests/2000/gof>

Val, D and Feuteun, 1995. *Teaching Children English*.
Cambridge: CUP

APPENDIX-A

TIME LINE OF MONTESSORI- LIFE

- 1870 August 31 - Maria Montessori is born in Chiaravalle, Ancona, Italy.
- 1875 Maria moves with her family to Rome (the actual date is in question depending on what source you look at; some books state she moved when she was 3, 5 or 12)
- 1882 Maria goes to a boys' secondary school in order to study mathematics.
- 1886 Maria graduates from high school and enrolls in a technical school to study engineering.
- 1892 Maria begins her studies in medicine.
- 1896 July 10-Maria receives her Doctorate of Medicine degree; she is the first woman to graduate from the University of Rome's School of Medicine. September — Maria serves as a delegate for Italy at the International Congress for Women's Rights in Berlin, Germany; her proposal for equal pay for equal work for women is adopted. Maria is appointed assistant doctor at the Psychiatric Clinic in the University of Rome.
- 1897 Maria lectures on the importance of educating disabled children at a national medical congress and at a national teacher's congress in Turin, Italy
- 1898 Maria becomes a member of the National League for the Education of Retarded Children. Maria is appointed co-director with Dr. Giuseppe Montesano of the State Orthophrenic School (for mentally retarded children) in Rome. Sometime between 1898 and 1900 Maria gives birth to her out of wedlock son Mario.
- 1899 Maria is a lecturer at the women's teacher-training college.
- 1900 Maria attends a feminist congress in London and speaks out against the exploitation of child labor.

- 1901 Maria leaves the Orthophrenic School and returns to the University to study psychology and philosophy.
- 1904 The University of Rome appoints Maria as a lecturer in science and medicine, and she chairs the Department of Anthropology.
- 1907 January 6 - Maria opens the first Casa dei Bambini in San Lorenzo, Italy.
- 1909 Summer- in Citta di Castello, the first Montessori training course is held. Maria's book, *The MM*, is published in Italian.
- 1911 Anne George, an American, goes to Rome to take Maria's training course. The first American Montessori school opens in Tarrytown, New York; this is the result of great interest in a long article about Montessori that was published in the American magazine, McClure. The Swiss and Italian public schools decide to use the MM as their standard system.
- 1912 The Montessori American Committee is formed by Anne George, Sam McClure and Mr. & Mrs. Bell; they organize the first international training course in Rome. Maria's book *The MM* is translated into English. **Renilde** Stoppani Montessori dies in December.
- 1913 Maria visits the U.S. for the first time due to Sam McClure's persuasion; there are already over one hundred Montessori schools in operation. Maria gives a lecture at New York's Carnegie Hall on Dec.6. The Montessori American Committee becomes the Montessori Educational Association under the direction of Mabel Bell (Alexander Graham Bell's wife) as president. Spain's first Montessori school opens. *The Advanced MM {The Pedagogical Anthropology}* is published.
- 1914 *Dr. Montessori's Own Handbook* is published. William Heard Kilpatrick, a leading American educational theorist at Columbia University, criticizes Montessori's philosophy as being outdated.

- 1915 Maria sets up a classroom at San Francisco's Panama-Pacific International Exposition where thousands of people were able to observe her teaching method during the four months of the exhibit; the Montessori class won the only two gold medals for education. May — Maria conducted her first American training course in Los Angeles. November - Maria's father dies while she was in the U.S., and she immediately returns home.
- 1916 The MEal Association (MEA) dissolves due to lack of support from Maria, and the Montessori movement in the U.S. dies down for some time. Maria gives her first training course in Barcelona, Spain, at the Seminari Laboratori de Pedagogia; students from Spain, Portugal, U.S. and Great Britain attended.
- 1917 Maria's son Mario weds an American, Helen Christie.
- 1919 Maria lectures at a training course in England; her lectures now include methods and materials for 6-11 year olds.
- 1920 The Spanish government stops supporting the Montessori training institute due to Maria's refusal to comply with the government's politics.
- 1922 Maria is appointed a government inspector of schools in Italy.
- 1924 Maria meets with Mussolini, and he agrees that the Italian government should again support Montessori schools.
- 1927 The Montessori Society of Argentina is founded after Maria's lectures in Buenos Aires, La Plata and Cordoba.
- 1929 The Association Montessori Internationale (AMI) is founded in Berlin, Germany.
- 1930 *The Child in the Church* is published.
- 1931 Mussolini closes all the Montessori schools because the teachers would not pledge loyalty to Fascism. Maria leaves Italy and returns to Spain.
- 1932 *Peace and Education* and *The Mass Explained to Children* are published.

- 1935 The AMI relocates to Amsterdam and continues to be headquartered there.
- 1936 The Spanish Civil War begins and Maria leaves Spain **for England**. Maria is invited to reside in Holland by one of her **students, Ada Pierson**. *The Secret of Childhood* and *The Child in the Family* are **published**.
- 1939 Maria and Mario fly to India to escape World War II (Mahatma Gandhi had visited the Casa dei Bambini in Rome). *Erdkinder and the Function of the University (The Reform of Education During and After Adolescence)* is published.
- 1940 June - Mario is sent to a prison camp because he is Italian (enemy alien) and India is under British rule. Maria is, however, given permission to travel around India. 31 August - Mario is returned to his mother as a 70th birthday gift from the Indians. A palm leaf roof hut is built as Maria's training center in Madras.
- 1946 August — Maria and Mario return to Holland and then travel to England. *Education for a New World* is published.
- 1947 Maria and Mario start a training center in London, England, with Margaret Homfray and Phoebe Child as directresses. Maria and Mario traveled for two years all around India (Madras, Bombay, Gwailor) and to Ceylon and Pakistan.
- 1948 *The Discovery of the Child* is published.
- 1949 Maria addressed the Eighth International Montessori Congress with hopes that those in attendance (Catholics, Quakers, Hindus, Muslims and Buddhists) could all work together to bring peace throughout the world. *The Absorbent Mind* is published. Maria Montessori is nominated for the Nobel Peace Prize. December - France bestows Maria with the Cross of the Legion of Honor (France's highest honor).
- 1950 *To Educate the Human Potential What You Should Know About Your Child* and *The Formation of Man* are published. Maria addresses the United Nations Educational, Scientific and Cultural Organization and receives standing

ovations after each. Speech. Maria Montessori is nominated again for the Nobel Peace Prize.

- 1951 Maria Montessori is nominated a third time for the Nobel Peace Prize. Maria Montessori addresses a United Nations education conference in Florence.
- 1952 May 6 - Maria Montessori dies at the age of 81 in Noordwijk aan Zee, Holland.
- 1960 The American Montessori Society (AMS) is formed.
- 1967 The US Patent and Trademark Trial and Appeal Board denied exclusive trademark and registration of the term "Montessori" to any one particular organization.
- 1990 The Italian government honors Dr. Maria Montessori by putting her on the 1000 Lire paper currency note.

(Source: www.amshq.org, <http://www.montessori-namta.org>,
<http://montessori.org/>)

APPENDIX-B

LIST OF THE SCHOOL, CHOSEN FOR THE STUDY.

| S.N. | Name of school | Address |
|-------------|---------------------------------|----------------|
| 1 | Yashuma MS | Satdobato |
| 2 | Montessori International School | Satdobato |
| 3 | Maria Montessori House | Sanepa-2 |
| 4 | Welhams Higher Secondary | Jawalakhel |
| 5 | Highland Park International MS | Sanepa-1 |
| 6 | Kidland Montessori | Kusunti |
| 7 | Delight Kindergarten | Thasikhel |
| 8 | Montessori House Pvt. Ltd | Kumaripati |

APPENDIX-C

A QUESTIONNAIRE TO THE MONTESSORI TEACHER

Dear Sir or Madam,

This questionnaire is a part of my research study entitled "Early childhood English language. Teaching learning strategies under the supervision of Mrs. Tapasi Bhattacharya department of English, language education, faculty of education, T.U. Kirtipur. The major study of this research is to identify the early childhood English language teaching learning strategies in Montessori schools for concerned authorities and interested students.

Your cooperation in completing the questionnaire will be great value to me. The fruitful of the study will depend on our unbiased and correct response. Please, feel free to put your responses required questionnaire. I assure you that the responses you make will have no harmful effects to you as well as others.

Yours Sincerely,
Srishti Ranabhat
M.Ed II Year
Roll NO. 472

Department of English Language Education
Tribhuvan University
Kirtipur, Kathmandu.

APPENDIX-E

GUIDELINES FOR INTERVIEW WITH PRINCIPAL

Name of School:

Estd:

Name of Principal:

Address:

Qualification:

Experiences:

Training:

Furthermore:

Age:

Gender:

☐Female

☐Male

Guideline Points

-) Background behind this school established as MS.
-) MM for early childhood development.
-) ECD English Language Curriculum of MS.
-) Management strategies of classroom, pedagogical implementation, extra-curricular activities and economics.
-) Evidences that show the school follows Montessori approach.
-) Pedagogical adoption problem of this method.
-) Procedure to uplifting Montessori English language teaching learning
-) Experience being principal of Montessori school.

Interviewer:

Date:

APPENDIX-F



Dance



Music and Rhymes



Painting



Arts and Crafts



Yoga



Meditation



Taekwando



Physical Training



Cooking Classes



Sand Play



Swimming



Field Trips and Outdoor Activities



Winter Camp



Summer Camp



Basket Ball



Asharai Ropai



Sensorial Education



Math



Fun with Botany



Fun with Zoology



Fun with Geography



Pre Historic Study



Nepal Study



Nepali Language Arts



Language Art English