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<u>Theme</u>

The implementation of Montessori Method in the Algerian EFL classrooms

The case of third year primary classrooms

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[III]

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Abstract

The current study aims to explore the effectiveness of Montessori Method in the Algerian EFL primary classrooms. This research was conducted through mixed method (qualitative and quantitative methods), and the data was collected through Observation and questionnaire. For the observation, the participants were third year EFL primary teacher and her learners, who are 30 students divided into 17 girls and 13 boys, in Saad Saoud El Messoud primary school in Bordj Bou Arreridj, Algeria. The participants of the questionnaire were 30 EFL primary teachers, it is an online questionnaire conducted through Google form platform. The aim of the research is to find out whether the EFL primary teachers are implementing the principles of the MM or not, and to figure out if the manners, actions, and behaviours used by the teacher are appropriate for the learning process or not. However, after the answers of the questionnaire and the 9 hours of observation during 3 months, the authors find out that the MM is not implemented by the EFL primary teachers, because there is no freedom, no choices, and no appropriate materials and environment for the young learners. Thus, the findings encourage the need for the EFL teachers to identify and imitate the aspects of the Montessori Method.

List of Abbreviations:

MM: Montessori Method.

EFL: English as a Foreign Language.

MA : Montessori Approach.

MMP : Montessori Method Principles

TEFL: Teaching English as a Foreign Language.

QQ: Questionnaire.

TEFL: Teaching English as a Foreign Language.

AES: Algerian Educational system

PPS: Pupils

MS: Montessori school

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GENERAL INTRODUCTION

Introduction

The cognitive and mental development that knocks on the doors of societies makes scientists and teachers in constant thinking and always tends to develop the methods used and the experiences presented in education. Each teacher has his own method that he uses according to his educational philosophy that he believes in according to his professional qualification, and his method of communicating the content of the curriculum to the student during the educational path, to achieve appropriate learning process. This latter is the acquisition of knowledge or skills through study, experience, in case the learner is the center of teaching-learning process. However, there are various alternative approaches to pedagogy and teaching that are widely discussed nowadays, in favor of the learner, for more radical changes in the classical schooling system, among them "Montessori Method".

The Montessori Method helps students to attract their attentions and gives them a lot of information and facts. It represents a basic pillar of the educational activities provided to them, as it affects them directly and quickly, and leads them to the achievement of many educational goals. Moreover, it develops the language balance of the students and helps them understand the general basic concepts and the ability to express and improve reading and writing skills and thus, increase their abilities to communicate with others, express their ideas and dialogues, because the child has the ability to adapt and harmonize with other students and interact with them.

The "Montessori method" is among the most developed alternative approaches in which it is a very valuable source of new ideas, techniques, and methods that serve the learning process, to be more effective. The Montessori Method is a new method used by teachers to teach any language found in this world through such amazing techniques that give total freedom for the children in the classroom. Therefore, it allows the students to learn through their own chosen manners with small guides from the teacher.

1. Statement of the Problem

The authors choose to conduct this research according to two reasons. Firstly, because of, the Algerian education integrates English in the primary schools for young learners for the first time; most of EFL teachers face various problems with how to deal with indiscipline and assessment in the lessons to the affect that the pupils do not get discouraged from learning English. Secondly, according to previous studies and personal experiences, the most of EFL Algerian teachers do not support the sense of freedom, creativity, and individuality of the learner in the classroom, in which students should always follow the orders and instructions of teachers, schools,

and society. However, one of the primary goals of the ministry of primary education in Algeria is to build a certain proficiency level among pupils, there is no evidence of whether or not teachers are appropriately implementing the MM principles. Daily contacts with inspectors, teachers and pupils' parents indicate that the principles of the MM may be poorly implemented because the majority of English language teachers did not aptly understand the requirements of the educational guidelines besides that, lack of the training might affect negatively teacher's practices. However, the problem investigated in this research is to find out whether the teachers are applying the principles of the Montessori Method to learn English Language effectively and efficiently in the 3rd grade primary classroom. This raises the following question: Are the Algerian EFL teachers implementing the Montessori Method in their primary classrooms?

2. Background of the Study

Montessori is a method of education started by Maria Montessori in 1903 for the educationally backward children; after finding its efficacy on them, it ensured that it even well suits for the normal children. It became very popular throughout the world in the 20th century and has been implemented both in private and public institutions. Based on certain principles it is conducive for the overall development in social, emotional and cognitive components of children.

The Montessori Method is fundamentally an educational model of human development that supports the freedom and responsibility of learning. One of the most significant attributes of Montessori teaching is the validation that students learn in a different way, at their own pace, and following their inner guidance of nature. In the Montessori Method, peace and harmony are the key to learn. In practice, the MM requires the control and preparation of learning environment and never the control of the child. It requires self-direction, hand-on learning, and collaborative play, in addition to concentration, interest in learning, movement, and freedom.

3. Personal Motivation

Many previous studies have already investigated the effectiveness of the MM and revealed positive results. However, Poussin reports that in 2018 there were more than 30,000 Montessori schools in more than fifty countries worldwide *(Poussin, teach me how to do it myself, 2018)*. The highest number of MS is beyond the borders of Europe, U.S.A, Japan, and England. Accordingly, the authors have decided to identify this new method in the Algerian educational system, which can offer new perspectives and fill important gaps in the field of foreign language education in Algeria. Precisely, the MM never found in the Algerian system previously unless in the last few years. This new method began to apply gradually by few private kindergartens. In addition, the Algerian

teachers' method seems not appropriate for many learners according to its unqualified practices. Most students do not have enough sense of freedom, space, and creativity in their learning process according to the teachers' strict orders. Thus, the findings could be used as a reference for future investigations on the possible positive effect of this method that learners need throughout their educational journey.

4. Objectives and aims of the study

The study aims to identify the agreement between the teacher and the learner through giving space for more creativity and achievement. The main objective of this study is to examine and explore the effectiveness of the Montessori Method in teaching EFL to the Algerian pupils, and to observe and search for mainly some principles in the practices of the EFL primary teachers. Because the Montessori Method is a very valuable and successful approved method that enables EFL teachers to improve their quality of teaching.

5. The research questions

The study attempts to answer the following research questions:

Are the Algerian EFL teachers implementing the Montessori Method in their primary classrooms?

- How do EFL teachers treat their young learners?
- Do the Algerian primary classrooms are appropriate for teaching EFL?
- Do EFL teachers utilize authentic materials in their teaching process?

6. Significance of the study

This study intends to examine the effectiveness of the Montessori Method among the pupils of the third-grade primary schools towards the English foreign language as a third language in the Algerian educational system. In addition, the researchers hope to enhance studying English language by the implementation of the Montessori approach that enlightens pupils in learning. This study will give other researchers the motivation to conduct more researches in this field. Furthermore, the researchers expect that this study will benefit the curriculum designers, educational supervisors, and teaching staff, especially the Algerian teachers.

7. Structure of the Study

The present work includes two main chapters. The literature review chapter, which is the first chapter of this dissertation, assesses the variables related to the issue under investigation. This chapter is assigned to the theoretical part of this study, which comprises two sections. The first section provides the Algerian education system with its critics, and the English language status with its integration in Algeria. The second section contains a general theoretical overview of Montessori Method, its principles, stages, materials, and assessment, in addition to a comparison between classical teaching methods and Montessori Method.

Chapter two is a practical one, it contains two main sections; the first one is concerned with the overall description of the research methodology and the design adopted. The other section is allocated for the analysis and interpretations of the gathered data and concludes with a synoptic discussion of the findings.

Lastly, the study concludes with a general conclusion that explicitly answers the research question, followed by a discussion of the shortcomings of the work. Furthermore, suggestions for further researches are proposed.

CHAPTER ONE

REVIEW OF RELATED LITERATURE

Introduction

The theoretical part of the thesis provides reviews about theoretical concepts and previous research, relevant to this study. The chapter is divided into two main parts: the first one is about a brief description of the Algerian Education system and how it has been reformed, with adding multiple critics. In addition, the authors mentioned the status of the English language, and the integration of this language in the Algerian elementary schools. The second part is about Overview of Montessori Method, Maria Montessori's Contribution, stages of development and classical Teaching Method vs. Montessori Teaching. Finally, this chapter concludes with a discussion of the principles of Montessori Method, Assessment in Montessori Classroom, and Montessori's Materials and tools.

1.1.   The Algerian Educational System

Education is one of the most important social institutions that can improve the quality of life, the level of persons, and the enhancement of mental capacities and knowledge. Education seeks to provide people with relevant educational experiences that nurture their passions, problem-solving abilities, using technology, and higher level thinking skills, including critical thinking and creativity. Seeking knowledge is one of the highest things a person seeks to achieve. This high value made all the world's countries challenge to achieve the best educational system for its people, including Algeria with its Educational system.

At independence in 1962, the Algerian education system was highly exclusive and geared toward the training of the French colonial elite. With the creation of the Ministry of Education in 1963, the process of building an inclusive and open national education system was set in motion. Officials charged with developing the education system placed their focus on a number of goals, primary among which were the "Arabization" of curriculum and faculty. "Arabization" was the first step to decolonization after 1962, since it shifted from the use of French, as a result of colonization, to the implementation of Arabic in education, administration and official correspondences *(Benrabah, Histoire d'un traumatisme linguistque, 1999)*. The other goals are the upgrading of teaching skills at all levels, and the promotion of a skilled class of workers and technicians through the emphasis of technical and vocational education. The operation of most public conventional schools is oriented around a fixed

The structure of the school system is based on 5+4+3 model; five years of primary school, four years of middle school, and three years of secondary school. The ministry of national education

is responsible for supervision of basic and secondary education. However, it is compulsory and obligatory for all Algerian children without any comparison, and usually the age for schooling starts at six. In the first five years of basic education, pupils attend class for 27 hours a week. PPS are assessed on the results for their work and progressing between grades is based on these results. Moreover, the official prescribed language is Arabic, in which they have to learn different subjects, which are: Arabic, math, science, civics, Islamic education, history and geography, arts, sport, and French as a foreign language starting from the 3rd grade. Classical Arabic is the compulsory language of instruction in the Algerian schools. The end of primary school education is culminated by a final examination leading to the issuance of a certificate of achievement called "Certificate of Primary Education". If PPS succeeds, they pass directly to the next level, which is middle school.

1.1.1. Critics of Algerian educational system

The educational pedagogy used in Algeria is a double-edged sword, in which it received multiple opinions. However, the UNITED NATIONS (UN) criticized the level of AES partly because of the poor training of teachers and the low quality of education. "Kishore Singh" the Head of department UN in charge of education, on his visit to Algeria2015. He urged the Algerian government to improve the "Quality of Education" by saying: "It's the quality of education which is the biggest challenge; the government must urgently meet the need for quality education, raising the level of scholastic skills relevant to education" *(Singh, 2015)*. The expert saw that the employment of qualified teachers and continuing education is a fundamental vector of the quality of education, teachers able to transmit the values of human and humanist values enshrined in the national law 2008 are important. Furthermore, he argued, "The government must provide solutions to the problems of repetition, school dropout and overload in schools" *(Singh, 2015)*.

According to Mouad Bouchareb, speaker of People's National Assembly, "The Ministry of Education must meet the challenge of quality in accordance with international standards to improve the chances of Algeria to integrate globally while preserving its special character" *(Bouchareb, 2019)*. This improves the low quality of education in Algeria with the emergency to make efforts to correspond with the international standards. The lack of competence, qualification, conviction, motivation and commitment of those who are supposed to manage it, the school is unable to provide training that promotes the scientific mentality. It is limited to providing teaching. Thus maintaining this artificialism, the illusion of knowledge, it has delivered entire generation's stripped of benchmarks and devoid of knowledge and interpersonal skills, to the insults of a complex world, which it will not be easy for them to resist. Though being defenseless, they are today incapable of

taking part in competition. While the world civilization evolution, progresses and intervenes in the process of development of humanity for the sake of improving it, the management of the educational mission and that of the pedagogical act for lack of a serious contract. The absence of quality in education is a remarkable and noticeable fault in the field.

However, the reform of the education system in Algeria tried to be implemented gradually because the school has become an important political issue in recent years, and it received numerous criticisms of national education on the lack of quality and efficiency. The reform has been initiated with the aim of increasing the efficiency of the system and responding to the challenges of modern society. Two major projects were launched, first, reformed school curricula in the form of skills and textbooks, which was the cornerstone of the generalization of the reform, and second focusing on a pupil (learner-centered) rather than on the teacher during the teaching and learning process. The target goal is to train the pupil to act and build knowledge by him, and at making learning more concrete and operational, geared towards integration into society and into everyday life (Montessori Method). Therefore, the elite intended to implement these requirements are mainly "Teachers".

1.1.2. Status of English language in Algeria

English is a universal and unified language in the entire world; it has become beyond any doubt the global language of the twenty-first century. The number of people speaking it is increasing in a tremendous way. According to Crystal (2003), "more than 350 million people around the world speak English as a first language and more than 430 million speaking it as a second language" *(Crystal, 2003)*. Hence, it became regularly described as the global language and the lingua franca of the contemporary era. There is no country in the world that does not recognize English, at least as a foreign language that should be taught and learnt in the educational institutions. Fishman (1977) (as cited in Spolsky, 2004) said about the astonishing spread and use of English around the world:

> *"The traveler returning to the United States from a vacation trip in Africa, Europe, or Asia is often heard to comment that nearly everyone he met seemed to be able to speak some English. To such impressionist accounts of the ubiquity of English as the world language, one might also add the clearly partisan evaluations of its importance as a lingua franca offered by the promoters of English" (Spolsky, 2004).*

English considered as a Lingua-Franca; Firth (1996) defined ELF as a "contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" *(Firth, 1996)*.

In Algeria, the government started promoting the teaching of English. According to Bellalem (2012), the English language flourished in Algeria before 1980, when this country was heading toward socio-economic prosperity due to its massive oil and gas revenues *(Bellalem, 2012)*. He also stated that,

> *"In this period, [The economic-liberal period (1980 – 1991] the government's political and economic policy changed to be politically liberal and economically open towards the West. Its first task was to spread the Algerian economic market beyond the French market, to other countries in the world, mainly to the UK and the USA. Consequently, the 1990's for instance witnessed an increase of American and British investments in the Algerian oil and gas industry" (Bellalem, 2012).*

Hence, the economic collaboration with western countries and the increase in the private investments as well as the encouragement of tourism enhanced the presence of English in Algeria. Moreover, Benrabah (2013) clarified that, "There is a growing realization that, solid English language skills open doors to better career prospects both at home and abroad. Internationally, students can pursue higher education in the United Kingdom and North America" *(Benrabah, Language Conflict in Algeria: From Colonialism to postindependence, 2013)*. English improves that it can empower the Algerian people at home or abroad for a better international communication.

1.1.3. The integration of English in the Algerian primary schools

Many specialists and linguists note that before the age of ten, interference from the mother tongue is less observed, which facilitates the learning process for young learners. Broughton et al (1978) argue that, "a second and even a third language can be acquired from the very earliest ages without any seeming effort retardation of the mother tongue" (as cited in *(Djouimaa, 1999)*). Moreover, Broughton et al (1978) argued in this regard that starting a foreign language at the age of 8-9 on the One hand doesn't fail to catch the teachable moment, and on the other gives time for the basic mother tongue skills to have been firmly established (as cited in *(Djouimaa, 1999)*). Therefore, The Algerian Education system finally took the age factor into account and introduced English to be studied in primary schools (third grade), from the school year 2022-2023 by the minister of National Education Mr. Abdelhakim Belaabed. The integration of English language was a good step and challenge for the Algerian society. This language found a great welcome by society, the academic family, parents, and young learners.

1.2. Overview of Montessori Method

Montessori education is fundamentally a model of human development, and an educational approach based on that model. The model has two basic principles. First, children and developing adults engage in psychological self-construction by means of interaction with their environments. Second, children, have an innate path of psychological development. The MM believed that children have all the liberty to choose and act freely within an environment prepared according to her model would act spontaneously for optimal development.

This model of education derived from Dr. Maria Montessori's pedagogical philosophy. Montessori Method believes that the child learns in the best educational environment that works in an integrated environment. The MM argues that no human being can force learning; a person must be ready to learn by himself otherwise he will not learn at all.

The Montessori Method promotes children's learning by encouraging and promoting the utilization of physical objects as well as promoting their nurturing ability of care and respect for each other and their natural environment. A child in a Montessori space learns to exercise self-control, be self-organized, and use self-correction. Its beliefs require a response to children's misbehavior by modifying the environment. However, the MM does not support enforcing control of the child, as is a more practical approach in a non-Montessori environment.

1.2.1. Maria Montessori's Contribution

Maria Montessori (1870-1952) is an Italian physician, educator, surgeon, and innovator researcher who born on August 31, 1870, in Chiaravalle, a hill town overlooking the Adriatic Sea, in Italy's Ancona province. Montessori was able to develop an educational method, which it continues and spreads in many countries of the world.

She studied in the field of medicine, becoming the second doctor woman in Italy. When joining in the University's Psychiatric Clinic, her duties were visiting children with learning disabilities (Polk, 1972). This work was a starting point for her interest on education so that is why in 1901 she began her studies of education philosophy and anthropology. Within two years of Montessori's instruction, her patients labelled as "mentally deficient and unable to learn" were able to successfully complete Italy's standardized publish school exams (International Montessori Index, 2006). She also mentioned that, "I became convinced that similar methods applied to normal children would develop or set free their personality in a marvellous and surprising way" (Montessori, 1909, p. 33, as cited in (Polk, 1972).

In 1907, she started her active life as an educator establishing her first "Casa dei Bambini", literally, "Children's House", where she observed the children and developed what has become known to Montessori educators as the prepared environment *(Lillard A. , 2005)*. To understand the Montessori Method, it needs to look at how she understood the learning process. Her most famous books are The Absorbent Mind, The Discovery of the child, Education and peace, The child in the family, Maria Montessori from childhood to adolescence.

Today, Maria Montessori enjoys global acclaim as one of the world's great educators, and she is one of the great pioneers of modern education and an enormous influence on today's teachers.

1.2.2. Stages of development

Montessori Method believes that there are four stages related to the chronological age and each stage is concerned with a number of characteristics that must be taken into account in the educational curriculum. These stages are between birth and adulthood. The development of these four stages centers on motor education, sensory education, and language. The instructional methods centered on the development of these three areas. Dr. Montessori (1964) stated the following in her own handbook:

"The technique of my method as it follows the guidance of the natural physiological and psychical development of the child may be divided into three parts: motor education, sensory education, and language. The care and management of the environment itself afford the principal means of motor education, while sensory education and the education of language are provided for by my didactic material" (Montessori M. , The Montessori Method, 1964).

1.2.2.1. The Absorbent Mind (0 – 6 years): the absorbent mind is from birth through approximately age of six, the young child experiences a period of intense mental activity that allows the child to" absorb", learning from his environment without conscious effort, naturally and spontaneously. During this time, it is important for children to be exposed to a variety of materials, languages, and cultures. In another way, it is called the stage of unconscious growth and imbibition, where the growth and development of the emotional and mental structure begins through the aforementioned time moments as well as mental imbibition.

1.2.2.2. The childhood (06-12 years): The motto of the second stage is "Help me think" *(Spinelli, Carbone, & Maugin, 2019)*. According to the Montessori pedagogy, the childhood contains these characteristics:

- **Inexhaustible energy:** Children at this age are full of unlimited energy, which they direct to their long-term projects. Children's imagination also develops the ability of abstract and logical thinking. This ability is necessary to satisfy the pupil's questions about the world and the relationships within the society in which he or she lives *(Spinelli, Carbone, & Maugin, 2019).*

- **Concentration on long-term projects/tasks:** it is a commonplace for the children to enter at a formal education, being concentrated primarily on practical, as opposed to theoretical matters. Children need to understand rather than learn or know, claims Spinelli (2019). Only in this way can they get the most out of the tasks when working on them and researching *(Spinelli, Carbone, & Maugin, 2019).*

- **Desire to understand the world and society:** it is necessary "to offer [them] the world". The educator must take them out.

- **Need for contact with the outside world:** Being in contact with the outside world helps the child establishes the basis of his or her future integration into life, which occurs in the third stage of development.

- **preference of working in small groups/ peers:** Children in the second stage try to run away from the family, as they need to broaden the number of people in the relationship with them; they want to be part of a herd and engage mainly in small group work.

- **Developed sense of justice:** in this section their sense of justice begins to develop; thus, they are confronted with thoughts about good and evil *(Lillard & McHugh, 2019b).*

- **Giving the pupil freedom:** Every time the child is given freedom, he or she must be confronted with the concept of responsibility. Children's 10 realization of the consequences of their behavior is an essential part of this development stage. Children should learn to accept the consequences and learn to know how to deal with them. The teacher's goal is to nurture the child conceived as an independent person in its critical thinking development, not to correct its behavior.

1.2.2.3. The adolescence (12-18 years): The motto of this stage is "Help me think with you" *(Poussin, Teach Me how to do it myself, 2018).* This stage is affected by tremendous physical changes. Poussin (2018) said that the child's body gradually becomes an adult body; its mental life develops along the same lines. Searching for a new identity, an adolescent re-evaluates and questions the values already adopted *(Poussin, teach me how to do it myself, 2018).*

In Montessori's book, from Childhood to Adolescence (2011), she said, "children of this age should separate from their families and live in the country, close to nature (boarding schools). Adolescents then have the opportunity to socialize with peers, and during the education, children try different kinds of jobs" *(Montessori M. , From Childhood to Adolescence, 2011)*

Furthermore, children should develop the noblest characteristics, such as a sense of justice and a sense of personal dignity, which would help them be social *(Montessori M. , From Childhood to Adolescence, 2011)*.

1.2.2.4.   The early stage of adulthood (18 – 24 years): during this stage, young adults are learning to establish themselves in their careers and in their relationships.

1.2.3. Classical Teaching Method vs. Montessori Teaching Method

In classical teaching, teacher is being the controller of the learning environment. The teacher holds power, responsibility, and plays the role of instructor (in the form of lectures) and decision maker (concerning curriculum content and specific outcomes). Classical teaching methods focus on the teacher as the only source of information in the classroom as a "control unit", and as he is the main enforcer of discipline. It embraces the idea of a teacher-centered method involving face-to-face interaction, mainly from the teacher to the student. This method supports social growth, with less material for the development of the senses, and less emphasis on self-care education, it kept the sense of creativity and thinking out of the box inside learners. Furthermore, Education is individual and group, and the curriculum is formed for the child, the child is guided by the concepts by the teacher while the child passively accept the knowledge. Classical method is generally gives a set time to work, in a pace of learning that is usually determined by group norms, and parental participation is voluntary rather than obligatory which supports the absence of most careless parents to inform them about the most important development of their children. This makes students lose motivation, lack self-study ability, and the combination of curriculum. Therefore, "The classical teaching method has been shown to be less effective than other teaching strategies in practical application and critical thinking abilities" *(Ilkiw, Nelson, & Watson, 2017)*; Dickinson et al. Citation *(Dickson BL, 2018)*.

Whereas the Montessori Method believed that the child himself/herself must be the center of education, in which the teacher has a low profile role in the classroom, he performs the observer role to direct spontaneous actions of the students. According to Montessori, "education is not something which the teacher does, but rather a natural process which develops spontaneously in the human being" *(Weissglass, 1999)*. This method Focus on cognitive and social development in which the group encourages children to learn and help each other without the absence of the

enhancement of mental development. The environment plays an important role in this method. The primary role of a Montessori educator is to creating a cooperative and supportive setting that should be organized and seemed aesthetically pleasing to the learner. The MM encourages self-discipline, fundamentally individualizing education. Furthermore, appropriate materials for the prepared environment are important for the child; the child chooses his own concepts from his educational materials, and discovers his own concepts from these materials. The child works as long as he wants to choose the project, and sets his own pace of learning. According to Tzuo (2007), children are enabled to make free choices by using the Montessori materials, and they have the power to learn on their own *(Tzuo, 2007)*; In addition to that, Montessori education is a factor that complements the role of the teacher. However, Multisensory materials for physical exploration are the most used materials by Montessori teachers. Moreover, the MM has structured program for learners to learn how to take care of oneself and the environment too. In addition, the parental meetings in this method are obligatory rather than voluntary, teachers organized a program for parents to understand the Montessori philosophy and participate in the educational process.

1.2.4. The principles of Montessori Method

1.2.4.1. Respect for the child

The MM imposed the teachers to respect children when they help them to do things and learn for themselves; The MM gives children the total respect needed for the child without any force or obligation. It gives them the freedom to choose, to move, to correct their own mistakes, and to work at their own pace, all those are a result for the huge respect of the learner's opinion. When students have choices, they will be able to develop the skills and the abilities necessary for effective learning, autonomy, and positive self-esteem. Maria Montessori argued and mentioned,

> *"However, we do not respect children. We try to force them to follow us without regard to their special needs. We are overbearing with them, and above all, rude; and then we expect them to be submissive and well behaved, knowing all the time how strong is their instinct of imitation and how touching their faith in and admiration of us. They will imitate us in any case. Let us treat them, therefore, with all the kindness which we would wish to help to develop in them" (Montessori M. , The child in the family, 1956)*

Maria argued that the children imitate what adults act and say, in which we can build monsters inside them. Therefore, treating them kindly is the best solution to develop them.

1.2.4.2. Freedom and discipline

It is considered as the main component in the MM for two reasons:

A- The child can reveal himself to the teacher only in an atmosphere of freedom, as the educator's task is to identify aspects of the child's integrated development and help in their development. The educator must have the opportunity to observe the child in such an environment that is characterized by freedom.

B- The child has his own developmental model, and this inner mentor must be allowed to carry out this function in guiding the development of the child, which cannot happen without providing sufficient freedom.

Maria Montessori refused to either praise children at any time of their education. A willing obedience leads to freedom of action and consequently to the absorbent mind *(Montessori, 1912)*. Dr. Montessori's own handbook (1914, p. 78) mentioned that a child

> *"Is sociable to the extent of wanting to share with everyone his successes, his discoveries, and his little triumphs. There is, therefore, no need of a teacher's intervention. "Wait while observing." That is the motto for the educator" (Montessori M. , Dr. Montessori's Own HandBook[EBook #29635], 1914)*

A Montessori teacher should not be an obstacle to the student, their discovery, and success. Montessori (1949) clearly states that,

> *"The essential thing is for the task to arouse such an interest that engages the child's whole personality. Children, whose moral sensitivity is developing normally, demonstrate spontaneous discipline, continuous and happy work, and social sentiments of help and sympathy for others" (Montessori M. , The Obsebent Mind, 1949).*

Ultimately, the goal is for the young child to become a disciple of himself, an individual in tune with his inner core, and a person who can balance his needs with those around him, rather than one who follows others.

1.2.2.5. Control of errors

This enables a child to perceive, discover, and correct the error independently. Constant corrections from their teachers decrease the students' interest and motivation. Students become anxious about making mistakes. What is more important according to MM is to become friendly with the error as they make corrections spontaneously through life "We correct all our errors "through growth and experience" *(Montessori M. , The obserbent mind, 1949)*Daily manipulation with objects grows confidence and reduces any anxiety to commit an error. Subsequently, children can easily work with error, adjust it, and aim for natural perfection to become intelligent members

of society, establishes a key foundation for logical thinking and improves their ability to solve problems, a very important life skill.

1.2.2.6.The teacher

Montessori saw the teacher as a professionally trained adult who is well informed not only about the potentials of the chosen didactic materials but also mainly about the needs emerging during the development of the children in his or her class.

The role of the teacher in the Montessori school is to guide children in their learning without becoming an obstacle, and without inserting themselves too much into the natural learning process. Therefore, the Montessori teacher is a facilitator, not a lecturer. Montessori teachers manage classroom behaviors by modeling ongoing respect for all children and their work, by observing and using sensitive periods, interests and abilities to plan activity, and by diverting inappropriate behavior to meaningful tasks. Teachers play a crucial role in the learning process as they mediate knowledge to children.

> *"To perpetuate her method and to ensure that it was being introduced without*
> *distortion, Montessori turned her attention to teacher preparation. She established*
> *a training school to help prepare Montessori directresses "((Montessori & Gutek,*
> *The Montessori Method: the origins of an educational innovation, 2004) p. 22).*

According to the Montessori teacher "must watch, assist, inspire, suggest, guide, explain, correct and inhibit". In addition, the teacher is also a "guardian of the prepared environment" *(Montessori & Gutek, The Montessori Method: the origins of an educational innovation, 2004).* Furthermore, the teacher should be positive, representative, and attractive.

1.2.2.7. The prepared environment

Is an environment where teachers prepare appropriate stimuli for children according to their current stages of development. The rooms should be habituated to the child's demands. Spending most of their time in such an environment motivates children to attain higher results. Montessori claims, "The environment holds the attraction that will polarize the will of the children" *(Montessori M. , The obserbent mind, 1949).* A teacher is highly responsible for the class environment. The MM focused on the "cleanliness and order" (1949, p. 395) of the classroom, but also on the materials. New material should substitute the damaged one. The environment should be "full of interesting stimuli" *(Montessori M. , The Obsebent Mind, 1949)*p. 395). The ideal classroom environment is a spacious room with tables and chairs easily moved around for direct

communication among the students. The students can freely move around during their lessons *(Monetssori , 1912)* p. 81). In the Montessori classroom, there is no place for a competitive atmosphere because every child has his or her own choice of activity as well as sufficient time for completing the activity at his or her own pace.

The core of the Montessori Method is based on the principle that children learn best through hands-on exploration and self-discovery. The activities in each area of the classroom (practical life, sensorial, math, and language) are designed to help children develop their skills and knowledge in those areas.

1.2.5. Assessment in Montessori Classroom

The teacher's main goal is to establish the conditions that are most conductive to the child's development rather than to evaluate the child. The MM has two main important tools for assessing the student, which are observation, and portfolios.

1.2.5.1. Observation

Montessori Method was one of the first pedagogies to use observation as an effective tool for getting to know children. It remains the key tool for assessment of learning of young children. In Montessori's settings, observations are undertaken daily using a variety of methods, in other meaning Montessori teachers should pay attention to every question and answer provided by a pupil and likewise they observe the non-verbal and verbal behavior of their pupils. According to Brown (2003), experienced teachers can use such perceptions to estimate which abilities shown by a pupil are highly correlated with the pupil's assessment results. Additionally, planned and organized observations can be extremely useful in the teaching of languages. Without the students' knowledge, the teacher observes the verbal and nonverbal behavior of the students in the classroom. This type of evaluation tries to analyze the child's capacities to use the acquired language in a natural way without the stress that would arise if the student knew he or she was being evaluated *(Brown, 2003)*.

1.2.5.2. Portfolios

The Montessori Method depends on Portfolios in its assessment; A portfolio is "a purposeful collection of pupils' works that demonstrates efforts, progress, and achievements in given areas" *(Genesee & Upshur, 1996)* p. 99).Children always want to express their selves. Therefore, they can create individual portfolios as a means of expressing their lives and identities. Portfolios holds Essays, reports, projects, poetry, artwork, notebooks, diaries, exam results, assignments, self- and peer-assessment remarks, and more could be included in these collections *(Brown, 2003)* p. 256). It facilitates critical thinking, self-assessment, and revision processes, and promotes pupil-teacher

interaction. Each subject could have unique specifications; for instance, a portfolio of language education might list the various language skills its owner has accumulated over time.

1.2.6. Montessori's Materials and tools

Montessori Method emphasizes in its programs that real things are the best way to teach the child, providing him with direct experiences and exploding his energies and abilities from the reality of direct practices and games whenever possible is important. The most used materials and toys in the MM are: Senses, Sandpaper Letters, Work Folders, Object Permanence Box, Blocks, and Puzzles. However, the Montessori tools divided into the following categories:

The first category: aims to train children to know shapes, sizes, weights, colors and touch.

The second category: aims to train children on writing skills, in which children trace their surroundings on hollow shapes with a pen. This helps the child to control the muscles and nerve, and trains him to draw straight, curved, intersecting and other lines, which works to provide him the skill of writing and achieves neuromuscular compatibility between the index finger and the thumb.

The third category: aims to train children on reading skills, in which they used the alphabet which made of cardboard (rough to the touch) so that each child passes his index finger over the letters, he touches and pronounces them at the same time, this helps him acquire reading skills and enables him to distinguish visually, tactile and auditory.

The fourth category: aims to train children to acquire different life manual skills, in which the plates of different shapes is used, which requires the use of muscular skills to put (a button in a buttonhole) or tie a tape after inserting it into specific holes, tying shoes, and so on. *(Nona, 2005)*

Montessori emphasizes the importance of the preparation of the classroom, and the need to provide children with specific and special materials, tools and devices. Montessori classrooms distributed to three corners:

The first corner: called the scientific life or the corner of motor activity.

The second corner: called the sensory materials corner or the sensory training corner.

The third corner: called the academic subjects corner or the corner of teaching reading, writing and arithmetic. The activities of each corner are practiced through the child direct interaction with the materials and tools available in the corner, through a specific program that regulates the work method of the corner and seeks to achieve its objectives *(Jaanini, 2009)*.

1.2.6.1. Realia's materials in Montessori Method

Montessori Method depends on Realia as an effective material to teach a foreign language. Realia refers to real objects designed use in real life, for instance through using: Clocks, food items, calendars, plastic fruits and vegetables, maps, home objects, real and play money, food containers. EFL primary teachers should bring these objects into the classroom to support and facilitate their words. Realia also used to teach vocabulary and word meaning, for example teachers can create an animal for animals lesson rather than utilizing the text book to make content more meaningful. Harmer (2001) emphasized the importance of bringing real objects to class in order to convey meaning of words and increase student stimulation; teachers may show up in class with cardboard, plastic fruits, and other items. The most significant advantage of using Realia is that it provides students with the chance and ability to learn new words *(Harmer, 2001)* .

Conclusion

As a conclusion, educating children is a very important thing, and therefore teachers find out that interest in educating children, has always existed in various ways and means to achieve the maximum benefits for the child, his family and society. Montessori Method is one of the pioneering methods in education, which is adopted in schools all over the world. Montessori is able to develop an educational method for applying the philosophical ideas that it called for, and the hope of excellence in this field is the reason behind the continuation of its philosophy and its spread in many countries of the world.

CHAPTER TWO

RESEARCH

METHODOLOGY

Introduction

The focus of this chapter is, on the research design and methodologies used in this study. It is divided into two sections: The first section tackles some key methodological matters deal with description of the research design and methodologies, population and sampling, data collection instruments, and an exhaustive description of the procedures used to collect data collectively pointing to some aspects of the classroom observation and the questionnaire. The second section conveys the interpretations and analysis of the collected data and reports the final findings and discussions.

2.1. PART ONE: RESEARCH METHODOLOGY AND DESIGN

2.1.1. Research design:

The research approach used in this study is "mixed method", which enables the authors to gather reliable and valid data. This method includes different tools that help educational researchers to collect and interpret social phenomena unambiguously. The authors opted classroom observation and questionnaire for teachers to collect data and answer the research questions. The observation in the classroom will provide an idea about the current situation of the application of MM principles in EFL classrooms. The authors chose Non-participant structured observation, in which the researchers stay on the outside of the interaction between the teacher and her pupils. The researchers were directly observing the entire environment and wrote their notes during the sessions. For this purpose, the authors prepared an observation checklist that focus on the MM principles. The online questionnaire used in this research is Yes/No questions, and multiple choices. The authors shared this questionnaire in the third year primary EFL Teachers Facebook group, to find out whether they use the main principles of Montessori Method or not.

2.1.2. Research Methodology

2.1.2.1. Population and sampling

For the observation, the research was conducted among the third year students of English primary school, At Saad Saoud Al Mesaoud elementary school, Belimour, Bordj Bou Arreridj (appendix E).

In this study there is one classroom with the population of 30 students, whom their mother tongue is Arabic, and they studied English language as a third foreign language for the first time. There are seventeen (17) girls and thirteen (13) boys; their mean age is eight (8) years old. The authors chose

to observe the whole class including: teachers, learner, and environment to find out whether the Montessori principles are applied in EFL classrooms or not.

For the online questionnaire, the sample contained thirty (30) teachers of EFL primary schools, for both females and males.

2.1.2.2. Data collection instruments and procedures

In this study, the instruments for collecting data are an observation of classroom where the researchers can get an idea about the overall classroom atmosphere and the use of materials by the teacher. A questionnaire is given to teachers to explore the teachers' current strategies and whether they use the principles of the MM. The analysis and interpretation of these procedures' results will help the authors to reach the aim of the study.

Classroom Observation

In this study, data concerning the behaviours of both teachers and students in the classroom need to be collected through observation since this tool provides a deeper understanding of what actually happens in the classroom. Observation can lead to a deeper understanding than questionnaires or interviews alone, because it provides kno2wledge of the context in which events occurred, and may enable researchers to see things that participants themselves are not aware of, or that they are unwilling to discuss. Observing behaviours of both students and teachers in the classroom enables the researchers to know what processes of learning and teaching are used.

For our research, we conducted a classroom observation for about three months. We attended the classroom of the participant teacher once a week. The observation was conducted during 12 sessions, and each session lasted 45 minutes, that makes about 09 hours of observation. The authors were just sitting in the back, getting familiar with the primary classroom and taking notes about environment routine and discipline. We were also observing the materials adopted in delivering the lesson, pupils' behaviour, participation and the teaching method. For this purpose, the authors prepared an observation checklist that focus on the MM principles to take notes and get analysed the observation checklist (Appendix A) which consists of eight (08) sections.

The Questionnaire

The primary method of data collection involved on online questionnaire where teachers are requested to tick (√) the appropriate answers from a list of choices, or to answer by "yes" or "no". The questionnaire allocated for EFL teachers to determine the implementation of the MM principles in the Algerian primary schools. This type of questionnaire was selected and administered because it is more flexible and provides numerical data. The teachers' questionnaire (Appendix B) consists of twenty-three (23) questions which are divided into six (06) sections that included five main

principles of the MM which are: respect for the child, freedom and discipline, control of errors, teacher, assessment, and prepared environment. And it was distributed in May 2023 online using Google Form platform throughout Facebook groups that is special for teachers of third year primary schools (Appendix D).

2.2. PART TWO: ANALYSIS OF RESULTS AND FINDINGS

The researchers collected and analysed data using Mixed-Method. The observation was carried out through the qualitative research and questionnaires were carried out through quantitative research. The purpose of observing is to check the existence of principles of the MM inside the EFL classroom. In other meaning checking the presence or absence of all MMP.

2.2.1. Analyse Observation Classroom

The list was adapted from the Montessori Method. It contains the principles which are; respect for the child, prepared environment, freedom and discipline, Control of errors and the teacher. Without forgetting: assessment, materials, and learners' interactions.

Respect for the child

From our note-taking during our observation process, we noticed that the teacher treats all students in a fair manner and there is no favouritism towards the students even on the academic achievements, race, gender, and class behaviour. However, students do not have the courage to express their opinions freely, they just do what they ordered them to do without interference, whether they like or dislike. The teacher ignores their feelings, opinions, attitudes, and always tries only to make calm in the classroom. It must for the teacher to solve the problem, give the evidence or make suggestions and encourage showing the emotions. The reaction of the teacher when she asked questions and do not get answers, she usually gives a meanwhile for the students if there are no answers on her questions she blamed them for not giving her attention while she was explaining, then she gave the answer by herself. The opinions of learners are taken into the consideration only if they have a relationship with the lesson.

The punishment used by the teacher was a physical movement game. She asks them to follow three sequential movements. The first step is to raise their hands, the second is to put them behind their backs, and the third is to cross them in the table.

Prepared environment

Several problems in the physical surroundings affect the learning process, including seating, noise, and even lighting. Which makes students study in a negative learning environment and they have been shown to be less interactive, engaged, and have a lower overall learning ability.

The classical lecture consists of rows of fixed seating; Students face the instructor, with their backs to one another and largely this seating position supporting a "sage on the stage" learning environment (Appendix C).

The classroom is clean and all students throw their rubbishes in the wastepaper basket. They follow all the hygiene instructions.The number of students is huge and not suitable for effective learning, there are 30 students in the class, and there are no different corners in the environment that might help EFL learners to participate and enjoy the lesson.

Freedom and discipline

The learner sometimes worked individually, sometimes with the teacher and sometimes with classmates. The students were interacting with their teacher and with each other, and it was totally forbidden for learners to move or walk between the rows. The dominant atmosphere in the classroom is the control one; the teacher had all the validity of the authority in the classroom.

The learners had not the choice to select their works and activities.

Control of errors

The teacher used both peer correction and teacher correction in the classroom, through identifying mistakes and giving accurate corrections with explanations and examples. The authors observed that the peer-correction decreases self-confidence of the learner, this created jealousy between learners correcting classmates' errors harmed their relationship and felt that they are inferior to their peers. In such situations, students prefer to be corrected only by the teacher gently because they did not want their colleges to know about their errors which it affected their self-esteem.

The teacher had experienced Self-correction once. The observers noticed that self-correction motivates the learners to participate more in the lesson, and that the children identified their mistakes and tried to not repeat them in other lessons. In other words, this experience created an atmosphere of positive interaction, cooperation between the learners and the teacher which facilitates the process of learning.

The teacher

The teacher used class time efficiently, 05 mints introduction (warm-up the lesson), 20 mints presentation, 10 mints for writing, and 10 mints for activities. The teacher did not respond appropriately to unanticipated situations whether with the students or unanticipated problems in classroom. (In 06 Fabruary2023), there was a misunderstanding between two learners which made a problem in front of the teacher. Unfortunately, the teacher was unable to resolve this problem. Teacher exhibited enthusiasm for teaching and for the subject, she was very tolerant and students seemed comfortable to interact with her any time, she explained the lesson and tried to motivate the

learners. The teacher just guided learning for active learners and did not deal with passive students at all, she just ignored them, and did not even try to show them interest or support them to integrate into the lesson. The authors observed that the huge number of learners and the short period of time affect the teaching-learning process.

Assessment

The teacher assessed her students through oral interviews, homework, exams, and "a fill in the blank" test, this type of test is used to test a specific grammatical structure or set of vocabulary. The teacher depended on the Observation as a part of assessment; she noted them according to their participations, actions, and behaviors during the lesson. The teacher did not take "Portfolios" into consideration during the assessment and she did not have any interest about the students' personal achievements and external efforts. For example, during the sessions of the unit "My home", at the last of session one of the students made a wonderful wooden home contains different rooms with creative objects. Unfortunately, the teacher did not contain this into her assessment. Moreover, she did not detract from the students' tests/ exams points as a punishment.

Materials

During our observation process, we noticed that the teacher depended heavily on the textbook following it as a curriculum. The teacher sometimes used her cell phone for videos but the screen was too small and the voice was not earful at all. Students in the back rows were more likely to be less engaged and found themselves far and more difficult to absorb information, there was a critical lack in kinesthetic aids and authentic materials in her lessons. Only flashcards were used during the learning process**.** The teacher did not show them the real objects and asked them to guess the name which means "Realia" does not utilized during explanations and activities.

Learners' interactions

Students look happy and amused during the EFL session because English language is new for them and they learn it for the first time, which makes most students interact with teacher and discuss the different aspects of the lesson without being controlled or afraid, but not all students participate in the activities. However, there was a complete absence of the sense of creativity and thinking out of the box in the classroom. The shortage utilization of "Realia" in the classroom made the learners enabled to find out the most important vocabulary of the lessons.

2.2.2. The Questionnaire

In the questionnaire, EFL teachers were asked about their practices, behaviours and manners in the classroom, and about the whole environment and materials through a structured questionnaire. It contains twenty-three (23) questions, covering the most important principles of the Montessori Method viewed in the literature review. The teachers were asked to supplement

information about patterns of their actions like ¨ manners, punishment and reward, errors correction, and assessment. They were as well asked to supplement information about providing learners with opportunities to learn English through implementing Montessori Method. The teachers were explained the purpose of the QQ and assured that their answers will remain confident.

The following circular diagrams described and illustrated the given questions as well as the results obtained from the participants' answers, i.e. responses were sent, and automatically calculated in terms of percentages through the Google Forms platform.

Figure01: *The teaching method used the most by EFL teachers*
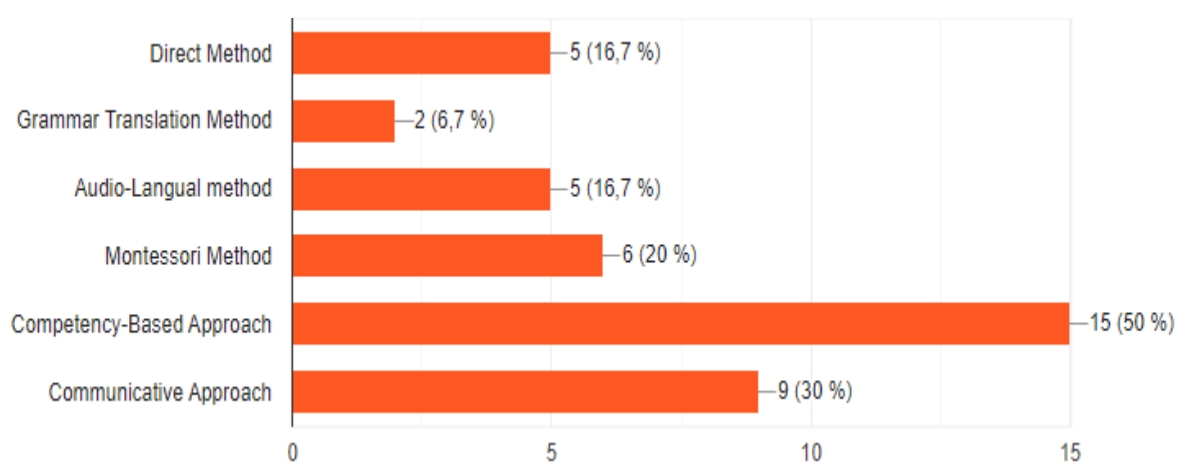
Question01: Which method do you think is the closest to your teaching process?

This question targets to figure out the participants' chosen method to teach EFL for young learners. As shown in graph 01, the medium of participants (50%) rely on Competency-Based Approach, and (30%) of them chose Communicative Approach, then the Montessori Method shown as implemented by (20%) of participants. In other hand, Direct method and Audio- Lingual method are equal (16.7%) for each one, and lastly Grammar-Translation Method was chosen by (6.7%) of participants. This point out that most of the participants implemented the Competency-based approach in their classrooms.

Figure02: *Teachers' assessments and feedbacks*

Question02: How do you assess your students?

.   As shown in the circular diagram 02, (40%) of teachers depends on the learners' participations and achievements in their assessment. (26.7%) refers to the participants who selected assignments and home works, while (13.3) preferred to choose the behaviours and actions of learners to be assessed. However, Observation, and tests and exams have been chosen as types of assessment by (10%) for each type.

Figure03:

The teacher role inside the classroom
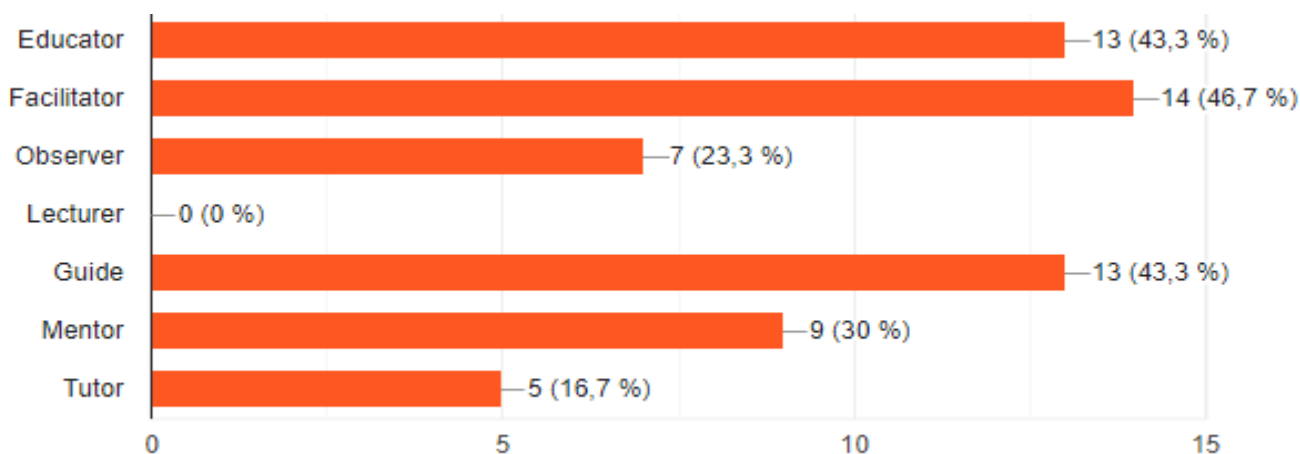
Question03: As a teacher, according to which role you treat your pupils?

In this question, each participant chose multiple choices. However, (46.7%) declared themselves as facilitators, (43.3) as educators and others as guides. In addition to (30%) of teachers claimed that they are as mentors, (23.3) as observers, (16.7) as tutors, and no one ticked a lecturer (0%).

Figure04: *The freedom of learners inside the classroom*
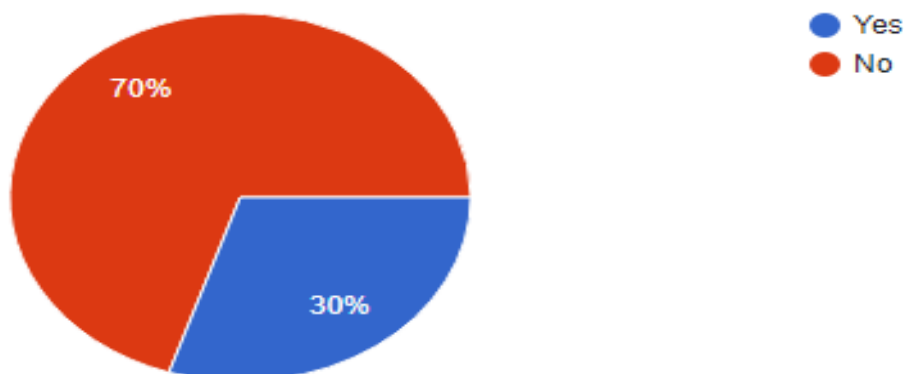
Question04: Do you allow your students to move freely during the lesson?

Almost the majority of responses illustrated the strongly opposed this question (70%), they asserting that moving freely during the sessions is forbidden. while (30%) informants declared their agreement to give the freedom to move for their learners.
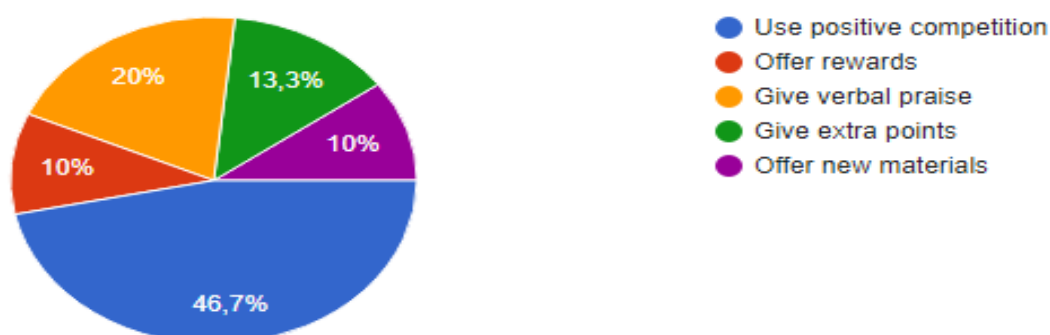
Figure05: *The learners' punishment*
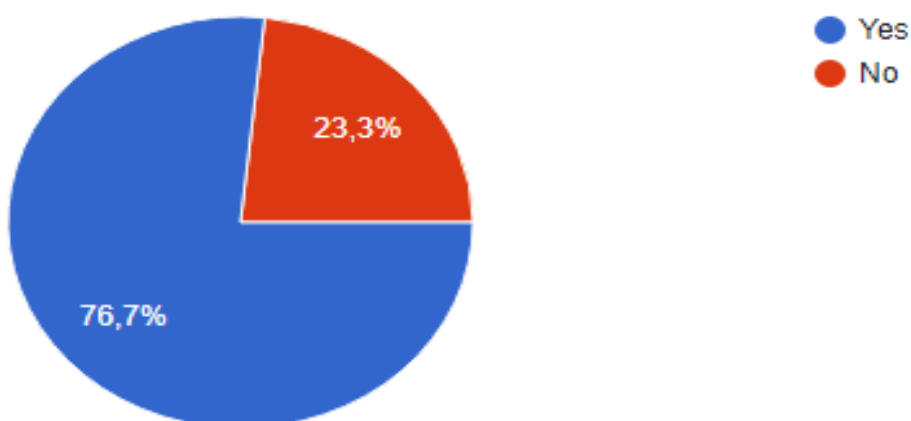
Question05: Do you punish the student when she misbehaved?

The results in graph 05 affirmed that (76.7%) of informants positively agreed to punish their students when it needed, unlike (23.3%) of them who claimed to not have any punishment for their learners.

Figure06: *The teacher techniques to motivate the students*

Question06: How do you motivate your pupils to engage into the lesson?

In the pie chart 06, (46.7%) represents the majority of participants in the sample who selected positive competition. (20%) informants chose verbal praise as a good way to motivate their learners. Furthermore, (13.3%) participants who expressed their agreement with giving extra points to motivate the learners. Only few (10%) of the respondents opted for offer rewards, while the remaining (10%) of the sample opted for offer new materials.

Figure07: *The textbook and teachers*
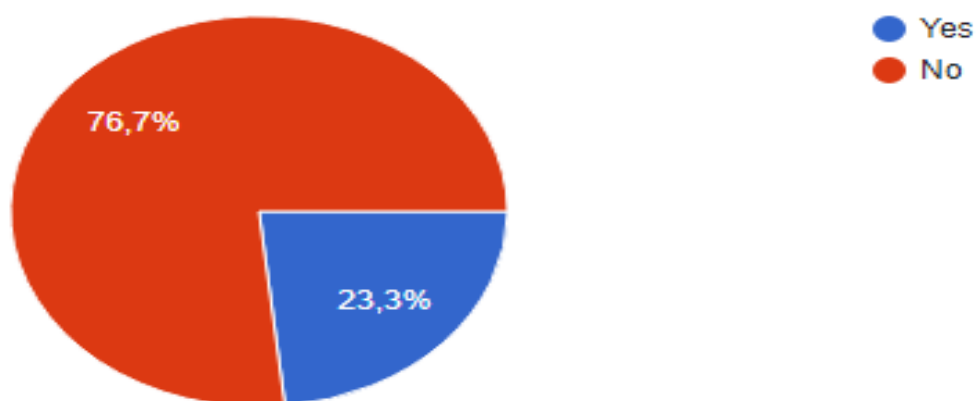
Question07: Do you always rely on the activities of the textbook?

This question aimed to know if the teachers always rely on the activities of the textbook or they are creative and innovated. We have recorded in graph 07 that (76.7%) said that they are not all the time depend on the textbook's activities. while (23.3%) of the participants admitted that their activities always have been chosen from the textbook as a principle material.

Figure08: *The learner's freedom and discipline*
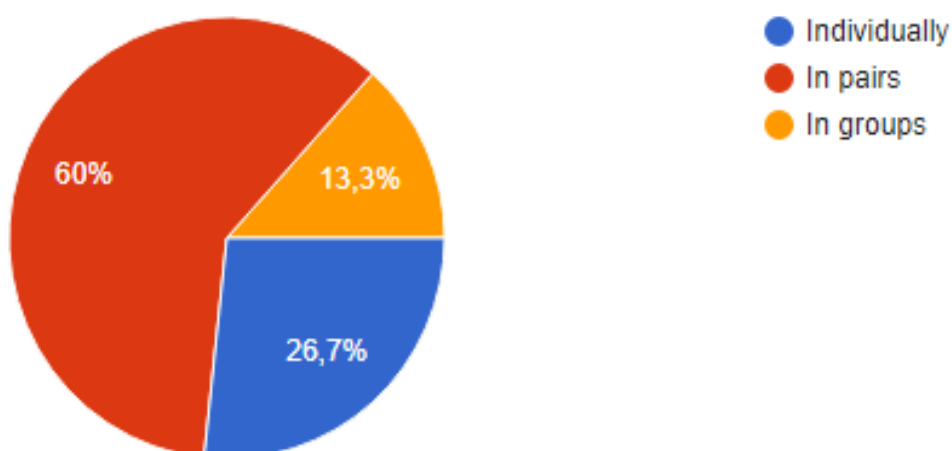
Question08: How do you generally make your pupils work?

Noticeably from the results in graph 08, (60%) of respondents make their students work in pairs with their classroom mates, in addition (26.7%) of them preferred to make the learners independently work. However, the last (13.3%) chose the group work.

Figure09: *EFL teachers' opinion about teaching duration.*
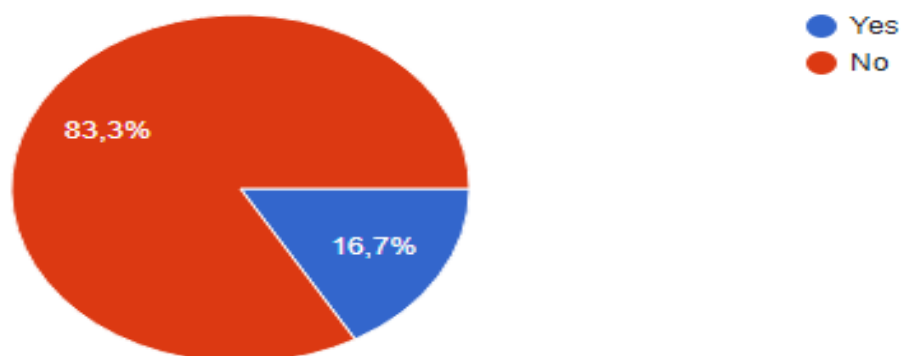
Question09: Do you think that the number of hours per week allotted to teaching English to 3rd year primary school is enough?

The results in figure 09 summed up that, Most of EFL primary school teachers (83.3%) claimed that 45minutes are not enough to teach English to young learners. In contrast, (16.5%) they are fine with the given duration.

Figure10: *the EFL teaching aids*
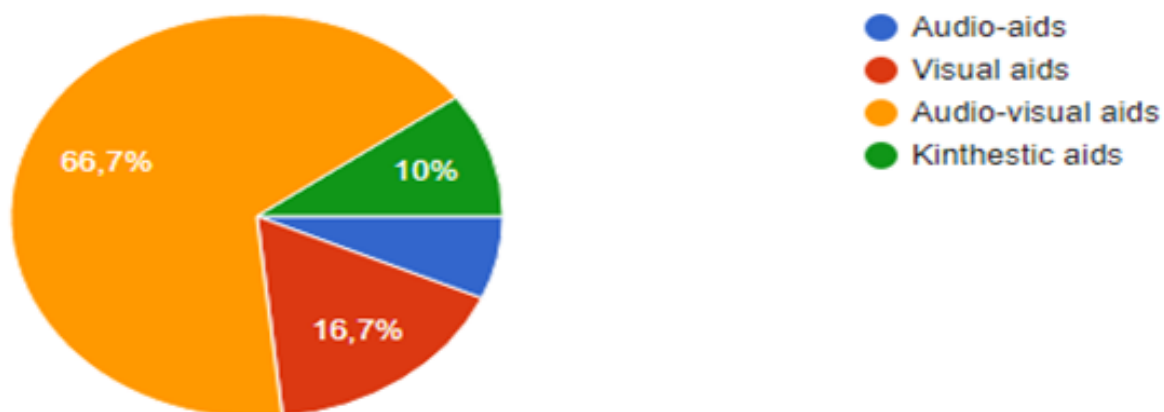
Question 10: What types of aids do EFL teachers base their sessions on?

The data in chart number 10 stated that, (66.7%) of the informants depends mostly in their sessions on Audio-visual aids. While six of participants who represented (16.7%) claimed that, they used Visual aids repeatedly in the classroom. Furthermore, (10%) supported kinesthetic aids, while the two last informants (6.7%) revealed their siding to Audio-aids.
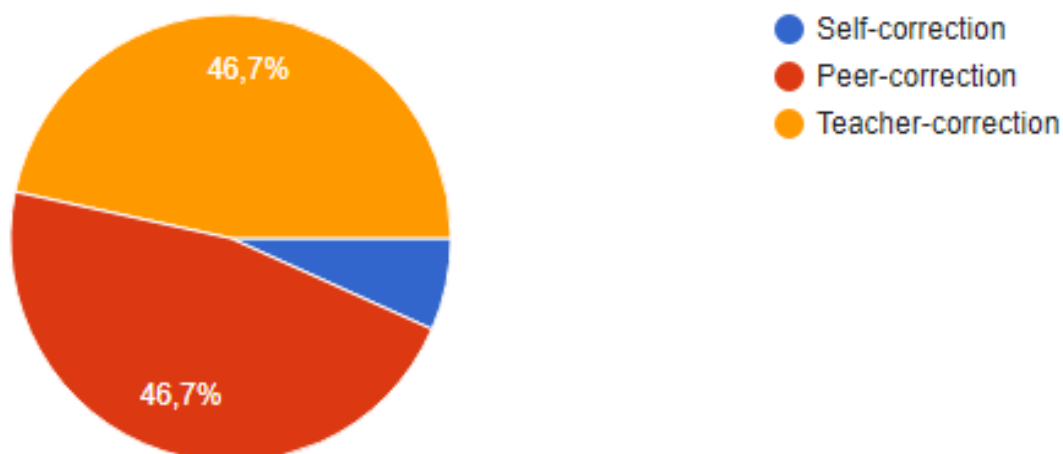
Figure11: *Students' participation*
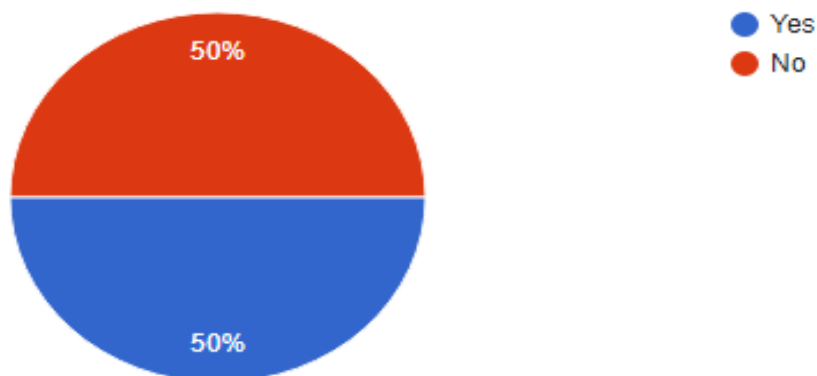
Question11: Are all pupils participating in the classroom?

In chart number 11, answers are divided into two halves. (50%) denoted that all the students participate during the lesson. However, the other (50%) claimed that not all the learners interact and participate in the classroom.
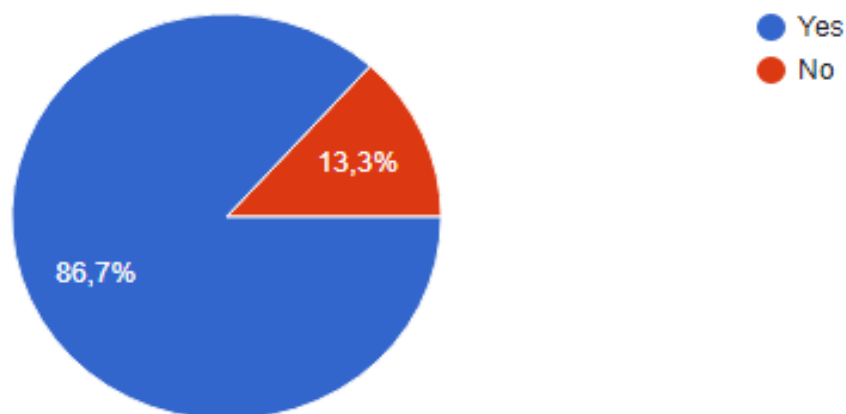
Figure12: *Errors correction types*

Question12: For errors correction, on what type does the teacher depend on?

The results above in figure 12 indicated that (46.7%) of teachers depends on teacher-correction, while (46.7%) based on peer-correction, and the few (6.7%) chose self-correction for errors.

Figure13: *The importance of self-correction in EFL classrooms*

Question13: Do you encourage self-correction?

Obviously marked in the graph 13, that the majority of this group (86.7%) strongly encourage self-correction as a useful type of error correction for young learners. In contrast, only (13.3%) discourage self-correction.

Figure14: *The learner-centred in teaching-learning process*
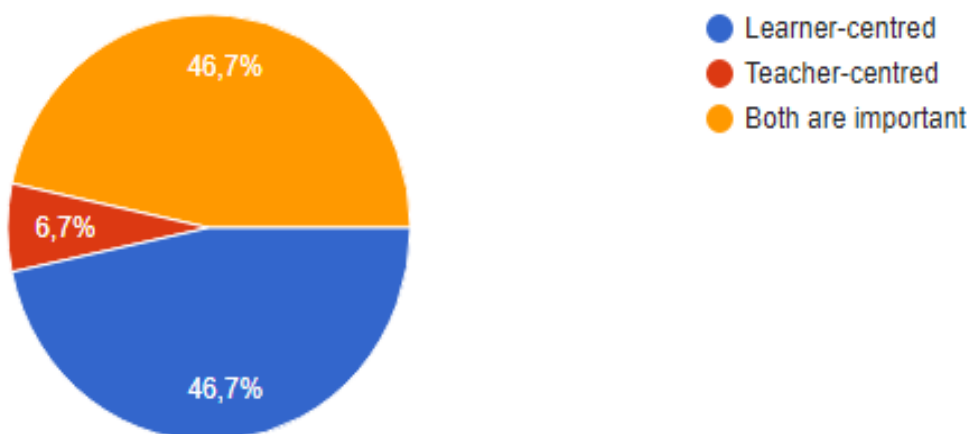
Question14: According to you, teaching-learning process is based on Lerner, Teacher, or both?

From the score obtained in diagram 14, (46.7%) claiming that the learner is the centre in teaching learning process similar to the other participants (46.7%) in results who claimed that both teacher and learner are important. Furthermore, two of informants (6.7%) noted that the teacher is the main centre.
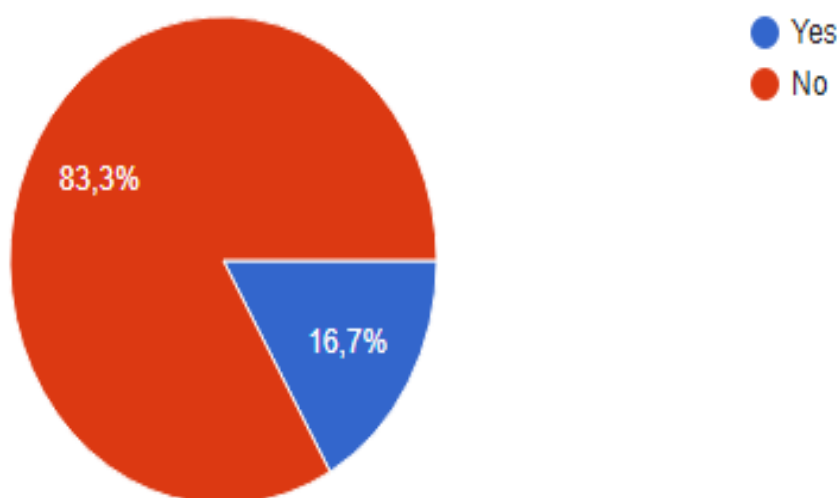
Figure15: *the needs of EFL learners*
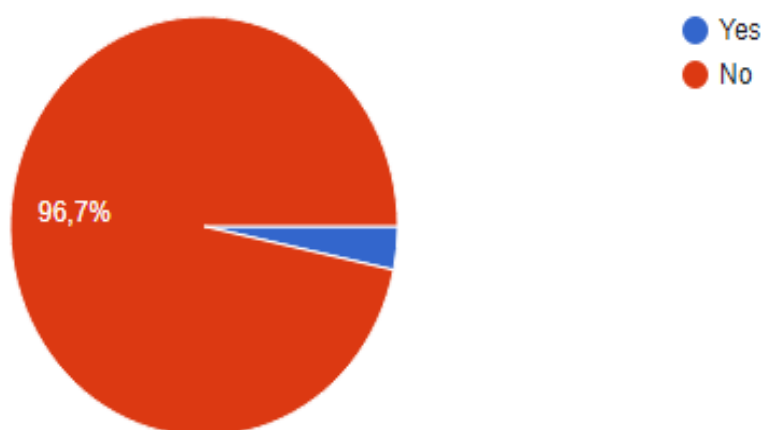
Question15: Is the classroom environment containing all the needs of EFL learners?

In figure15, the majority of teachers (96.7%) emphasize the perceived lack of meeting students' needs inside the classroom. However, just one person opposed the majority.

Figure16: *The learners' freedom to choose some activities*

Question16: Do students have the freedom to choose the lessons activities?

The graph 16 concluded that, most of the informants (83.3%) prevent the students from participating in choosing some activities during the lesson. Whereas,(16.7%) of participants assured to do not limit the freedom of learners in choosing some different activities, during the session.

Figure17: *The implementation of authentic materials in EFL classrooms*
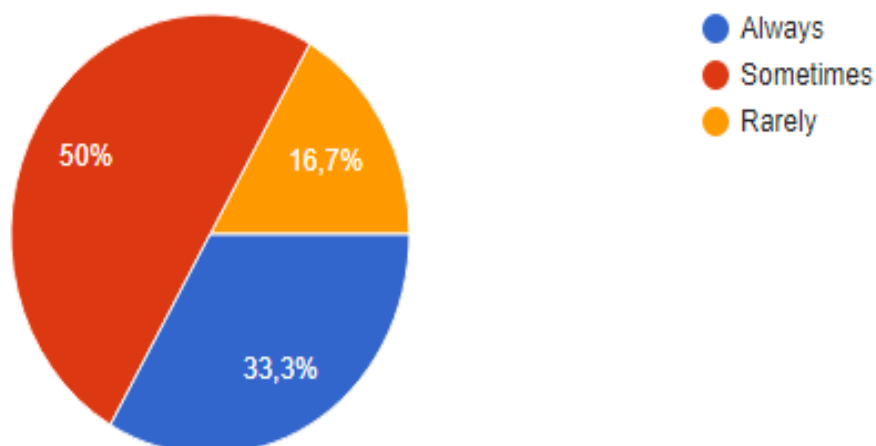
Question17: Do you employ authentic materials in your explanations and activities?

Figure 17 recoded that, half of the answers (50%) declared that they sometimes use authentic Materials in their daily classrooms routine. While, (33.3%) of informants always implement these materials. And the remaining (16.7%) rarely used the marked materials.
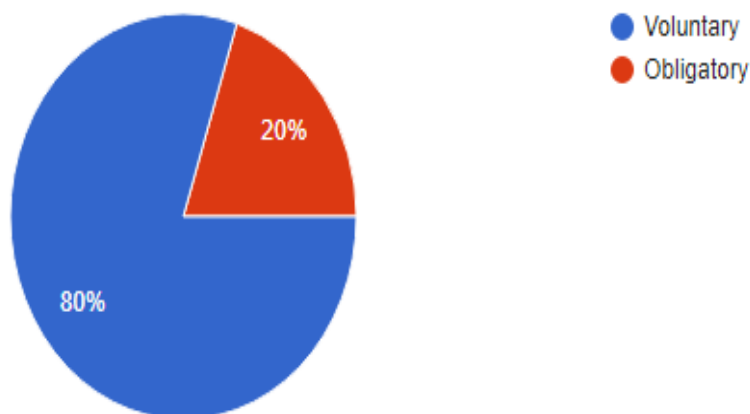
Figure18: *The importance of the learners' opinions*
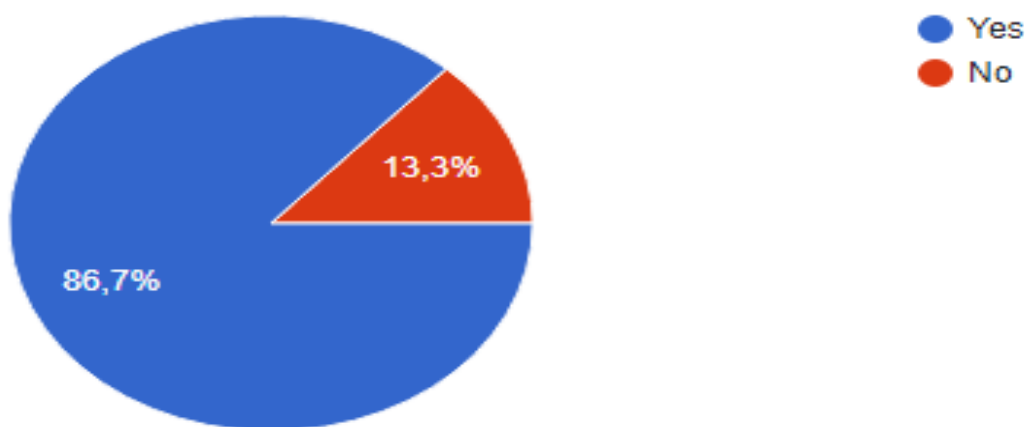
Question18: Can students freely express their opinions?

As obtained above, the majority (86.7%) of teachers stated their total acceptance of the students' opinions. However, (13.3%) completely opposed the freedom of learners to express their points of views.

Figure 19: *The presence of parents in meetings*

Question19: Is the presence of students' parents in meetings voluntary or obligatory?

The recorded data in figure 19 revealed that, the majority of teachers (80%) admitted that the parents' presence is optional and voluntary. while (20%) showed that the presence of the child parents is obligatory but not optional.

Figure20: *The Montessori Method*
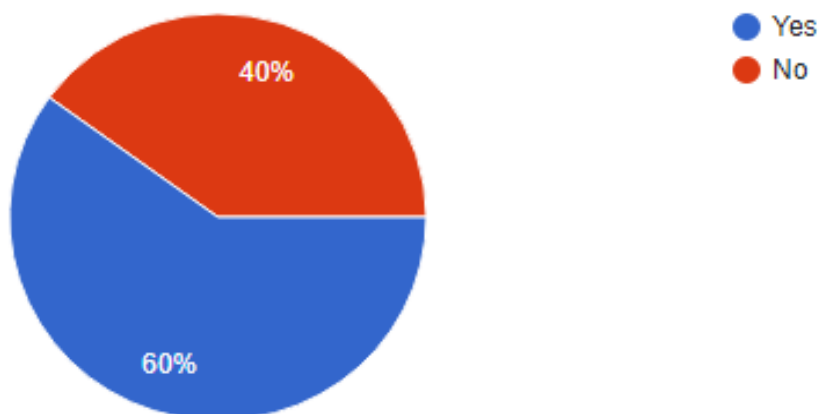
Question 20: Do you know the Montessori Method?

As indicated in figure 20, more than a half (60%) expressed their full knowledge of this method. Meanwhile, (40%) stated the opposite and that they have not known this method before.

Figure21: *The teachers' views about Montessori Method*

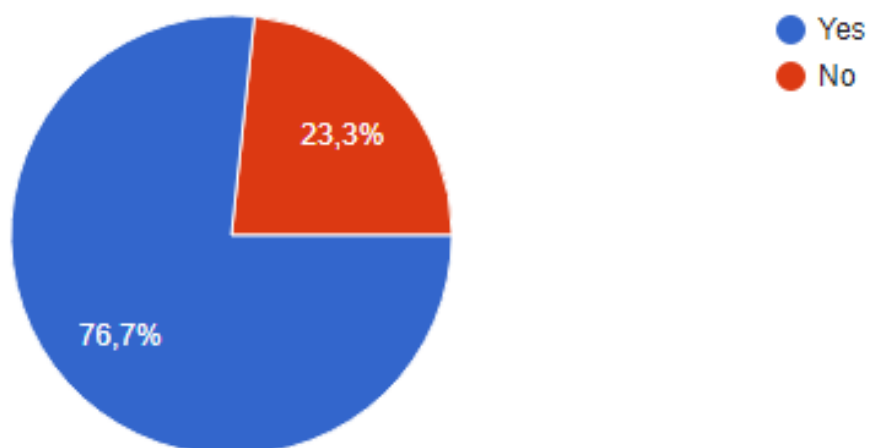**Question21:** do you like the Montessori Method as a teaching method for young learners?

In chart 21, a considerable number of participants (76.7%) confirmed that the Montessori Method is a good and useful for EFL young learners. However, the left answers (23.3%) do not give a good interest about this method.

Figure22: *The implementation of Montessori Method principles by EFL teachers*
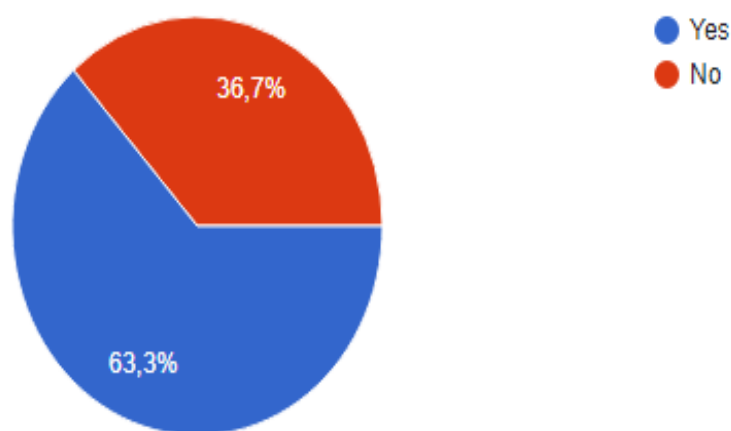
Question22: Do you think that you are using some of Montessori Method principles in your classroom?

As it is seen in graph 22; (63.3%) of informants think that they are implementing some of Montessori's principles in their classrooms. While, (36.7%) assured that none of the MM principles are applied in their classrooms.

Figure23: *The teachers Views about The future of Montessori Method in Algeria*

Question23: Do you think that Montessori Method will have a place in the Algerian educational system in the future?

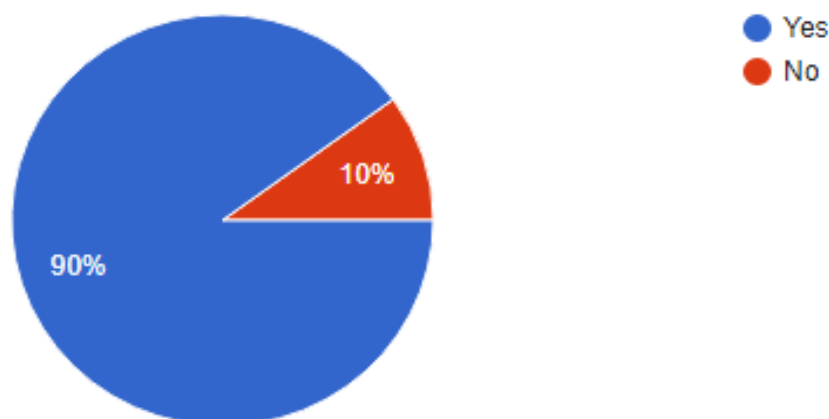In figure 23, the great percentage (90%) goes to those who are more positively think about the Montessori Method in Algeria. Additionally, (10%) the last three persons do not think that the method will have a great welcome from the Algerian educational system.

2.2.3. Discussion of results and findings

As aforementioned, the main goal of this study is to provide an answer to the corresponding question: Are the Algerian EFL teachers implementing the MM principles in their primary classrooms?". In an attempt to find out the answer, data were collected from 30 participants by means of questionnaire as well as an observational period for one teacher. That is to say, two sets of analyses were used.

2.2.3.1. Classroom Observation

The classroom observation analysis indicated that the teacher did not give students a large space for suggestions and encouraged showing the emotions. In contrast the MM encourages social emotional learning which is an essential key in teaching young pupils, in other hand leaning social emotional have a big importance of involving learners in the teaching process and raising their awareness.

The analysis of classroom observation showed that students are learning in a poor environment, loud, or full of distractions which found themselves far and more difficult to absorb information. The researchers found that the numbers of students in a classroom is 30 students; this is the opposite of what the MM states that one classroom should contain fifteen to twenty students. Besides that, there were no different corners in the environment that might help EFL learners to

participate and to enjoy the lesson. The position of seats of young learners is not appropriate for them, because students in back rows were more likely to be less engaged. In the MM, seating arrangements should be various: roundtable, horseshoe or Semicircle, double horseshoe, pods (Groups, Pairs). The Montessori immersion within the prepared environment makes the language flow in a natural acquisition way receiving a lot of inputs because of the child's Absorbent Mind and Sensitive Period for language.

The classroom observation showed that the learner did not move freely during the sessions, in which the dominant atmosphere in terms of control or freedom is the control one inside the classroom. The learners had not the choice to select their works and activities where as in the MM the learner is free to choose companions, to use materials, to sit where he wants, to move and to eat snacks. Like all spaces, the child is also shown the limits, he is not allowed to hurt the others, disturb his peers, and misuse the materials. The observers find out that most of learners did not participate during the sessions, they were afraid of talking or express their feelings and needs, also they were obliged to seat where the teacher obliged them to stay whether they like or dislike in which affects their personal freedom and choices. It is very important to give learners real choices in the classroom as selecting the materials they study with, the assignments they complete, and the colleges with whom they learn and work. Giving them the freedom of choice can boost their motivation, engagement, allow them to maximize their strengths, and enable them to meet their individual needs.

The authors found that the teacher depended solely on the textbook and flash cards as the only source to reach teaching goals. The Montessori materials should use in language classrooms as Bingo cards, beads, puzzles, pictures and so on. The teacher needs to involve the learners in creative activities like drawing, painting, clay work pasting, cutting papers, and model of play dough, music, and art. Besides that, games play a vital role for vocabulary enrichment. Material is too important in the classroom which helps EFL learners to achieve learning objectives, fostering English language, and increase vocabulary. Learners will have a positive attitude towards using material which allow them learning by doing and experimenting.

2.2.3.2. The Questionnaire

According to the answers of the questionnaire, the teaching method implemented in the Algerian educational schools is Competency based approach. Teachers played various roles in the classroom such as facilitator, educator, guide, and mentor, in which the learner should be the centre of the classroom but not the teacher. However, the authors find out that the majority of EFL primary school teachers have an idea about the Montessori Method (Figure20), and according to the

percentages above, the majority have declared that they already implemented the Montessori Method principles in their classrooms (Figure22). Yet, the other figures in each principle showed the opposite of their claims; "you cannot implement any method without implementing its major principles".

One of the most important principles in the MM is to give the freedom for the child to move freely during the sessions and the freedom to choose their own activities, but most of participants prevented and limited the freedom of the child. Moreover, the most psychological problems of children are a result of the wrong punishment; In the diagram, the most of teachers proved that they already punished their learners, for example, through standing at the end of the wall, minus their points, or totally ignore them all the session, this affects negatively on the learner's behaviour, therefore there is no punishment in the MM. In Figure 06, the data showed that the positive competition was the most chosen technique to motivate learners, this technique lowered self-esteem, and makes the learner feel that he does not measure up to his competitors. In addition, mostly of EFL teachers always ask their students to work in pairs. Even though the pair work enhances the communication between learners, but it makes the learner always dependent to others, and limits the creativity and thinking out of the box.

Furthermore, the majority of EFL tutors do not always rely on the textbook in their explanations and activities, in which they are based on audio-visuals aids which is great option to use technology and to enhance listening skills of the students. Nevertheless, the huge number of the students in the Algerian classrooms prevents the learners to hear or see properly which hinders the learning process. Authentic materials and kinesthetic aids are the most appropriate materials in the Montessori Method that EFL teachers should rely on; they should enable the learner to interact more with "Realia's materials" to facilitate learning, and train the students to be more confident, creative and independent in their achievements. For errors correction, although the majority of participants encouraged self-correction (Figure13), the percentages are equal between teacher-correction and pair-correction with the absence of self-correction in the EFL classrooms (Figure12). Self-correction trains the learners to listen to themselves, take responsibility, and gain a better awareness of the language. Moreover, the participants argued that the EFL environment did not contain all the needs of EFL learners in terms of materials, aids, and technology, which is a fact that all the Algerian schools have a critical lack in offering all the needed materials for foreign languages learning, and it should taking into consideration.

Additionally, we noticed a greater number of teachers said that the parental meetings are voluntary and not obligatory. While, according to the MM the presence of parents is important and

obligated in schools, to discuss the child's progress and situations, exchange insights, and help teachers to understand more the source of the children reactions and actions. All the participants asserted that they always give their students the freedom to express their opinions, which is one of the Montessori Method principles. Furthermore, (50%) of participants mentioned that not all the learners participate in the classroom, this latter make the learner tensed and nervous to speak in front the whole class, and have faulty pronunciation in English. The low participation could be a result of the inappropriate method used by the teacher that disrupts the learners' interactions, or a result of the shortage of the given period of time (45 minutes), in which all the participants declared their dissatisfaction about time duration (Figure09). Because of, the majority of the teachers relied in their assessments on the learner's participations and achievements (Figure 02), the EFL teachers should fix their methods and ways of teaching as soon as possible to get more participation. However, in the MM teachers should assess their students through observation, and portfolios so that teachers could find out the specific care and learning needed for each child, and to document students learning on specific curriculum outcomes.

Lastly, the authors find out that the primary EFL teachers liked and accepted the Montessori Method as a new teaching method for young learners, and they hope that it will have a future place in the Algerian Educational system (Figure21) (Figure23).

Conclusion

In this chapter, we sought that the principles of Montessori Method are not implemented by the Algerian primary EFL teachers, which influence a huge lack in terms of the learners' freedom, respect, materials, needs, and environment. The results showed that the Montessori Method facilitates the learning process and it gives learners the opportunity to discuss their needs, interests, and opinions. The analysis of the teachers' answers showed that the Algerian EFL primary teachers could accept and implement the Montessori Method in their classroom.

Limitations of the study

This study, as the majority of studies, has some limitations and does not claim perfection. The findings of this study should be seen in light of the following limitations that possibly affected them.

- We have worked just with one teacher which is considered to be very limited data. Hence, this work cannot be generalized.

-The researchers found very difficult to get information and poor response from teachers during collecting data throughout the questionnaire maybe this refers to the lack of interaction among teachers.

-Our presence in the observation process may act as an obstacle. The teacher when know that being observed, would not teach in their usual way.

- It was better to conduct an experimental method.

Recommendations for Further Research

- Teachers should create a comfortable atmosphere in their classrooms in order to facilitate the learning process.

-Teaching learning strategies of MM can give better result in spite of classical approach.

- Teachers need to play various roles in the classroom.

-It is essential for very children to learn everything by new and scientific approach of Montessori system.

-The Algerian government should provide well trained teachers, materials and appropriate teacher quota in primary Schools.

-The government should provide quality of education for overall development because all primary level is the basic of knowledge and education.

- Teachers need to take the students' needs and interests into consideration while designing the syllabus.

- Teachers need to provide students with the opportunity to communicate in real settings.

- Teachers should use different teaching aids in the classroom.

-Teachers should respect the freedom and space of the learners

−The current study provides rich information about the issues under the study.

 −This research investigated the impact of the MM in TEFL class and EFL context. It would be also beneficial to conduct a similar study in other modules or other branches.

−This research is the first one to be conducted in the Algerian primary context, thus more studies are needed, in other universities, to consolidate the effect of the Montessori Method implementation in Algeria.

GENERAL CONCLUSION

GENERAL CONCLUSION

Nowadays, there is a remarkable development in the field of learning and education, especially in the field of teaching and learning methods that are based on developing the learner's personality, and his necessary life skills to keep pace with the great development in the environment. For that result, the researchers conducted this research to shed lights on the Montessori Method, which is the most appropriate teaching method to enhance the learners' personality and creativity. Teaching learning strategies and principles of the MM can give a better result in spite of the classical approaches. This method ensures to give the flexibility of the teachers to preserve the student's individuality and their freedom of movement, in addition, to the personal relationship with the students and relaxed atmosphere that increases the efficiency in natural learning and have the privilege of being able to express their thoughts and satisfactions. It is essential for very children to learn everything by new and scientific approach of Montessori system. For that raison, the main purpose behind this research is to raise the teachers' awareness about the method they use during the learning process, and draw attention to the teaching of the English language in the spirit of the Montessori approach.

However, the aim of the carried-out research is to answer the questions raised in the Introduction. The questions are: Are the Algerian EFL teachers implementing the Montessori Method in their primary classrooms? How do EFL teachers treat their young learners? Do the Algerian primary classrooms are appropriate for teaching EFL? Do EFL teachers utilize authentic materials in their teaching process? Unfortunately, the findings indicated that the Algerian teachers do not implement the principles of the MM even though their importance in enhancing the learning process, enforcing the learner's personality and respecting the learners' freedom and choice. Firstly, EFL primary teachers treat their learners as they do not care about the young learners' personal respect and self-confident; they just ignore their feelings and behaviours; they lowered their personal achievements, opinions, and choices with a strict limitation of freedom. Secondly, the environments of the Algerian EFL classrooms are not appropriate for both teachers and learners according to the teachers' opinions, the classrooms are in a great lack of the needed materials, aids, and corners for teaching EFL to young learners. Thirdly, most of the participants do not rely on authentic materials although their great importance to teach children through all real-life examples of language used in everyday life for fully understanding of the situation, and for preparing him for outside world as well.

Therefore, The Montessori Method is an effective and most convenient method for EFL young learners. It gives the learner a great value in terms of respect, freedom, choice, and provides him with all the materials, aids, and tools needed in appropriate environment. The authors hope that

this method will take place in the Algerian educational system in relation with the integration of English language in the primary schools, and that all EFL teachers for young learners rely on its principles for a better quality of teaching.

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APPENDICES

Appendix A

Classroom Observation Checklist

This checklist designed to be a guide for the preparation of a narrative report that includes appropriate items on the list. The focus is on the teacher method, the learners' interactions, and the whole environment, not on the content of the course. This aims to discover whether the main principles of Montessori Method are applicable on EFL Algerian primary school or not.

Respect for the child:

1. Does the teacher demonstrate fair and equitable concern for students?
2. Can the learners express their feelings, opinions, and attitudes in the classroom?
3. What is the teacher reaction when she asks questions and do not get answers?
4. Are the learners' opinions taken into consideration or not?
5. Does the punishment used by the teacher affect negatively the respect for the child?

Prepared environment

1. Were there problems in the physical surroundings that might have affected teaching and learning in this room?
2. What is the position of seats of young learners? Is it appropriate for them?
3. Is the classroom clean and well organized?
4. Is the number of students helpful for effective learning?
5. Are there different corners in the environment that might help EFL learners to enjoy the lesson?

Freedom and Discipline

1. Does the learner work individually? (Rarely, sometimes, always)
2. Does the learner move freely during the lesson?
3. What is the dominant atmosphere in terms of freedom or control inside the classroom?
4. How many pupils are allowed to go to the toilet per session?
5. Do children have the choice to select their works and activities?

Control of Errors

1. Do students correct their own mistakes?
2. Does the teacher use peer-correction or teacher-correction in the classroom?
3. Does peer-correction decrease self-confidence of the learner?
4. Does self-correction motivate the learner to participate more?
5. Does teacher-correction create an atmosphere of fear, shyness, and dread to make errors?

The teacher

1. Does the teacher use class time efficiently?

2. Does the teacher respond appropriately to unanticipated situations?
3. Does the teacher exhibit enthusiasm for teaching and for the subject?
4. Does the teacher just guide and facilitate learning for the learner without interference?
5. How the teacher deals with passive students?

Assessment

1. How the teacher asses her students?
2. Is "Observation" a part in the teacher assessment?
3. Does the teacher take "Portfolios" into consideration during the assessment?
4. Does the teacher detract from the students' tests/ exams points as a punishment?

Materials

1. Are the applicable materials appropriate for the students?
2. Does the teacher incorporate kinesthetic aids and authentic materials in her lessons?
3. Do some of Montessori Method materials found in the classroom?
4. Does "Realia" utilized during explanations and activities.
5. What are the concrete materials that can offer to help the teacher do a better job?
6. Do students interact positively with the current materials?

Learners' interactions:

1. Do students look happy and amused during the EFL session?
2. Do all students participate and interact during the lesson?
3. Is there an active exchange of ideas in the classroom?
4. Do students look nervous and fearful with their teacher?
5. Do students have a sense of creativity and thinking out of the box?

Appendix B

Dear Teachers,

This questionnaire is designed to conduct a research about" The implementation of Montessori Method in the Algerian EFL classrooms" for third year primary EFL Teachers to obtain the Master's degree in didactics. I would be very grateful if you could answer these questions by ticking the appropriate boxes (√) and making full statements whenever necessary. The validity of this research highly depends on the extent to which your responses are reliable. Thank you in advance for your help and feedback.

1. Which method do you think is the closest to your teaching process?

   Direct Method ☐   Grammar Translation Method ☐

   Audio-Lingual Method ☐   Montessori Method ☐

   Competency-Based Approach ☐   Communicative Approach ☐

2. How do you assess your students?

   Assignments and homework ☐   participations and achievements ☐

   Behavior and actions ☐   Tests and exams ☐

   Observation ☐

3. As a teacher, you treat your pupils as :

   Educator ☐   observer ☐   Lecturer ☐   Facilitator ☐

   Guide ☐   Mentor ☐   Tutor ☐

4. Do you allow your students to move freely during the lesson?
   YES ☐   NO ☐

5. Do you punish the student when she misbehaved?

   YES ☐   NO ☐

   • If yes, what is your punishment?
   …………………..
   ....

6. How do you motivate your pupils to engage into the lesson?

   Use positive competition ☐   Offer rewards ☐   Give verbal praise ☐

   Give extra points ☐   Offer new materials ☐

7. Do you always rely on the activities of the textbook?

    YES ☐   NO ☐

8. Do you generally make your pupils work:
   - Individually ☐
   - In pairs ☐
   - In groups ☐

9. Do you think that the number of hours per week allotted to teaching English to 3rd year primary school is enough?

    YES ☐   NO ☐

10. Do EFL teachers based in their sessions on:

    Audio-aids ☐   Visual aids ☐   Kinesthetic aids ☐

    Audio-Visual aids ☐

11. Are all pupils participating in the classroom?

    YES ☐   NO ☐

12. For errors correction, Are they done through:

    Self-correction ☐

    Peer-correction ☐

    Teacher-correction ☐

13. Do you encourage self-correction?

    YES ☐   NO ☐

14. According to you, teaching-learning process is based on:

    Learner-centered ☐   Teacher-centered ☐   both are important ☐

15. Is the classroom environment containing all the needs of EFL learners?

    YES ☐   NO ☐

16. Do students have the freedom to choose the lessons activities?

    YES ☐   NO ☐

17. Do you employ authentic materials in your explanations and activities?

Always ☐   Sometimes ☐   Rarely ☐

18. Can students freely express their opinions?
     YES ☐   NO ☐

19. Is the presence of students' parents in meetings:

Voluntary ☐   Obligatory ☐

20. Do you know the Montessori Method?
     YES ☐   NO ☐

21. If yes, do you like it as a teaching method for young learners?
     YES ☐   NO ☐
     • Justify
     …………………………..
     ....

22. Do you think that you are using some of Montessori Method principles in your classroom?
     YES ☐   NO ☐

23. Do you think that Montessori Method will have a place in the Algerian educational system in the future?

YES ☐   NO ☐

Thank you for your participation

Appendix C

Appendix E

السيد: .ضياف ببشيماء ... زرادل بشرين .براهيمى ايناس

العنوان: ..بلميون ... دائرة .برج العذ بين...

.......................بين .يو.عر.ير.يج...............

إلى السيد: مدير التربية

لولاية برج بوعريريج

الغرض: طلب ترخيص بإجراء تربص ميداني

يشرفني أن أتقدم إلى سيادتكم بطلبي هذا، و المتمثل في الترخيص

لإجراء تربص ميداني بـ: المد رسة. الابتدائية .سعد .سعو د. المدسو.د...

بلدية:.بلد هو ر.....للفترة الممتدة من : .١٢. ديسمبر...٢٠٢٢...

إلى غاية : .١٢ أ .هريل. ٢٠٢٣.....

في اختصاص: ..تعليمية. اللغة. الا .نجليز.ية...............

تقبلوا مني فائق التقدير و الاحترام.

بتاريخ:..١٩./١٢./٢٠٢٢..

المعني بالأمر

رأي و موافقة مدير المؤسسة

Résumé :

La présente étude vise à explorer l'efficacité de la méthode Montessori dans les classes primaires LFE algériennes. Cette recherche a été menée par une méthode mixte (méthodes qualitatives et quantitatives), et les données ont été recueillies par observation et questionnaire. Pour l'observation, les participants étaient l'enseignante primaire LFE de troisième année et ses élevés, qui sont 30 élèves répartis en 17 filles et 13 garçons, à l'école primaire Saad Saoud El Messoud à Bordj Bou Arreridj, Algérie. Les participants au questionnaire étaient 30 enseignants du primaire LFE, il s'agit d'un questionnaire en ligne réalisé via la plateforme de formulaire Google. Le but de la recherche est de savoir si les enseignants du primaire LFE appliquent ou non les principes de la méthode Montessori, et de déterminer si les manières, les actions et les comportements utilisés par l'enseignant sont appropriés pour le processus d'apprentissage ou non. Cependant, après les réponses au questionnaire et les 9 heures d'observation pendant 3 mois, les auteurs constatent que le MM n'est pas mis en œuvre par les enseignants du primaire LFE, car il n'y a pas de liberté, pas de choix, et pas de matériel et d'environnement appropriés pour les jeunes apprenants. Ainsi, les résultats encouragent la nécessité pour les enseignants LFE d'identifier et d'imiter les aspects de la méthode Montessori.

Les mots clés : Méthode Montessori, LEF, Les jeunes apprenants, Enseignants du primaire Algériens.

ملخص

تهدف الدراسة الحالية إلى استكشاف فعالية طريقة مونتيسوري في الصفوف الابتدائية الجزائرية **LFE**. تم إجراء هذا البحث بطريقة مختلطة (طرق كمية ونوعية) ، وتم جمع البيانات عن طريق الملاحظة والاستبانة. من أجل الملاحظة ، كان المشاركون معلمة الصف الثالث الابتدائي **LFE** وطلابها ، وهم 30 طالبًا موزعين على 17 فتاة و 13 فتى ، في مدرسة سعد سعود المسعود الابتدائية في برج بوعريريج ، الجزائر. كان المشاركون في الاستبيان 30 معلمًا في مدرسة **LFE** الابتدائية ، وهو استبيان عبر الإنترنت تم إجراؤه عبر منصة نموذج **Google**. الغرض من البحث هو معرفة ما إذا كان معلمو **LFE** الأساسيون يطبقون مبادئ طريقة مونتيسوري أم لا ، ولتحديد ما إذا كانت الأخلاق والإجراءات والسلوكيات التي يستخدمها المعلم مناسبة لعملية التعلم أم لا. ومع ذلك ، بعد الردود على الاستبيان و 9 ساعات من الملاحظة لمدة 3 أشهر ، وجد المؤلفون أن **MM** لا يتم تنفيذها من قبل معلمي **LFE** الأساسي ، لأنه لا توجد حرية ، ولا خيار ، ولا توجد مواد وبيئة مناسبة للمتعلمين الصغار. وبالتالي ، فإن النتائج تشجع على حاجة معلمي **LFE** إلى تحديد ومحاكاة جوانب طريقة مونتيسوري.

الكلمات المفتاحية: طريقة مونتيسوري ، LEF ، المتعلمين الصغار ، معلمو المدارس الابتدائية الجزائرية.

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الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

جامعة محمد البشير الابراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة): .....صبيا.ق..لشيرحاح............................. الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: 7.2.5..22.031.4.0 والصادرة بتاريخ: 03..10..2022.

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

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.....The implementation of Montessori Method in the..........
Algerian E.F.L classroom : The case of Third Year....
.........primary School pupils.........................

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أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: ......20..07..2023.

توقيع المعني (ة)

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تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة) ...ز.ب.راوأن..بنسسو.بيرن......... الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: ...كك.6.ط.ط.ط.100.6.4 والصادرة بتاريخ: ...18 /04/2026

والمكلف (ة) بإنجاز مذكرة ماستر،

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التاريخ: ...20....07....2023

توقيع المعني (ة)

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تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة): .....براهيمي الياس...... الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: ..NO.75074A8 والصادرة بتاريخ: ...2/2. 08. 2018..

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التاريخ: ...20. 07. 2023

توقيع المعني (ة)