

**UNIVERSIDAD HISPANOAMERICANA**

**BILINGUAL PRESCHOOL EDUCATION**

**THESIS TO OPT FOR THE LICENCIATURA  
DEGREE IN THE BILINGUAL PRESCHOOL  
EDUCATION CAREER**

**DIAGNOSIS AND USE OF THE LANGUAGE  
AREA FROM THE MONTESSORI METHOD FOR  
THE TEACHING PROCESS OF THE ENGLISH  
COMMUNICATIVE PERIODS IN CHILDREN  
FROM THE MODULE B OF THE CARE AND  
DEVELOPMENT CHILD CENTER OF SAN  
MATEO IN THE SECOND SEMESTER OF 2017**

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## Dedicatory

This work is dedicated to all teachers, because we are all special, just like our children, as Maria Montessori said:

"An ordinary teacher cannot be transformed into a Montessori teacher, but must be created anew, having rid herself of pedagogical prejudices. The first step is self-preparation of the imagination, for the Montessori teacher has to visualize a child who is not yet there, materially speaking, and must have faith in the child who will reveal himself through work. The different types of deviated children do not shake the faith of this teacher, who sees a different type of child in the spiritual field, and looks confidently for this self to show when attracted by work that interests. She waits for the children to show signs of concentration." (Dr. Maria Montessori, 'Education for a New World')

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# CHAPTER I



## **Research Problem**

### **1.1. Approach to the Problem.**

#### **1.1.1. Background of the problem.**

In the 19's, the medium class people only had the desire to have a family, to be married and to work. Since they don't have much of an education nor their parents they continue to do what they were taught. Land and farm work. Work to get money to live through the day, to pay the bills, and food. Only the rich people would get the opportunity to study. And even then, not everyone would do it since they are wealthy enough they don't see it necessary. They would get nice clothes, cars, money and a social status that represents that are someone in society, so they don't need a degree. Or even worse, they wouldn't study because they were going to marry a wealthy husband or wife so studying became something unimportant.

Therefore, this becomes a real issue when the new generations from that same medium class see that there was something wrong and that they want to change as soon as possible. They think that instead of working on land and farm maybe they would get a different job that requires them to do more with the brain and less hard hand work. And for that to happen they must break the pattern that was establish so long ago and do something that would pass on the next generations. And that revolutionary act is to get a degree. So, with the passing of the years, human beings

have been evolving, growing, improving and wanting more opportunities for their lives. This is one of the reasons for the increase in the level of literacy compared to 50 years ago, because people want to become someone better, want better things than their fathers, mothers and grandparents. Since there are more options to study, people can choose any method to get a degree without sacrificing time or money. Technology plays a great part in this. The options that people have to study include studying online and represent a huge deal in people's lives since they can study from their homes or even from their workplaces.

This is due to the fact that humanity today is in a constant process of technological updating. There is always something new coming out; phones, cell phones, tablets, and not just that, even smart houses where you can turn on and off anything from the commodity from their cell phones. In fact, people want to change their electronic devices on a regular basis as soon as the newest and most expensive technological apparatuses enter the market. They don't care if the one they have its good they just want what it's new.

Now, in order to achieve this, it requires them to have a stable economic capital sustainable enough to be able to buy and deal with the constant changes. This requires obtaining and maintaining a good job, and for this to happen people must have at least a basic education such as a high school diploma. But that degree isn't always enough. Workplaces ask for two main skills in people, computer and English

knowledge. People with no computer skills can learn quickly the basic in a few days or weeks, but English skills require a lot more time and preparation than that.

Nowadays the person who has a high level of English in the four basic areas of the language (reading-writing-listening-grammar) will have a better job or at least a better chance to get one. Unfortunately, in Costa Rica, the English lessons in the classrooms of public institutions are not adequate. This is due to the Ministry of Public Education (MEP) which in the previous years would recruit teachers without basic knowledge in the English language. As a result, new generations of Costa Ricans do not have this essential tool to obtain a better future.

Although English classes are imparted in almost every public institution of the country, one important point to be noted is the methodology with which English lessons are presented to the students, particularly in the preschool education. The problem with these English lessons is that they are based on a Spanish curriculum with more than 10 years of existence and that has been removed two years ago. The goal for the Spanish program was to form kids with social, culture, science, math and language skills.

And since the English program was based on that curriculum kids basically learn vocabulary only, instead of learning phrases, commands and thinking in English. For

this reason, it is clear the importance of implementing a new methodology. There are plenty of different methods but only a few works like the Montessori Method, with more than 70 years of success it is highly acclaimed for being structured, orderly, real, and simple and one of the most important points is that it works with concrete and real materials. In fact, the adult in charge of the group is merely a guide to help the “Montessori Method.” This famous method was named in honor of its creator, Doctor Maria Montessori. It’s a philosophy and a learning style includes students up to 24 years old.

This method has four different areas to develop: sensory education, mathematics, practical life and language. Therefore, the four areas all together form a methodology; individually can work as well for a specific goal. Montessori said with one of her most famous phrases: "Every child is unique and needs freedom to grow and explore the world for him (her) self because only in this way we will be educating the future generations." The area of language is very wide, contains many materials such as stories, letters of the alphabet, drawings, various objects and physical tasks, plus puzzles, blackboards, among others. Altogether these materials work to help foment the basics of the new language in the young students. This method facilitates think in English and helps create conversations between multiple partners.

On this, Dr. Maria Montessori, in her book *The Absorbent Mind* (Montessori, 1949) speaks to us in this regard:

These explosive phenomena and eruptions of expression continue after the age of two years; the use of simple and compound sentences, the use of the verb in all its tenses and modes, even in the subjunctive, the use of subordinate and coordinate clauses appear in the same sudden explosive way. So is completed the expression of the language of the group (race, social level, etc.,) to which the child belongs. This treasure which has been prepared by the sub-conscious is handed over to the consciousness, and the child, in full possession of this new power, talks and talks, and talks, till the adults say: "For goodness' sake can't you stop talking!"

At this age, kids receive lots of information, but they not always know what to do with it or how to process that info. The guides must take advantage of the child tremendous ability to absorb aspects from the environment. Montessori explains how at this stage the child's mind is like a sponge, where it's possible to acquire all the possible language. Now, for this to happen the child must be in a right environment. This is one of the main problems. Since their parents sometimes don't know how to write and read, they speak and pronounce words wrong or rare and their children learn from what they are hearing. Then, these kids from the Care and Development Child Center (CECUDI according to the acronym in Spanish) have a poor educational level, and they don't speak clearly or as much as they would need to. So, for the English language to be taught is going to be even more difficult since the child don't have someone to relay on to help them practicing.

In some cases if their parents are schooled the problem is that they are not at home with them either because they work full time or because they don't live together as a family. Any might be the case, but at the end, the kids are not being reinforced.

### **1.1.2. Problematize**

The problem identified relates to how children from zero to three years old from the Care and Development Child Center from San Mateo Alajuela find it difficult to learn English. The institution has been open since 2013, and since 2014 imparts English classes. One of the problems with these lessons is the curriculum they are based on, which is an English translation of the Spanish curriculum from 1996. As a consequence of this poor program, there are poor lesson plans, and this leaves as a result, children with low English skills. Another point to consider is the fact that in four years there have been 4 different teachers and only two with English degrees and every one of them teaching with a different method even though the classes are based on the same curriculum.

Changing teachers so often gives instability to the child. Children at that early age need someone to rely on and to always be there. Since the English teacher is changing almost every year they do not get the continuity with the lessons that they need to succeed. Every year a new teacher arrives with the same topics and intentions, to teach the kids vocabulary only; for instance, colors, numbers, shapes, and the alphabet. Which in one point is good but there is so much more that can be

taught. It can be observed that the students do not have the necessary skills to demonstrate comprehension of language, and they do not have the required training to try to articulate phrases or recall with clarity the basic commands. All this is based on observations noted by the English teacher at the beginning of this school year.

The geographical place of study, San Mateo, is a small town in Alajuela. It has very old traditions and customs. People there live day by day, working on farms, house cleaning, and land work. They have minimal academic degrees and in some cases none at all, many also do not know how to read and write. So, this makes the English lessons they listen in the classroom of the CECUDI, the only ones at all. The issue here is that in their homes parents do not reinforce or help their children English skills as a result of the lack of schooling. If they at least would have a high school diploma they might be able to help their kids with the basic pronunciation.

It should be also noted, that the ages of the kids in the group varied drastically. Currently there are children from four months to four and a half years old, which causes to the English teacher difficult to maintain the attention of all the students since every age have a different necessity, as well as plan the lessons for such diverse ages. For instance, the teacher might look for a song that involves a lot of movements for the three and four years olds but for the four months olds it is not going to work as one for his own age. Or the pictures on the flashcards for the four years will be more sophisticated than the ones for the one year old. Even the stories will be different. So, this makes it a little hard when it comes to planning. They had to

mix kids with different ages because they could not do the four classrooms that they need, they only got two rooms. But the city hall indicated that it did not have the money to build a third room so instead what they did was to make two and to put the infants, toddlers and pre-kinder all together and the kinder students all in another group.

The Montessori Method works distinct from this perspective since they do allow variety of age ranges but for an opposite reason. The goal for this is to let the big kids help the little ones, but only if they ask for, because if they do not ask for help that means that they feel capable of doing the task that they are doing.

The desired outcome is for the students of module B to improve the tenses of the English language, to learn to speak properly, and to understand basic commands and the simplest sentences of five or more words. For this reason, it was decided for the Montessori Method to be used, because the method works with groups of students of varying ages, with different educational materials, and it uses eye-catching techniques to keep everyone's attention, and thus, be able to integrate the lessons in the best possible way.

English language is such a powerful tool if it is taught correctly. Nowadays a person will have better chances to get a way better job and succeed in your career with only



this extra tool that can basically be learn anywhere. Any employer will, with no doubt, hire someone with this skill over than someone with no English and this is because tourism is growing so much all around the world people need to speak at least one of the most common languages and English is one of the top five. Employers at the city like at least to have one person in their businesses that speak English. This is because cities receive a lot of English speakers and sometimes if they do not know how to communicate they would not buy and the business losses a sell.

### **1.1.3. Justification of the Topic.**

Bilingual preschool education has an educational English program with more than 10 years of existing. It is for this reason that the Ministry of Education (MEP, according to the acronym in Spanish) in Costa Rica is making a new law to this study program. One of the reasons for this change is the constant complaints from the teachers. They state that it is very tedious and difficult to do lesson plans with the program, but most importantly, it does not meet the expectations for teaching a second language. The proposal of this research using the language area of the Montessori Method is to create a dynamic and diverse curriculum to present the English lessons to the boys and girls of such a young age.

It is commonly said that children are sponges during this age, due to their capacity to absorb. In terms of the neuronal plasticity of the brain in early ages, in her book *The Early Education*, Maria Cristina Ferreira (2013) explains:

The density of the synapses (connections between nerves) is on the increase to a significant degree in the first few months of life, reaching its height on the first and second year. After this period, the brain suffers a pruning, which refers to a selective death of cells or initial neuronal population in which certain cells survive and others atrophy, that is to say that there will be only active those that succeeded in establishing good connections with other cells. What will be left are only those cells that make up the structure of the brain and that will be appropriate for your operations. From the time of pruning, the possibility of making connections decreases considerably until about three or four years, becoming almost non-existent between seven and eight years of age.

It is understood that the ability to learn decreases with age; therefore, learning a new language at a more advanced age will not be the most efficient when compared to the first six years of life. Therefore, this research will improve learning abilities at a young age using the proposal as a protocol. It can be said that this is the first project of didactic planning done in the institution since it is the first time that a research is done in the CECUDI. The Montessori Method will be the pedagogical model for the English teaching, a strategy that is really new for the educational center since what they been working with is from the curriculum from 2004.

With this project, in addition, the bilingual early childhood education practitioners have a new strategy to teach English. The students of the Universidad Hispanoamericana and other entities will have a new example of educational planning based on the styles of the Montessori Method. However, the most important thing to highlight here is the benefit to be obtained from this learning strategy. Children are expected to be able to, through the materials of the Montessori Method, engage orally in practices such as small sentences and simple commands in the English language. Also, another benefit of the project is that the educational center will stay with the material, so that they can continue their constant process of learning the English language.

## **1.2. Formulation of the Problem.**

**Why would the Montessori Method create a better and more adequate English language teaching curriculum for the boys and girls of the module B of the Care and Development Child Center of San Mateo in the second half of this year?**

### **1.3. Objectives of the Research**

#### **1.3.1. General Objective.**

- To develop and implement the language area of the Montessori Method in the teaching process for the improvement of the communication skills of the English language.

#### **1.3.2. Specific objectives.**

- ✓ Describe how the language area of the Montessori Method works in children from zero to three years old.
- ✓ Design implementation strategies of educational English lessons plans by using the language area of the Montessori Method.
- ✓ Implement the strategies of the language area of the Montessori Method in the process of teaching English.

## **1.4. Scopes and limitations.**

### **1.4.1. Scopes.**

Promote the methodology of the Montessori Method among the teachers, through the materials, the times and schedules, the distribution of work and other resources and aspects that are necessary to be aware of how to implement this new lesson plan and how to be able to manage it effectively.

To promote in the teachers the interest of wanting the improving of the English ability in the boys and girls of the educational center through the implementation of techniques and proposals outlined in this research.

Improve in children the tenses of English language so that they can engage in small sentences and basic commands in English and have a broader vocabulary and that will help them according to their basic needs and their environment.

### **1.4.2. Limitations.**

In this research the only limitation was with the books from the Montessori Method. Since this method was created a long time ago, their books are old but since they are the key to his method most of the books taking in consideration are the ones with the latest publishing date available.

## CHAPTER II

## **Theoretical Framework**

### **2.1. Historical context**

#### **2.1.1. History of the organization.**

#### **2.1.2. Creation and Purpose of the National Network of Care and Development Child Center.**

The National Network of Care and Development Child Center, it is born with the purpose of establishing a system for the kids, which is for public access, universal and that it's financing comes from the government. The services of the National Network of Care and Development Child Center should be understood as complementary and not substitutes for preschool education services which are provided directly by the Ministry of Public Education only.

The objectives of the National Network of Care and Development Child Center are the following:

a) Guarantee the right of all children, giving priority to zero to six years, to participate in child care programs, in pursuit of their integral development, according to the different needs and in accordance with the different modalities of care required.

- b) Promote social responsibility in the care with the participation of the community.
- c) To articulate the different actors, alternatives and services of child care and child development.
- d) Ensure that the services of child care and child development permit labor insertion and educational of fathers and mothers.

(General Procuracy of the Republic, 2014)

### **2.1.3. Policies**

The Advisory Committee shall be responsible for recommending the general policies and the strategic guidelines of the system of child care and child development, inter-agency coordination of competence and those relating to the various modes of delivery of services of the network of care, which do not include the pre-school education provided by the Ministry of Education, that is part of the national education system. The committee shall meet once every three months and when convened by its President; decisions shall be taken by simple majority of those present. This Committee shall be governed by the rules of organization established by Law No. 6227.

(General Procuracy of the Republic, 2014)



#### **2.1.4. Care and Development Child Center of San Mateo from Alajuela.**

The San Mateo CECUDI opened its doors in October of 2013. Lessons began with 50 boys and girls from 0 to 6 years old, divided into two modules or groups of 25 students each. The staff is minimal because it has only two groups. Two teachers, two assistants, a cook, and a janitor are responsible along with the coordinator or principal to provide children with what they need and want.

#### **2.1.5. Vision.**

To be a child center in conjunction with the family to maximize the social skills of boys and girls, to achieve in the future happier citizens, with moral and spiritual values that are conducive to social welfare. (General Procuracy of the Republic, 2014)

#### **2.1.6 Mission.**

To give integral attention to children through the stimulation, education, training and the development of their potentialities, generating in the family emotional and economic stability necessary for their social links, whose work will be to prevent the problems currently affecting the family dynamics. (General Procuracy of the Republic, 2014)

### **2.1.7. Functions of the administrative and teaching staff.**

The janitor is responsible for maintaining order, cleaning and care for the entire educational center. Duties such as sweeping, cleaning, dusting, painting, pruning, fixing mowing, and opening the entrance door for parents, are some of the responsibilities. Everything must be clean and organized at all times. First for the kids and second in case that someone from the city hall or anywhere else might appear to inspect the place to check that everything is according to plan. The cook must be in the kitchen at all times preparing the four periods of food for the day, since the kids stay from 6:30 a.m. to 4:00 p.m.: breakfast, morning snack, lunch, and evening snack. The cook also needs to have everything clean and ready at the exact times so the schedule goes always as planned.

Teachers are in charge of the groups. They must plan the lessons monthly according to the MEP curriculum. Instruct the lessons, teach modals and values, and maintain order in the classroom, as well as to have at all times a peaceful and respectful environment. The assistants will always be there helping the teacher in whatever she needs but basically an assistant is there to take care of the kids, changing diapers, cleaning and changing clothes, mouths and hands and other stuff to maintain order in the classroom.

### 2.1.8. San Mateo of Alajuela.

On the *Camino Real* to Puntarenas, there were several points that served as stops to travelers, especially those who traveled to sell coffee and bring merchandise. In 1843 such road became the national highway, during the government of Mr. José María Alfaro. In San Mateo, a large shed called *El Refugio* was built, in which the riders and carters spent the night. There were two hotels at that time: *El Frances* and *Hotel Arce*. It is said that many artistic companies that traveled to perform in the country, spent the night in San Mateo and at night it was very pleasant to hear them sing and play their instruments. Years later, when the transit through San Mateo slowed down due to the construction of the railway, the hotel Arce was converted into a municipal house until the Ulate administration, when the current City Hall was built. On August 7, 1868, San Mateo was elevated to county.

They called those years the golden age. In summer, the caravans that traveled this old road were huge; up to 300 yokes of oxen passed in a single day through San Mateo. It was in this town that the Spanish Rodriguez brothers settled down and who distilled the most exquisite cashew wine that has been produced in Costa Rica. (M. Salguero, 2000)

Montes Del Aguacate belongs in part to San Mateo. It was in this sierra where gold was found for the first time in Costa Rica, which originated a mining activity for many years. The avocado mines were mainly exploited by foreign companies. But the

workers were from Costa Rica, and they contributed penetrating the inside of the hills, which gave great impetus and jobs to San Mateo. Sadly, during this century the mining activity declined, but the old mines remain.

## **2.2. Theoretical-conceptual context**

### **2.2.1. Language in children**

#### **2.2.1.1. The basis of all communication.**

Good communication skills are essential to achieve success in both work and personal relationships. Without effective communication, a message can be wrong or misunderstood. Communication is the process with which we exchange information between individuals or a group of people. It is the process we use to put together our thoughts and desires and convert them into goals and to achieve a purpose. And to achieve this, it is of vital importance to practice it by reading and writing.

Communication can be divided into two categories, the verbal and non-verbal communication. Verbal communication is the use of words and language between two or more people and may be either written or verbal. The non-verbal communication can occur without the use of words. It sensitizes us and is usually referred to as body language. Gestures, facial expressions, smiles, looks, the lifting of an upper extremity, are examples of non-verbal communication.

### **2.2.1.2. The importance of language in early childhood.**

Babies are born with a great curiosity instinct and a desire to learn. The first three years of life will be the most important time of learning. During this time is when neurons are creating the connections for the future. There are studies that show that if you read to children in an early age, they will have a better understanding of language and also a greater cognitive development. Even before the baby is born if you read to them, they will have a greater understanding of how language works.

Now, there is a controversy with regard to putting children to watch the television. A study by the University of Washington discovered that infants from 8 to 16 months of age who watch television regularly understand fewer words than babies who do not watch television. Roberta M. Bolinkoff in her book entitled *How Babies Talk*, suggests that viewing television helps to name objects but does not help to develop language. Only through active conversations, the child will get the understanding of language.

## **2.2.2. Educational Planning**

### **2.2.2.1. Educational planning of the twenty-first century.**

If you start by defining educational planning, you will say that it is a set of rules that help you in the process of learning, taking into account the guidelines imposed by the government in the education sector. According to Agustin Reyes Ponce, a businessman and creator of several degrees in Latin American countries:

The planning consists in setting the course of action to be followed, establishing the principles that will guide us, the sequence of operations to do it, and the determination of time and numbers required for its realization. (Reyes, n.d.)

However, on the basis of this, teachers of the 21st century face a constant challenge in terms of the volatility and the development of education. The technological training and adaptation to the changes are strategic ways to move forward. But it is not only the teachers that must be updated, in some countries, the guidelines for educational planning is way below the range of basic education and because of this we have consequences with students in the classroom.

#### **2.2.2.2. Educational planning of the MEP.**

Since a few years ago, the Ministry of Education of Costa Rica has been creating and updating educational policies for the different subjects that are taught in the various institutions of the country. The most recent and current is the preschool program (maternal and transition). These achievements have been made since the previous programs date back for over than 10 years, which you can say is too long with the same guidelines. The Education Minister, Sonia Mora Escalante, tells us about the matter in a press release:

You work to improve the quality of the education service and learning environments at all levels, diversify and academic offerings, and strengthen the equity programs, as

a necessary condition to reduce the student exclusion and mitigate the effects of poverty and inequality. You are reaching out to the more remote communities, who suffer the most. With the challenges we face, we must help to educate for a new citizenship. (Mora, n.d.)

These new and updating programs will come to solve a huge problem in schools. The lack of enthusiasm from kids is due the old curriculum which was good for children in a totally different decade. We must compare the past and coming generations to think what they really want and need to learn in school.

Also, these study programs were built under the approach of Educating a new citizenship, by deepening and strengthening three thematic axes: Citizenship for development sustainable, planetary citizenship with national identity, and virtual citizenship with social equity. This curricular transformation serves both current and future needs, generates a permanent movement from the local and national environment to the world, from the world to its own environment, responds to the great challenges of today, promotes the entrepreneurial spirit, trains students to think critically, and at the same time, they build solutions. Students can now build knowledge instead of memorizing it. This new study programs are also of a higher quality than the previous ones, more dynamic, more diverse, more creative, and innovative.

The new curriculums are the product of an articulated work of MEP staff, with the voluntary, broad, and determined participation of universities, professional associations and recognized experts from the academic and professional world, both national and internationally, who have advised and discussed the new proposals and shared their experiences. The new programs have development profiles per cycle, which guide the progressive development of students from preschool to diversified education.

### **2.2.3. English as a foreign language**

#### **2.2.3.1. A language for communication.**

The English language was born in England, but due to the conquering on numerous territories during wars, English became the official language of many countries and regions of the world. English is a means of communication with very regionally diverse emphasis and meaning, due to the fact that the meaning of a word in the United States may have a completely different meaning in England. Or, the accent of people from India will be more difficult to understand in Scotland. The English language has not been the same always. Over the years, it has gradually changed.

Globalization has had great effect in the increase of the English-speaking people.

This is also a consequence of cultural consumption that we all at some point in our



lives participate in. With music, movies or television, we received the language in a secondary way. It's also what encourages us to receive it from a primary way, such as English courses. It is interesting how as a result of this movement, in a place where English is not a commonly spoken language, is common hearing people saying certain words in the language, creating a regional idiom or phrase. Currently, the language is promoted not only for training or employment reasons, but also for acquiring knowledge and communication.

#### **2.2.3.2. Bilingual Preschool Education.**

In many Spanish-speaking countries, English is a prioritized language to learn, as in this new era of technologies. Languages have to be updated and countries feel a great need to begin to implement strategic plans of the English language through bilingual preschool education. This is due to the fact that children under six years old are in the best time to learn a new language (as outlined before). This is of great importance for children because it is a very good idea to teach them a language other than their native tongue at an early age. In the present, if you speak a second language such as English, it results in a better future with increased opportunities. In Costa Rica, the importance of English in preschool education has been growing as a result of these conclusions. And nowadays we can see an increasing of bilingual private learning institutions.

But not only in private centers we find kids learning English, now it is also in the public kindergartens. For more than 15 years, the former principal of the Esparza Kindergarten; Flor Cubero Marin, tried to open an English job position in the MEP. For many years MEP said that due the lack of resources and lack of money they could not open it. This was even though the kindergarten in Esparza had the space, and kids to open the position. But, after a lot of demanding in 2014 the dream was achieved.

#### **2.2.4. Maria Montessori**

Maria Tecla Artemisia Montessori was born on 31 August 1870 in a small town called Chiaravalle, Italy. Her dad was a budgetary chief for a state-run industry. Her mom was schooled and knew to read very well. A similar hunger for learning flourished in youthful Maria. Soon the parents decided to move to Rome, and it was there where she continued her passion of studies with small children. After that, a career change happened, and she enrolled in medicine, becoming the first woman doctor of Italy since it was not the common profession of a lady of her time. After graduation, she began to work in a psychiatric clinic for children with mental problems. It was at that moment when she discovered that these children were not living up to their potential. Little by little was born the concept that these kids needed something more than medicine, food and a roof where to live. Maria believed that all children were born with an incredible potential, and that adults should stimulate, guide

and help them in all their needs instead of being a dictator of rules and norms.

(Association Montessori Internationale, n.d.)

Dr. Montessori explains in her book *The Absorbent Mind* (1949):

The child's development follows a path of successive stages of independence, and our knowledge of this must guide us in our behavior towards him. We have to help the child to act, will and think for himself. This is the art of serving the spirit, an art which can be practiced to perfection only when working among children. (Montessori, 1949)

She wanted to raise independent people capable of achieving anything they set their minds to without any help. To conquer this, after several years of observation, she created various materials that were very specific and easy for children to use to develop their full potential. As studies began on the subject, the work she created began to be recognized. As soon she developed the method she went into world tours where she could communicate her educational philosophy. As a result, she spent more than 40 years giving lectures, seminars, and training people who wanted to learn about her methodology. In 1952 she died, but her legacy remains today and into the future. (Association Montessori Internationale, n.d.)

#### **2.2.4.1. Montessori Method**

In 1897 Maria was a volunteer at a Clinic of Psychiatry of the University of Rome. In one of her visits, Montessori relates how some children were seen in a classroom without any furniture, playing with leftovers of the food they had eaten. After work hard for two years in that institution, she began to look to the members of the clinic who, according to her, were able to perform complex concentration exercises in spite of the problems surrounding them, and this brought to light her method. Montessori relates in her book, *The Discovery of the Child: A child who has become master of his acts through long and repeated exercises, and who has been encouraged by the pleasant and interesting activities, in which he has been engaged, is a child filled with health and joy and is remarkable for his calmness and discipline.* (Montessori, 1909)

In 1901 Montessori began her studies in education and anthropology. With the passing of the years of studies and work, she was creating the methodology and in addition, the materials that accompany such a famous philosophy. By the year 1907 she created her first educational center in where she applied the Montessori Method, which she called "Casa dei Bambini" in Italian or House of the Children in English.

She used the learning materials of Jean Marc Itard and Edouard Seguin. They both were physicians who worked with mentally handicapped children. To continue Montessori went ahead to adjust her plans to the instruction of ordinary kids. In the

main "Casa dei Bambini" in Rome (1907), she refined these materials of advancement and went ahead to extend her thoughts into a completely verbalized way to deal with instructions, first for kids from three to-six years old and later for the six-to-twelve years old. What's more, she laid out an instructive approach for twelve-to-eighteen-year olds, and together with her nearby colleague Adele Costa Gnocchi, created materials and rules for the initial three years of life. Today, Montessori schools can be found in numerous nations around the globe including Latin America and obviously Costa Rica. There are more than 22,000 Montessori schools in no less than 110 nations around the world. The role of the adult is different than in an ordinary school. The teacher is no longer called teacher instead they call her, guide since she is not in charge instead she must be a guide that help the children reach their potential and unique qualities. She inspires the children to connect to knowledge and skills; she fosters work in the classroom by presenting a wide range of stories and lessons. The guide sometimes just sits quietly in a chair observing the kids work or waiting for someone to ask something or to explain how a specific material works. She prepares a learning environment and develops lesson plans for children to develop their social, emotional, physical and intellectual skills.

Montessori likewise had these kids close to the "typical" kids. Amazingly, the "faulty" kids' scores were as high as or higher than the scores of the "ordinary" kids. In the wake of seeing the consequences of her technique for instructing on the "faulty" kids, Maria Montessori needed to test her strategy for educating/learning on "typical" kids.

The kids attending the school were from poor families where both parents needed to work and had nobody to nurture the kids. The majority of the kids were between the ages of 3 and 6 years of age.

This first "Kids' House" was the seed of the Montessori Method of instructing/learning. In there, Dr Montessori watched the kids painstakingly as any researcher would while leading logical perceptions. She composed itemized notes depicting the exercises and the revelations of the 30 little kids. Maria Montessori constructs some of her thoughts following Itard and Seguin written works and enhanced them.

The principle objective of a Montessori program is to enable every kid to achieve their maximum capacity in all kinds of different backgrounds. Exercises advance social aptitudes improvement, passionate development and physical coordination, and additionally psychological planning for future scholastic scholarly attempts. The Montessori Method enables the kid to encounter the delight of taking in an opportunity to appreciate the procedure and guarantee the advancement of their confidence. It gives the encounters through which kids make their insight and set them up for the many encounters that life offers.

Montessori found that kids at this beginning time of their lives experience periods of intrigue and interest, which she called "delicate periods". Dr. Montessori portrays the brain of the kids from birth until age six as the "retaining mind." It is amid this phase a child has a huge ability to learn and absorb his/her general surroundings, without conscious effort. Within this time, kids are especially open to certain outside boosts. A Montessori instructor perceives and exploits these exceptionally discerning stages through the presentation of materials and exercises that are uniquely intended to invigorate them. This system of education is both a philosophy of a child development and a foundation for guiding that growth is based on two important developmental needs of the youngest (Montessori, 1946):

- The need for freedom within the limits.
- A carefully prepared environment that guarantees exposure to the materials and experiences.

#### **2.2.4.2. Principles**

The principles originate from Dr. Montessori's perceptions of the exercises that kids appreciate. These perceptions drove her to outline a progression of multisensory, consecutive materials that encourage self-learning. The educational modules are separated into four fundamental territories. Viable life not just gives kids the chance to hone the aptitudes of regular day to day existence, yet in addition encourages them to create focus and advancement of psyche and body coordination.

Tangible materials exploit the way that kids utilize their faculties to learn. Through these materials they are urged to sort and arrange the physical properties of the world in which we live.

Materials for Montessori Method enable kids to learn and truly comprehend scientific ideas as they are introduced utilizing solid materials. Kids get ready to compose and read (dialect material) from the minute they enter the classroom through a progression of exercises that steadily collect all the individual important abilities.

These are the eight main principles of Montessori education according to Angeline Lillard (2005):

- a) **Movement & Cognition:** Movement and cognition are closely entwined, and movement can enhance thinking and learning.
- b) **Choice:** Learning and well-being are improved when people have a sense of control over their lives.
- c) **Interest:** People learn better when they are interested in what they are learning.
- d) **Extrinsic rewards are avoided:** Tying extrinsic rewards to an activity, like money for reading or high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn.



- e) **Learning from & with peers:** Collaborative arrangements can be very conducive to learning.
- f) **Learning in context:** Learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts.
- g) **Teacher ways & child ways:** Particular forms of adult interaction are associated with more optimal child outcomes.
- h) **Order in environment & mind:** Order in the environment is beneficial to children. (Lillard, 2005)

Montessori founded her theory on two core beliefs:

- **Children teach themselves:** Like others I had believed it was necessary to encourage the child by means of some exterior reward that would flatter his baser sentiments such as gluttony, vanity, self-love, peace. And I was astonished when I learned that a child who is permitted to educate himself really gives up these lower instincts. (Montessori, 1949)
- **The planes of development:** for man is a unity, and individuality that passes through interdependent phases of development. Each preceding phase prepares the one that follow, forms its base, and nurtures the energies that urge towards the succeeding period of life. (Montessori, 1909)

The Montessori Method also suggests this characteristic that children must go through to reach their maximum potential.

- All children have **absorbent minds**, they learn in a different manner from how adults learn. Children are like sponges the first six years of their lives as they soak up information both consciously and unconsciously from the environment around them. The amount of information they learn is phenomenal and has a lasting impression on whom and what they eventually become.
- All children pass through **sensitive periods**. This refers to phases of development in which a child is focused on developing a particular knowledge or skill set. Learning occurs through the senses. During a sensitive period a child will repeat an activity again and again –for no apparent reason. They are absorbed by what they are doing and for a long period of time is the only interest they have.
- All children want to learn. Children have a fundamental drive to learn about themselves as well as their relationships and impact on their immediate surroundings. As children grow they are crazy to learn about their environment. Montessori described this as an “**inborn motivation**” to learn, which means that you cannot stop it from happening. From birth, children are active participants in their environment and by being able to manipulate their environment through their hands they acquire knowledge. Practical, purposeful and hands on activities foster this learning

- All children learn through **play/work**. The activities that children occupy themselves with in a Montessori program are often labeled as work. To outside observers it may look like play behavior; however, play is the child's work simply because it is the means through which the child learns. The child is working hard at learning when engaged in enjoyable, voluntary, purposeful, and spontaneously chosen activities. The child is busy learning new ideas and acquiring new skills while constantly working to create him or herself.
- All children want to be **independent**. From the beginning a child struggles to be independent and separate from those around him or her. Parents have the important task of providing a child with the opportunities to experience this move towards independence. Unfortunately, and for the best of intentions, parents try too hard, help too much, and in the wrong way. Waiting patiently while a child dresses himself or buttons a jacket can be difficult for most parents. (Montessori, 1949)

However, execution of basic ordinary exercises addresses the kids' issues for autonomy. The fruitful fulfillment of undertakings that are valuable and useful develops the child's confidence and feeling of self-esteem. A definitive objective of this is a genuine feeling of relationship in which one understands that he or she is an essential piece of society with critical commitments to make to their general surroundings.

### **2.2.5. Prepared Environment**

For self-directed learning to take place, the whole learning environment - classroom, materials, and social environment - must be supportive for the child. The Montessori instructor provides the necessary resources, including opportunities for children to function in a safe and positive environment. Along with the child, both form a relationship based on trust and respect that fosters self-confidence and the willingness to try new things.

The entire Montessori lounge is designed to allow the child to stand alone with the materials (child-sized) and the equipment is presented in an orderly manner on low shelves that are easily accessible for children. The equipment is aesthetically pleasing and meticulously cared for to encourage children to take care of the materials as well. Children between the ages of two and a half and six are grouped into their own "mini" society. Younger children learn by watching older children and older ones benefit by helping younger children. The mixed age group enables children to develop socially, intellectually, and emotionally.

At a Montessori school, it is easy to see that children choose their activities independently and switch from one activity to another, always returning things to the place of origin after they have used them. You will experience a calm atmosphere and you will see young children concentrate for amazing periods of time. Children

work individually, as a group or with a friend. The morning must last a minimum of three hours - three hours in which there is no fixed calendar.

Groups arise spontaneously instead of at a set time each day. Maria Montessori observed that this unlimited period of time was essential for children to develop the kind of concentration that is seen when a child engages in something that is essential for their development. There are no time limits for the child - they can work with anything they choose for as long as they like. A Montessori classroom has a busy productive environment where joy and respect abound. Within this enriched environment, freedom, responsibility, and social and intellectual development flourish spontaneously. (Montessori, 1946)

#### **2.2.5.1. Classroom designs**

To get a handle on the substance of Montessori instruction, simply venture inside a classroom. Lovely, welcoming, and mindfully organized, the room exemplifies every component of Maria Montessori's progressive approach. Characteristic lighting, delicate hues, and uncluttered spaces set the phase for action that is engaged and quiet. Learning materials are shown on open racks, cultivating freedom as boys and girls approach their work. Everything is in the place that it should be, passing on a feeling of congruity. In this safe and engaging condition, boys and girls discover happiness in learning. (Montessori, 1909)

The outline of the Montessori classroom makes a learning situation that suits decision. There are spaces suited to bunch action, and places where boys and girls can settle in alone if what they want is to be apart and quite reading a book or playing with a material. Parts of the room are open and extensive, enabling a preschooler to lay out their games. You won't locate the standard lines of school work areas; kids work at tables or on the floor, taking off mats on which to work and characterize their work space. It is hard to see paper dividers with brilliantly shaded pictures of cartoons. Also, you may see blurbs from a nearby gallery, or confined photos or works of art made by the boys and girls themselves.

There are all around characterized spaces for each piece of the educational program, for example, Language Arts, Math, and Culture. Each of these territories highlights and show tables with an assortment of welcoming materials from which boys and girls can pick from. Numerous classrooms have a territory committed to peace and reflection: a calm corner or table with well-picked things – a vase of daisies, a goldfish bowl – to lead kids to reflective ideas. Furthermore, dependably there are spots to twist up with books, where boys and girls can read. Every classroom is interestingly suited to the need of the children. Preschool rooms include low sinks, seats and tables; a corner with a little sofa (or comfortable floor pads); reachable racks; and child size kitchen devices, which allow them to develop their life abilities. Most importantly, every classroom is warm, efficient, and welcoming, with lounge chairs, carpets, and blossoms to enable kids and youth to feel quiet and at home.

### **2.2.5.2 Learning Materials**

A hallmark of Montessori education is its hands-on approach to learning. Students work with specially designed materials, manipulating and investigating until they master the lesson inside. Beautifully crafted and begging to be touched, Montessori's distinctive learning materials are displayed on open and easily accessible shelves for the kids to reach. They are arranged in the order of the sequence in the curriculum, from the simplest to the most complex. Each material teaches a single skill or concept at a time. For example, the dressing frames help toddlers learn to button, zip, and tie; 3-dimensional grammar symbols help elementary students analyze sentence structure and style. And, built into many of the materials is a mechanism (control of error) for providing the student with some way of assessing his or her progress and correcting mistakes, independent of the teacher. The concrete materials provide passages through abstraction and introduce concepts that become increasingly complex. As students' progress, the teacher replaces some materials with others, ensuring that the level of challenge continues to meet their needs.

### **2.2.5.3 Ages in the Montessori Method**

The Montessori Method has been painstakingly intended for a particular reason, which is the advancement of the personality. In spite of the fact that Montessori focused on that every child has his or her own particular exceptional advancement,

similar to others, she additionally watched all-inclusive examples that represent the formative phases of every single individual. She called these widespread stages "Planes of Development." She saw each plane of improvement as being made out of approximately 6 years, with sub-planes of 3 years each. The planes were: from birth to six years old, from six to twelve years old, from 12 to 18 years old and from 18 to 24 years old.

The initial three years of each plane she saw as a time of creation and the second three-year time frame as the time of further refinement and union. For instance, movement is ached over the initial three years of the first plane but it is refined and developments even more after age three.

Montessori classrooms for the most part have an environment of lively organization and deliberate work which empowers kids to focus and work freely. Social collaboration and dealing with the classroom condition help kids fulfill their own particular formative needs. Self-restraint continuously grows as kids are in a climate of flexibility where are offered opportunity to pick an action, work with a friend or alone. Every opportunity has as its restriction regard for the privileges of others and regard for the exercises.



These will be the five planes of development or stages:

- **Stage 1:** From the date of birth to age three is the absorbent mind stage in which a child learns by absorbing impressions of the environment without awareness of the process.
- **Stage 2:** From three to six years old the child develops the conscious mind during which memory and language will develop.
- **Stage 3:** From age six to twelve years old is the period of childhood.
- **Stage 4:** From age twelve to eighteen is the period of adolescence.
- **Stage 5:** From age eighteen to twenty-four is the period of passage to adulthood. (Montessori, 1949)

### **Stage 1: birth to three years old**

In this stage, children acquire independence as they explore their world. The environment and materials foster the movement development, independence, and sensorial exploration. During these ages, kids focus on toilet independence, social interactions, language development, and practical life activities such as pouring, managing to clothe, and preparing snacks. In the book *The Joyful Child: Montessori, Global Wisdom for Birth to Three*, Susan Stephenson gives both practical information and a tremendous inspiration for all who are involved with the child from the time before birth through the age of three and stresses being child-led with routines and the value of nurturing touch. We must remember that nature has given the infant an inner guide that provides the wisdom of when to sleep, to wake up, to eat, and to move... many potential problems can be prevented when the family is careful to

observe the infant's needs and not interrupt the process of development by trying too soon to fit him into our schedule. (Stephenson, 2013)

### **Stage 2: three to six years old**

During this stage, the touchiest periods are in operation, the greater part of which began amid the birth of three phases. These touchy periods happen in six fundamental ranges: dialect; development; sensorial advancement; arrange; procurement of social traditions and conduct of the way of life; and science. A situation of arranged exercises intended to encourage advancement in each of these regions is introduced so as to fortify kids to immediately pick the exercises that will upgrade their own particular individual improvement at a specific time. This condition likewise assesses the energy of the "spongy personality".

Children are encouraged by nature to create control of their development as this is basic to their self-advancement. By acing co-appointment of real developments, specifically the hand, kids can take part in exercises that will additionally build up their scholarly and social limits. Deliberate exercises which are drawn from genuine and which help the psyche and body to work together in an incorporated way can be found in this range of kids' age. Huge numbers of these exercises are now natural to the kids from their home condition.

The exercises include pouring, clearing, cleaning, scouring, washing, getting ready, nourishment, pressing, masterminding blossoms, planting, and dealing with creatures. Genuine articles are utilized - a genuine iron, blades, glass, floor brushes, mops, among others. The exceptional intrigue the kids have in doing these exercises advances extremely watchful, concentrated, a coordinated development where psyche and body are cooperating for a formative reason. As kids figure out how to administer to their condition and themselves dependably, confidence and autonomy additionally create. Dialect obtained amid the period amongst birth and three years is refined and explained amid the pre-school years. Oral dialect which created from birth to three keeps on being extended through melodies, stories, lyrics, amusements, discussion, pictures and sets of vocabulary cards.

The vocabulary cards group and request commonplace parts of the kid's day by day encounters and furthermore empower enthusiasm for and arrange the normal universe of creepy crawlies, whales, plants, angles, shells, and so forth. As one of the children real normal inclinations or sensitivities is to mark and name his/her reality, there are gigantic open doors for broadening oral vocabulary at this phase of advancement. An extremely touchy period for composting can rise in the vicinity of 3 and 4 years old. Multi-sensorial exercises which by implication set up a kid for composing use visual, sound-related and material encounters. These include the letters in sandpaper frame games to enable kids to hear and investigate the sounds in moveable letters which empower kids to compose utilizing his/her own particular

imaginative concocted spellings; and design exercises to cultivate using and controlling a pencil.

These written work exercises thusly give backhanded arrangement to perusing. Oral and composed dialect exercises are likewise given in another range of the classroom which is called the social region. In there are topics such as topography, plant science, zoology, physical sciences, craftsmanship, music, and history. The exercises around there acquaint the child with a comprehension of the universe. Sensorial exploration in the initial six years of life is described by an elevated tactile mindfulness. From an early age, kids are building up a feeling of the request and effectively look to sort, orchestrate and arrange their many encounters.

In the 3-6 classroom, particularly planned exercises give the kids solid encounters in theory sensorial measurements or qualities by which we understand the world, for example, shading, estimate, shape, length, weight, sound, pitch, surface. The sensorial exercises help the kid in comprehension and characterizing his/her reality and afterward make the world much more significant to the child through the exact dialect that is then connected to these exercises, for example, boisterous/delicate, long/short, unpleasant/smooth, huge/little, round, cubic, and so on. For instance, an arrangement of ten red poles which are indistinguishable aside from their correct

varieties long, through control, give a kid solid encounters and help them to comprehend and characterize the dynamic nature of length.

The sensorial materials give a way to development in observation and information that structures the reason for reflection in thought. The requirement for arranging is crucial to a kid's advancement. Amid the pre-school period, mental structures are presently arrangement and the kid needs outer request to help this improvement. Request helps the kids to build up a comprehension of connections and to understand the world. The readied condition is organized and requested with numerous exercises introduced in a successive way. The means or developments inside every movement are precisely broken down and introduced obviously and successively with the goal that the kids can see each progression included. The request for the environment likewise demonstrates a security for the child and gives more prominent chances of autonomy.

This improvement happens for the most part in the preschool years. An unmistakably characterized delicate period for what Montessori called "Beauty and Courtesy," happens between the age of four and five years of age. As of now, kids are especially keen on the behavior and traditions of their general public and culture. Numerous exercises are given in the useful life and dialect territories of the classroom to acquaint kids with social parts of nature, and amusements are played to give kids the

abilities to associate in a socially constructive manner with the other individuals in their classroom and nearby society. Gathering and individual social obligation are created and upheld.

The children numerical personality is sustained ahead of schedule in the Montessori pre-school condition. The three basic scientific structures of order, succession and topology are investigated utilizing solid materials which the kids control to go to a comprehension of numerical ideas and connections by him/herself.

### **Stage 3: six to twelve years old**

The child in this stage of development differs physically and psychologically from the child of the first two planes of development. The loss of baby teeth is one of the first indications that the child is entering a new stage of development. The child between age 6 and age 12 is physically stronger, the body is longer and leaner, and movement is freer and agiler. The child's hair becomes thicker and straighter, losing its baby softness.

This child seeks challenges, whereas before he/she sought comfort. Psychologically, the child in the second plane of development is characterized by three main traits. These are the need to go out, to escape the enclosed environment of the school or

home; the passage to abstract thinking; and the birth of moral sense. The child has a need to make contact with wider society.

The children feel bound by the restricted condition of home and school; they need involvement in reality. It is fundamental that offspring of this age aggregate are offered chances to go out. Montessori says that a kid encased inside cutoff points however tremendous stays unequipped for understanding his full esteem and won't prevail with regard to adjust to the external world. At the point when kids get out from school and go outside, they find that they are mindful and free in more extensive society. The kids are completely associated with the arranging of a trip, the financial plan, timetabling and telephone calls to foundations. Kids at this phase of improvement try to set up associations with others. There is a move far from the sense of self-centricity towards investigating bunch elements and cooperation with others. Montessori expounded on the "crowd impulse" of this age. The kid is attracted to his/her associates and wishes to have a place with a gathering or posse. Clubs are framed, with pioneers, guidelines, and laws.

Kids are faithful to the gathering and regularly the tenets forced on and by the gathering are considerably stricter than those that grown-ups would force. The kid is figuring out how to wind up plainly a social being in a scaled-down rendition of society; it is an arrangement for the future and for his/her part in grown-up society. In

the essential classroom, the directress supports aggregate work and new introductions are currently given to a gathering of kids. The child in this plane of advancement encounters a delicate period for the acumen.

The psyche of the 6 to 12-year-old kids works uniquely in contrast to the kid amongst birth and age of six years old as the previous have the ability to learn at a conscious level. The child at this age needs to investigate mentally as opposed to sensorial. He/she is keen on theoretical ideas. Montessori concocted materials for this age which fortify the mind. For instance, in arithmetic, augmentation can be investigated parallel to utilizing the 'substantial dot outline', 'checkerboard', 'bank amusement' and 'brilliant dab outlines' materials. These Montessori elements enable the child to work towards deliberation and strengthen the procedures of the operation.

This is a period for sewing the 'seeds of culture' as the kids are mentally prepared to think conceptually. The kids are occupied with investigating the reasons why things are, how they are. This more seasoned child wants to investigate circumstances and end results and to examine and look into all he/she experiences. The essential directress perceives that this kid is fit for utilizing his/her creative ability to travel through time and space. This is alluded to as the energy of the "Thinking Mind." Montessori in 1949 explained that the world is procured mentally by methods of the creative energy. The truth is contemplated in detail; at that point, the entire world is



envisioned. The child in this stage of improvement is given awesome lessons and impressionistic diagrams which claim to the creative ability and start his/her own examinations. Montessori alluded to this approach as "Infinite Education." Infinite Education empowers the child to comprehend the connection with mankind and the universe.

The idea of Cosmic Education is that the universe works to a foreordained arrangement where all creation, including mankind, has a role to play. Mario Montessori, Maria Montessori's son, and co-founder of Association Montessori Internationale, expresses that we should not give the world to the kids but rather the universe alone with a reasonable vision of how the inestimable energies act in the creation and support of our globe. He underscores that every component of the universe has an occupation or an "enormous undertaking" to do which adds to the benefit of the entirety. Mankind speaks to another type of life in the universe with particular propensities and needs and the expertise to change nature. Mario Montessori also stresses that a vital piece of enormous instruction is to give the kid a clear vision of how, through work, the man, turned into the superman who has manufactured our present human progress. (Mario Montessori, 1976)

Montessori education enables the kids to build up a feeling of wonderment and appreciation for the universe. The "Ethical Development" of the child is a moderate

procedure that happens since birth as the kids need to learn esteems like some other information. The kid is normally situated towards conduct and the judgments on activities. The kids look to recognize what is great from terrible and to set up a guide in his psyche in regard to conduct. The kid wishes to get some answers to outcomes of activities and he/she will judge the activities of others. The child is keen on the grown-up's sentiment; be that as it may, it is critical that the child discovers replies to his own particular means (not being told by a grown-up). Strife determination and gathering discourses of issues are the 'effortlessness and civility' lessons for this age gathering. The advancement of the ethical sense is vital as it gives a system to live and adjust as a social being.

#### **Stage 4: twelve to eighteen years old**

Montessori prescribed a timeframe to be spent in the nation, far from the earth of the family. While there the youthful should work in the nation, not as a farming worker but rather on an investigation into progress of its starting points in agribusiness. These two zones of study would give the youthful the chance of adapting, scholastically and through genuine encounter, what are the components of social life.

Montessori proposed the youths live in an inn which they would figure out how to oversee and set up a shop to offer horticultural and town items. In the discourse of

the youths and their needs, Montessori said it was difficult to give anything besides a general arrangement for their investigations and work; that a program must be produced as a matter of fact. She delineated thoughts for a proposed instructive syllabus which she felt ought not to be limited by the educational program of existing auxiliary schools.

The proposed syllabus was divided into three sections:

- The opening up of methods of articulation.
- The satisfaction of those crucial needs that are developmental powers in the improvement of the spirit of man.
- Theoretical information and reasonable experience to make the individual a piece of human progress of the day.

To begin with, she proposed free decision of a wide range of aesthetic occupations including music, dialect, and craftsmanship. A few exercises would be for individuals, some for gatherings. Second, she prescribed that moral instruction for otherworldly harmony; arithmetic (in light of the fact that without training in science it is difficult to comprehend or participate in the unique types of advance normal for our circumstances); dialect, for help in building up comprehension between individuals.

Third, general instruction arranged in three gatherings:

- The investigation of the earth and living things.
- The investigation of human advance and the working up of progress.
- The investigation of the historical backdrop of humankind.

The investigation of human advance ought to bring the pre-adult to comprehend that machines have given individuals on earth controls far more noteworthy than normal.

The forces of people and the significance of progress ought to be displayed in a shape that will show the obligations towards humankind that people bring about when they accept controls such a great amount of more prominent than those with which they are normally blessed.

### **Stage 5: eighteen years old to twenty-four years old and adulthood**

This is the transition to adulthood. It is usually the time they have their first experience living far from home to go to college. From 18-21 years, they are in a period of questioning what they want to be and study. From 21-24, they are settling in with what they want to take on. If having given the youth enough exposure to many branches of learning and practical skills, they can now choose a profession that is deeply satisfying. The quest for independence can now be achieved. This is the time

when the young adult must put the individual aside and begin to think in terms of the “mission of humankind.” One very important point to remember is that this fifth plane parallels the second plane when the child was developing a sense of responsibility.

The young adult would have become providers and heads of households, starting and taking care of their own families. They would have been self-sufficient, productive members of their community, thus fulfilling two of the most basic and fundamental needs of any human being: the need to feel useful and the need to have an environment conducive to developing an occupation that best fulfills an individual’s desires, talents, and abilities.

#### **2.2.6. Differences between Montessori Method and the Traditional Method**

The Montessori teacher, child and environment may be seen as a learning triangle, with each element inextricably linked, and a vital part of the whole. The teacher thoughtfully prepares a classroom environment with materials and activities that entice her students to learn. She may guide her students to new lessons and challenges, but it is the child’s interaction with what the environment has to offer that enables learning to occur. Because the teacher isn’t meant as the focus of attention, she can often be difficult to spot. Typically, you’ll find her sitting on the floor or at a table, observing her students as they work and making notations about their progress, or consulting with an individual or a small group.

Child development research has shown that the most crucial years for brain development occur during the first 6 years of a child's life. So, pre-school and kindergarten really set the stage. Amid this time, a child constructs the establishment for how they will process and utilize information that they gain at that point and later on in life. Obviously, not very many classrooms nowadays are totally conventional in this sense. Numerous viable instructors consolidate a few angles from conventional strategies with thoughts from different schools of thought. The accompanying rundown has the motivation behind standing out a Montessori classroom from a totally customary one.

### **Traditional Method**

- Same age gatherings (all kindergarteners in a single classroom, the first grader in another)
- Students are relied upon to sit at allocated work areas or tables.
- A certain piece of time assigned for each subject all boys and girls take a shot at a similar subject in the meantime.
- Adult-focused: educator controls the classroom and upholds train.
- Use worksheets, repetition learning, and course readings.
- Focus on the item, utilize test and grades.
- Emphasis on the rivalry.
- Teacher gives guide direction to the entire class in view of pre-decided educational programs.

- Students are relied upon to be inside the standards of what is normal for their review level.

### **Montessori Method**

- Mixed age gatherings (boys and girls ages 3 to 6 are assembled together in one essential classroom)
- Students pick where in the classroom they need to work and may move around unreservedly whenever.
- Uninterrupted work cycles, children pick when and what to do, many subjects are incorporated.
- Child-focused; a painstakingly arranged condition urges boys and girls to hone self-control.
- Use manipulative materials that interest the faculties, deliberate and genuine encounters.
- Focus on the procedure, don't utilize tests or review.
- Emphasis on the coordinated effort.
- Students autonomously utilize self-showing materials, gain from each other, educator gives individualized lessons to every kid.
- Inquiry-based learning.
- Students have the chance to progress at their own pace, unbounded.

### 2.2.7. Sensitive Periods

This is easy to observe. On a shopping trip to the supermarket, for instance, you may notice that your two-years-old wants to touch everything in sight. He will go to the shelves, pick something up, look at it, feel it, turn it around, try to find out what it's for and what can be done with it. He probably does this over and over again, and you may find it difficult to stop him when you are hurrying to get home, the resulting confrontation is fairly familiar to any parent. In this situation, it can be helpful to know that your child is not being deliberately "naughty" but is, according to Montessori, showing his predisposition to develop new knowledge and skills through his senses. He needs to explore everything since this is how he learns. In Montessori terms, this a sensitive period.

Once he has acquired adequate knowledge of the world, the phase passes and there is no longer an uncontrollable desire to touch everything. But if too many restrictions are placed on the child and his natural instincts are stunted while he is in this phase, he may throw tantrums to show you that he has unsatisfied need to learn.

Montessori identified six sensitive periods:

- Sensitivity to order
- Sensitivity to language



- Sensitivity to walking
- Sensitivity to the social aspects of life
- Sensitivity to small objects
- Sensitivity to learn through the senses

### **Sensitivity to order**

Sensitivity to order appears in the first year of life even in the first month of life and continues through the second year. During this time babies and children are striving to sort out and categorize all their experience, and it is easier for them to do this if there is some kind of order in their lives. They like to be handled in the same way, by the same person, and in a familiar environment. This should not be confused with an adult's need for neatness; for a baby, it is more of a need for consistency and familiarity so that he can orientate himself and construct a mental picture of the world. This need is particularly evident in the child when he becomes very upset by changes, such as redecorating his room, moving to a new house or going on vacation.

### **Sensitivity to language**

The ability to use language is obviously of major importance as it plays a vital role in all subsequent intellectual growth. The sensitive period for language begins from birth. Your baby hears your voice and watches your lips and tongue since birth. By the age of three, with almost no direct teaching the child learns basic sentence

patterns and the inflections and accent of language. This does not mean that he has achieved full language competence; he will continue to acquire more complex sentence structure and to extend this vocabulary throughout childhood, by age six an extraordinary amount has been achieved. If for any reason, a child is not exposed regularly to language during this period, he will be irrevocably damaged. Depending upon the degree of deprivation, he could suffer more limitations in his intellectual growth than could ever be compensated. Montessori believed, therefore, that it was particularly important for adults to converse with children during this period, continually enriching their language and giving them every opportunity to learn new words.

### **Sensitivity to walking**

When your toddler first learns to walk at around ten to fifteen months, he has a need to practice and perfect the skill. They walk because the need to get from one place to another, or for exercise, but at this stage, your toddler walks for the sake of it. Once he is mobile, he is constantly on the move. In her book, *The Secret of Childhood*, Montessori gives an example of two and three-year-old children walking for miles and clambering up and down staircases with the sole purpose of perfecting their movements.

We tend to underestimate a child's ability to walk. Even very young children are capable of walking long distances; if adults let them walk in their own time. There is a difference in going for a walk with a child and taking a child for a walk: it is no use taking a child by the hand and marching along at an adult pace he will soon become tired and ask to be carried but if you go at his pace, stopping when he wants to and moving on when he is ready, the walk can be very enjoyable for both of you, and you can cover a surprising amount of ground.

### **Sensitivity to the social aspects of life**

At about the age two and a half or three, you will notice that your child has become aware that he is part of a group. He begins to show an intense interest in other children of his own age and gradually starts to play with them in a cooperative way. There is a sense of cohesion which Montessori believed was not instilled by instruction, but which came about spontaneously and was directed by internal drives. She noticed that at this age children began to model themselves on adult social behavior and gradually acquire the social norms of their group.

### **Sensitivity to small objects**

At around one, when the child becomes more mobile and therefore has a larger environment to explore, he is drawn to small objects such as insects, pebbles, stones, and grass. He will pick something up, look at closely and perhaps put it in his

mouth. The urge to pay attention to detail that children of this age have is part of their effort to build up an understanding of the world.

### **Sensitivity to learn through the senses**

From the moment of birth, the baby receives impressions of the world around him through his five senses. First, the senses of sight and hearing are active, and then gradually, as the movement develops, the sense of touch plays a role, followed by a sense of taste, as he is able to put things in his mouth. Maria Montessori recommended that a baby must be kept close to the adults caring for him so that he could see and hear everything going on around him. As soon as he can crawl or walk he needs plenty of freedom so that he can explore. This is probably the idea that parents find most difficult to accept, but the one that must try the most to do so if you can; If you prevent this sensory exploration by constantly saying “no” and confining the baby or toddler strapping him into a chair for long periods of time, it will inhibit his learning.

#### **2.2.7.1. The Absorbing Mind**

The absorbent mind is a universal characteristic of young children. It is unique to the first six years of life. The absorbent mind works unconsciously. Along with the sensitive periods, it motivates the child to seek out new experiences in the

environment. The absorbent mind records these experiences in exact detail. The images the absorbent mind records are indelible; they will be with the child for the rest of his / her life. Montessori refers to this: The child has a different relation to his environment from ours... the child absorbs it. The things he sees are not just remembered; they form part of his soul. He incarnates in himself all in the world about him that his eyes see, and his ears hear. (Montessori, 1949)

The information that the child unconsciously absorbs from his surroundings in the early years is used to construct and create him. Within a few short years, a child is walking, talking, and able to feed himself. It is this awesome ability to absorb information that allows children to acquire the language, physical skills (walking, control of his hands), and control over his bodily functions that are necessary for future independence. Montessori identifies the two major components of learning: the individual and the environment. The individual is a learner that fully engaged with the world as an active explorer beginning on an innate trajectory, in need of wisdom and guidance from a more knowledgeable other. She says that discovering that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being...We as teachers can only help the work going on, as servants wait upon a master.

Montessori explains that people tend to separate the body from the soul or mind and they must be combined into a whole unit. According to this, she states that one of the greatest mistakes of our day is to think of movement by itself, as something apart from the higher functions. We think of our muscles as organs to be used only for health purposes. We "take exercise," or do gymnastics, to keep ourselves "fit," to make us breathe, eat or sleep better. It is an error which has been taken over by the schools. In the world of physiology, it is just as though a great prince were being made the servant of a shepherd. The prince—the muscular system—is only being used to help the vegetative life. Such a grave error cannot but lead to injury: there comes about a separation between the life of the movement and the life of thought. Since the child has a body as well as a mind, we feel we must include games in his curriculum, so as to avoid neglecting any part of nature's provisions. But to be always thinking of the mind, on the one hand, and the body, on the other, is to break the continuity that should reign between them. This keeps action away from thought. But the true purpose of movement is far higher than to produce an appetite or strengthen the lungs; it is to serve the ends of existence the universal and spiritual economies of nature. (Montessori, 1949)

### **2.2.8. Language Area**

In the language area of the room, the child is given open doors for vocabulary improvement. At first, exceptionally commonplace arranged items will be exhibited for example; natural products and vegetables, and the exact names are given. The kids will do this work as frequently as the kid's needs. Reiteration of work started by the child is viewed as a sign that there is a whole other world to be faced, something the grown-up can't generally see precisely.

Step by step the dialect improvement work will incorporate three-dimensional questions as well as photos of those items — at first indistinguishable pictures and later on coordinating (non-indistinguishable) pictures. The scope of gatherings of articles and cards will move from exceptionally well-known items to less commonplace ones. The last strides in the dialect program for kids in the Infant Community is taking in words from classification cards and perceiving objects by touch (which expands on the Sensitive Period).

Dialect is obviously not limited to what is given in the dialect zone. The right utilization of dialect with offspring of this age, who are in the time of framing the premise of their proficiency aptitudes, is a huge responsibility for grown-ups in control. Melodies, verse, stories and discourses are all piece of dialect advancement too. Recognizing kids' correspondence endeavors as regularly as conceivable will enable them to see themselves as imperative and reinforces their mental improvement in the meantime. The dialect materials are all reality-based as a child in this beginning time of advancement needs materials that assist the kid to understand the world he/she lives

in. The conviction that kids need the physical and mental flexibility to create as per their own particular inward clock is exhibited by a readied situation, be it at home or in the 'Newborn child Community', where grown-ups in control indicate trust in permitting the child a suitable level of freedom in the learning that kids want to spend their waking hours accomplishing something helpful.

Action and winding up more organized all the while was seen by Maria Montessori as similarly vital for the youthful child's scholarly advancement as eating and dozing is for physical development. She utilized the expression "psycho-engine advancement" and stated that consequently, it happens that if a child is kept from utilizing his forces of development when they are prepared, this children mental improvement is impeded. (Montessori, 1946)

The language area of the Montessori classroom fosters the development of early literacy skills through the use of phonetic sounds. In this area, children are exposed to various types of phonetic awareness activities to build a strong literary base. Montessori language activities are designed to improve the child's vocabulary, the ability to hear common sounds, and differentiate between objects and images. Language activities include learning the forms and sounds of letters, the practice of fine motor skills in writing, developing vocabulary, matching words and pictures,



developing reading with word lists, practicing parts of grammar (names, verbs, adjectives, etc.), the creation of sentences and silent reading.

This method promotes that the boy and the girl learn to read first and then write so they are aware of what they read and write. The writing is directly related to something that you want to communicate. This is the primary function of writing, and we transmit it to the child. First, children have the need to communicate what they think, something they want to tell or a message they want to write to someone.

The learning process of the language area can be divided into 3 stages:

### **Conversation stage**

It begins to develop from the moment in which the child is introduced to the environment of the Children's House. During these first years, the environment is the perfect space to encourage communication between the child and his classmates, thanks to the support of the guides; which are responsible for encouraging him to express himself, giving him the confidence and self-esteem, he needs to acquire fluency in his communication. In this first step of the process, the child will learn to define, classify and differentiate objects and the people around them, improving their vocabulary through materials such as cards with illustrations, maps, geometric shapes, stories etc.

## Writing stage

From the pre-language areas, the child is subtly prepared for the reading-writing process, through small activities that stimulate his fine motor skills, such as, for example; chop a paper with a small punch, which helps to acquire strength in the wrist by training it for the writing stage. In the Montessori Method, children are not taught to write, but they learn by themselves, at their own pace and at the time they are ready, thanks to the prepared environment and carefully designed materials.

Around two and a half and three years old, the child begins with the process of writing, first interpreting and knowing the sounds, through a game in which the initial and final sound of the name of an object is taught. Subsequently, materials created specifically for this stage, such as sandpaper letters, are introduced; which help the child recognize the graphic symbol of each sound, through the senses of sight, touch and hearing.

Now, Montessori Method is characterized by the use of cursive letters, instead of script lyrics. This is due to the advantages that the cursive letter presents during the development of the writing, as for example, that can be written in continuous and fluid strokes.

## Reading Stage

Unlike writing; where the symbols of the letters are analyzed, and the words are formed, in the reading, the words are interpreted and decoded by the sounds that characterize them. The first step is to show an object or figure that presents the meaning of the word you want to read; the child learns to recognize the sound of the letters and unites them until they pronounce the complete word. After this, the child can link the word with a meaning, helping him to truly understand what he is reading.

Children are capable of using language intelligently with precision and beauty, slowly realizing its properties. They learn to write, starting with their senses (hearing and touching), and as a natural consequence, they learn to read. As an extension of language activities, children learn about geography, history, art, and music. These areas help the child to know his/her surroundings and to realize the place they occupy in this world.

### **2.3. Hypothesis**

Since this research is a proposal which have to be imparted for at least two years to see if it works, and the amount given by the university is a maximum of 6 months, there is not a hypothesis. This is according to the fact that there is only the period from July to December of this year to diagnose, create, implement, and evaluate a proposal that demonstrates that the language area can help considerably the teaching of the English language. So, a hypothesis cannot be proposed given that due to the magnitude of the research it is not possible to measure with accuracy if the children of the CECUDI of San Mateo learned everything that this project provokes in only 5 months. It would take years to determine if the given proposal is effective.

## CHAPTER III

## Methodological Framework

### 3.1. Type of research

#### 3.1.1. Purpose

The purpose of this research is an applied study. This research looks to solve the problem that the boys and girls of the San Mateo CECUDI are facing, that they do not have an appropriate level of English language comprehension and understanding. According to Álvarez-Gayou (2003), three perspectives stand out in this type of research:

- **The technical-scientific vision:** This perspective was the first in historical terms since comes from the founder of this research, Kurt Lewin. His model consists of a set of spiral decisions, which are based on repeated cycles of analysis to conceptualize and redefine the problem again and again. Thus, this research is integrated with sequential phases of action: planning, identification of facts, analysis, implementation and evaluation (Lewin, 1993).
- **The deliberative vision:** It focuses mainly on human interpretation, communication interactive, deliberation, negotiation and detailed description. John Elliott proposed this vision as a reaction to the strong inclination of

educational research towards positivism. It proposes the concept of triangulation in qualitative research (Elliott, 1991).

- **The emancipatory vision:** Its objective goes beyond solving problems or developing improvements to a process, intends that the participants generate a deep social change through the research. The design not only fulfills functions of diagnosis and production of knowledge, but it creates awareness among individuals about their social circumstances and the need to improve your quality of life. (Álvarez-Gayou 2003)

In synthesis, this type of purpose studies social issues that limit the lives of people of a group or community, also highlights the equitable collaboration of the whole group or community, focusing on changes to improve the standard of living and human development of the individuals as well to emancipates the participants and the researcher.

### **3.1.2. Temporal Dimension**

The dimension of this project is transversal. This is considering the fact that the research will only recollect data from a specific period of time (August to December). Its purpose is to describe variables and analyze their incidence and interrelation at a given time. In addition to this, the research has a secondary approach: exploratory.

The purpose of exploratory transversal designs is to begin to know a variable or a set of variables, a community, a context, an event, a situation. It is an initial exploration at a specific time. In general, they apply it to new or little-known research problems.

This type of research, according to the Selltiz (1980) can be:

Directed to the most precise formulation of a research problem, given that there are insufficient information and prior knowledge of the object of study, it is logical that the initial formulation of the problem is imprecise. In this case, the exploration will allow obtaining new data and elements that can lead to formulating with more precision the research questions.

Conducive to the formulation of a hypothesis: when the object of study is unknown it is difficult to formulate a hypothesis about it. The function of exploratory research is to discover the bases and gather information that allows, as a result of the study, the formulation of a hypothesis. Exploratory research is useful in that it serves to familiarize the researcher with an object that until then was totally unknown, serves as a basis for the subsequent realization of a descriptive research, can create in other researchers' interest in the study of a new topic or problem and can help pinpoint a problem or conclude with the formulation of a hypothesis.



### **3.1.3. Framework**

This research is micro type because only the English language learning area is taken into account and in a single CECUDI since for reasons of time (only 5 months) and the fact that there is only one researcher reduces the research to micro. The Child Care and Development Center located in San Mateo in the province of Alajuela is taken as a research place. This educational center has 50 students divided into two groups of 25 children each. Module A has the students from four to six years and module B has all the children under the age of four. Each module has a teacher and an assistant.

This investigation will be carried out in module B. This is because the Montessori Method divides children into 3-year groups to achieve a greater learning progress. However, there are 5 children that exceed the age limit of the group (they are over 4 years old) but by space, they still remain in module B. The remaining 20 students are the ones that will be worked on in this research. Now, this project aims to present a strategic plan with mediation activities for English lessons based on activities and materials related to the Montessori Method in the language area.

#### **3.1.4. Nature**

To develop the present work, the mixed approach was used, since both the qualitative and quantitative approach are intermingled in most of its stages, so it is convenient to combine them to obtain information in order to have the possibility of finding different ways to lead it to a broader understanding and interpretation of the phenomenon under study. This is best described by Creswell (2008) who argues that mixed research allows integrating, in the same study, quantitative and qualitative methodologies, with the purpose that there is greater understanding about the object of study.

The mixed methods represent a set of systematic, empirical and critical research processes and involve the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences product of all the information collected (meta-inferences) and achieve a greater understanding of the phenomenon under study (Hernández-Sampieri and Mendoza, 2008).

Chen (2006) defines it as the systematic integration of quantitative and qualitative methods in a single study in order to obtain a more complete "picture" of the phenomenon, and points out that these can be combined in such a way that the quantitative and qualitative approximations retain their original structures and procedures ("pure form of mixed methods"); or, that these methods can be adapted,

altered or synthesized to carry out the research and deal with the costs of the study ("modified form of the mixed methods").

In the twentieth century, there was a controversy between the quantitative and qualitative methods of research, which is being overcome because it has been shown that both are very useful ways in the development of scientific knowledge and none is intrinsically better than the other. Thus, the mixed method has ended with the "war of paradigms" that arose at the time. Mixed research is used and has advanced because the phenomena and problems currently facing science are so complex and diverse that the use of a unique approach, both quantitative and qualitative, is insufficient to deal with this complexity. The goal of the mixed research is not to replace quantitative research or qualitative research, but to use the strengths of both types of inquiry, combining them and trying to minimize their potential weaknesses.

(Hernández-Sampieri n.d.)

### **3.1.5. Character**

As a result of being a mixed approach study, it has five different characters which are: exploratory, descriptive, analytical, participatory, and prospective. This is due to the fact that the research is about working with children, about what they know and could learn from the English language with a Montessori strategy. Since the research uses observations, graphics, rubrics, books, and children the decision to

utilize these five characters is pertinent. We introduce them briefly and explain why we took them into consideration for this research.

## **Exploratory**

This type of research tries to give us a general vision, of approximate type, with respect to a certain reality. This type of research is carried out especially when the chosen topic has been little explored and recognized, and when it is difficult to formulate precise hypotheses or of certain generality. It usually also emerges when a new phenomenon appears that due to its novelty does not admit a systematic description or when the researcher's resources are insufficient to undertake a deeper work.

Exploratory studies help us to increase the degree of familiarity with relatively unknown phenomena, obtain information about the possibility of carrying out a complete investigation into a particular real-life context, investigate human behavior problems that professionals of a given area consider crucial, identify promising concepts or variables, establish priorities for subsequent research, or suggest verifiable affirmations. This kind of studies is common in behavioral research, especially in situations where there is little information.

## **Descriptive**

The objective of a descriptive research is to get to know the prevailing situations, traditions and attitudes through the exact description of activities, objects, processes and people. Its goal is not limited to the collection of data, but to the prediction and identification of the relationships that exist between two or more variables. Researchers are not mere tabulators but collect data on the basis of a hypothesis or theory, expose and summarize the information carefully and then thoroughly analyze the results, in order to extract meaningful generalizations that contribute to knowledge.

The descriptive method seeks to specify the properties, characteristics, and profiles of people, groups, communities, processes, objects or any other phenomenon that is subject to an analysis. In other words, they only intend to measure or collect information independently or jointly on the concepts or variables to which they refer.

## **Analytical**

The analytical method is a way to reach for a result through the decomposition of a phenomenon in its constituent elements. This method of investigation consists in the dismemberment of a whole, decomposing it in its parts or elements to observe the causes, nature, and the effects. The analysis is the observation and examination of a particular event. It is necessary to know the nature of the phenomenon and object

that is studied to understand its essence. This method allows us to know more about the object of study, which can: explain, make analogies, better understand their behavior and establish new theories.

It tries to understand situations in terms of the relationships of its components. Try to discover the elements that make up each totality and the interconnections that account for their integration. (Bunge, 2000)

In the social sciences, such as sociology, economics, pedagogy, didactics, and politics, analytical research is of great help in understanding sociocultural reality. In education, this type of research can carry out studies on the reality of the classroom as it, in turn, investigates the social institutions in which the children live as family, school, society. Also, continuing in the area of education, one can study internal cognitive and psycho-affective processes that affect the condition to learn as motivation, behaviors, cognitive, and psychological capacities.

## **Participatory**

Participatory research includes all the strategies in which the population involved participates actively in the decision-making and in the execution of the phases of the research process. This method of research involves a learning process by the professionals themselves. It is basically a qualitative research that naturally

includes quantitative components. The experiences carried out in participatory research indicate, in addition, multiple side effects such as clarity, organization, and responsibility of adults based on their interests detected by themselves and an increase in motivation to participate in solving their problems.

Paulo Freire (n.d.) points out different stages in the process of participatory research, such as:

- Analysis of all previous investigations and consideration of schools' sources.
- Geographical delimitation of the area.
- Identification of the likely institutions that can collaborate.
- Contacts with leaders
- Formulation of a plan of joint actions.

### **Prospective**

The prospective research consists of placing oneself mentally in the future through an act of anticipation. Not in any possible future, but in the desirable future. From this anticipated future we will reflect on the present to act on it, in order to organize and accelerate the process of change and lead it towards the future to which we aspire. Therefore, prospective does not consist in guessing the probable future, but in preparing the desirable future. It is a new mental attitude that seeks to

make probable, from now on, with the highest possible degree of probability, the future previously objectified as desirable.

In addition to allowing and driving forward the design of the future, it contributes elements to the planning process and decision making, since it identifies dangers and opportunities of certain future situations, as well as allowing offering alternative policies and actions, thus increasing the degree of choice.

Some of the basic elements that make it a prospective research are:

**Creativity:** Creativity is understood as the ability to give rise to new and valuable things and to find new and better ways of doing them. Creativity is the root of innovations and the search for unusual solutions. Building the future involves not only designing new images but bringing the future closer to reality through viable alternatives.

**Cohesion:** Cohesion is promoted by sharing a common objective, an agreement on a studied problem, the analysis of the capacities and potentialities for the action, as well as the key role of the action and the decision of each participant.



### 3.1.6. Conditions

According to the topic of this research, which works with children and intends to impart a lesson plan based on what has been researched in the language area of the Montessori Method, it is pertinent to do a fieldwork. Field research consists of collecting data directly from the reality where the events occur, without manipulating or controlling the variables. Study social phenomena in their natural environment. The researcher does not manipulate variables because this makes lose the natural environment in which it manifests itself. (Palella and Martins, 2010)

Field research is applied by extracting data and information directly from reality through the use of collection techniques (such as observations, interviews or surveys) in order to respond to a situation or problem previously raised. It is a type of research used to understand and find a solution to a problem of any kind, in a specific context. As its name indicates, it is about working in the chosen site for the search and collection of data that allow solving the problem. The researcher should go into context to understand how the problem may affect the place, as well as consult nearby sources; data that we will obtain and must analyze taking into account the different factors, such as psychological, educational, social variables, among others.

## **Characteristics**

- The research is carried out in the place where the problem or object of study exists.
- The researcher manages to deepen knowledge for greater security and support when handling the information collected.
- It is based on previous data in order to plan the work to be done and the subsequent analysis of the information collected.

## **Stages of the field research**

- If this is the case, the exploratory stage will begin, where the ground will begin to be tested and the limitations of the project will be considered (time, budget, object of study).
- From then on, the instruments that will be used to collect data (observations, surveys, interviews, questionnaires) will be constructed, which will provide information that should be analyzed in great detail and from which it will be possible to extract a provisional index.
- Once this is done, it is time to write a first draft, which should be discussed with other experts before undertaking the last stage of the field investigation with the final wording of the result, which will include all the supporting content such as graphics, rubrics, and more.

## **3.2. Subjects and Sources of Information.**

### **3.2.1. Information Subjects.**

#### **3.2.1.1. First-Hand Subjects.**

The research will be done in module B of the CECUDI of San Mateo. The group has 25 children, but the research will only apply to 20 of them who meet the age requirement which is within the range between zero to three years old. These children from the educational center are the ones that will provide all of the relevant data for the synthesis and analysis and the construction of the lesson plan.

#### **3.2.1.2. Second-Hand Subjects**

The teachers of the educational center in conjunction with the principal will provide the information needed at a given time in relation to the English teachers or the performance seen in children in the classes. That is to say, the research can be done through the information related to the children alone. Parents or guardians of the students will, however, be the second-hand information subjects because they will be able to communicate details of whether or not the kids show some knowledge of the English language while at home.

### **3.2.2. Sources of Information**

The sources of information will be those that provide data relevant to the preparation of this research project. These sources are of vital importance because they provide the information necessary for the development of the theoretical framework and other parts of the work.

#### **3.2.2.1. First-Hand Sources.**

For the purposes of this research, it uses only a few books that are very important due to their contents and relationship with the proposed research topic. We use three of Montessori's books, one national thesis, one international thesis and the investigation methodology for first-hand sources.

The *Secret of Childhood*, from Maria Montessori in 1936 describes an exciting story of research and extensive years of observation of the child's behavior. Montessori considers the child as a whole, including the body, mind and soul. In this book, Montessori proposes a new way of approaching early childhood education, which aims to release hidden characteristics of the child through the observation of sensitive periods of the child, the preparation of an environment free of obstacles, and the design of appropriate teacher training programs.

Montessori refers to a child as a spiritual embryo - a hidden living being, who must be liberated. Montessori believes that psychic development does not occur randomly and does not originate as a consequence of stimuli from the outside world but is guided by transient sensibilities and temporary instincts related to the acquisition of certain characteristics. Therefore, the first task of this new education is the liberation through knowledge and the discovery of the unknown in a child through the observation of the sensitivity of the child or sensitive periods. These sensitivities allow a child to orient themselves in their environment to move around. If the child has not been able to work in harmony with his sensitive period, he loses the opportunity of a natural conquest and it is lost forever.

According to the theory of Montessori education, the environment is vital for the children. A child - the "spiritual embryo" - is like the physical embryo, which needs a living environment in which it develops. It is necessary to establish an environment free of obstacles for the child and the appropriate environment to stimulate the release of a child's hidden characteristics. In such an environment, adults must take second place, do everything possible to learn about children, supporting and helping in the development of their lives. The physical environment should be pleasant and in proportion to the size of a child, including small windows, small furniture, low tables and armchairs and closets that are within reach of the child.

As for the adult, she reminds us that a Montessori guide is a passive teacher who stops her activities in order to allow the children to act for themselves. Like other progressive educators, Montessori argued that children should be at the center of all activities, learning for themselves, the freedom to choose whatever activity they want. A child is a mystery and the role of an adult is to facilitate the development of the child's true self. By understanding the inner mysteries of children adults will be better equipped to facilitate the child's psychic development.

In her book *Education for a New World* (1946), Maria Montessori gives us a generalization of her thought. The theory of Montessori, as well as Freud's, suggests that the most important stage in the education of a human being is from birth to six years old. After this age, people can still educate, but the golden age is over, and we do not use it anymore to promote a child's potential but to educate. In this stage, Maria calls the stage of intellectual maturation, the stage in which the child has the mechanism of creation; naturally absorb everything that surrounds him to grow intellectually.

Due to her training as a physicist, pediatrician and educator, in particular, Montessori experimented a lot when observing each child in her Montessori schools. Her theory emphasizes the importance of building a prepared environment around children. Germ seeds for children can already be grown in the child. The adult's task is to create an environment where seed germs decompose and grow. We do not teach,

we create an adequate environment for the child. If a child is educated like that, he will exploit his/her potential that he/she never believed in having. This will lead to a different perception and a different way of promoting human potential: the origin of a child. Therefore, for Montessori, this new baby is the key to helping us change the world; it is the key to creating a new world.

Dr. Maria Montessori affirmed in her book *The Absorbent Mind*, in 1949 and still has validity today, that the change of the world would come from the children because they are the ones who build the man of tomorrow. She also believed that education begins at birth. Education before the first three years old is considered by Dr. Montessori as an aid to the development of life. It is our duty to cultivate life in these years with the most exquisite care so that their psychic abilities develop. Hence, the orthodox method of education, based on verbal communication only, does not apply to the education of young children.

The child has a mind capable of absorbing knowledge and of teaching itself. It would seem that each child has an internal teacher who gets the same results in all children, at the same time, in all children in all parts of the world. Everything we are is formed in the first two years of life. The child has to build all the complex formations of intelligence, the bases of religious feelings, and the particular social and national feelings. It is as if life wanted to protect the child's life from the influence of adults so that the child could protect the inner teacher that animates them.

By age 3, the child already has all the bases of his/her personality as a human being and that is when he/she needs school help. As all children have this ability to absorb, the Environment of a classroom must provide all elements of culture, such as language, botany, zoology, geography, and mathematics. Education is a material process that develops spontaneously in the human being through experiences that the child makes in his environment.

Thus, it is discovered that education is not something that the teacher does, but rather it is a natural process that develops spontaneously in the human being. It is not acquired by listening to words, but by virtue of the experience in which the Child acts on his/her Environment. The work of the Guide, instead of speaking, is to prepare and arrange to motivate the cultural activity in an Environment prepared for the Child.

As an example of a national thesis, we take the research "Comparative study on early stimulation between the Montessori method and the Traditional one, in children from two and a half to three years old" made by Maria Rodriguez in 2009 from the UNED. In this thesis, she describes the importance of early stimulation in children from this age and the important role that this strategy can play. This is achieved by taking into account the Montessori Method as a reference and comparing it with the traditional teaching method. This research makes awareness of the great importance of stimulating children in the first years of life so that they can develop a greater potential of their cognitive and affective abilities.



It also compares how effective the traditional method is and the advantages of teaching the Montessori method in the classrooms of educational institutions, since although the strategies to be followed regardless of the chosen method are of great influence, it is still the attitude, commitment, and skills of the teacher when applying those strategies of mediation which is of greater importance.

The international thesis "Analysis of the Montessori Method as a Promoter of Interpersonal Relationships and Ethical and Political Responsibility in Children" of the National Pedagogical University of Colombia, 2013 is also taken as an example. Carolina Ballen, Liliana Galeano, and Paola Medina, authors of the thesis, describe in their work that the purpose of it is to analyze the Montessori Method determining the validity of their contributions to children's education, also use the method as a tool for the child to generate better interpersonal relationships.

They also take into account the role of the guide and how it influences the development of children with regard to this teaching method since they explain that the guide and a prepared environment promote the development of attention, concentration, and interest. In the Montessori method, exercises are significantly connected with attitudes of consideration towards other people that require not only an attitude of care towards other people but an awareness of their own being in space, a presence in what it is doing.

The sixth edition (2014) of the book *Research Methodology* from Roberto Hernandez Sampieri, Carlos Fernández Collado, and Pilar. Baptista Lucio provides the base of construction of this research. It is a completely updated and innovative work, according to the latest advances in the field of research in different sciences and disciplines. Likewise, like its predecessor editions, it is the result of the opinion and experiences that have provided dozens of teachers and researchers from the Americas. Also, as the previous editions, it addresses the three approaches to research, the quantitative, the qualitative and the mixed methods.

The book maintains its didactic and multidisciplinary nature, as well as its main strength which is to show the research as a simple and accessible process for any student; but it expands its perspectives, becoming an interactive book that links the content of the printed text with the additional material included in its online resource center; in such a way that in the printed part the basic subjects of investigation are included, while, in the center of online resources, the reader will find other complementary subjects, besides tools for the methodological analysis.

#### **3.2.2.2. Second-hand sources.**

For second-hand sources, we find the following very useful for the purpose of the research: one book from Maria Montessori, a theory of her as well but from an alumni perspective from the UCR and three other international articles that provide more than enough material for this work.

The book *The Child in the Family* (1929) from Montessori, describe how years pass by and we teach children the same social norms for them to follow. But Montessori also helps us see that through her method of education we can teach children to be independent, which should be the main point in raising a child. Instead, adults try to educate children by what they can and cannot do, not knowing that what matters the most is having a prepared environment and the support of the adult, so the kids can grow in intellect and in personality from birth.

Adults have to drop the idea that they must control their kids; just because they are small does not mean that they cannot do anything by themselves and that need protection at all times. Children must have the freedom to choose, not to follow orders impose by adults instead they must provide a world where their needs are fulfilled so their physical and psychological development can occur.

In her book *"To Educate the Human Potential"*, 1947, Montessori relates a theory which she calls *"Cosmic Education"*. In this theory that she has it describe one more time the importance of giving the child a prepared environment. When this happened, the child has the freedom to choose whatever he seeks to learn and if at first, he does not succeed, he is going to do it again and again with more concentration until he reaches the knowledge wanted.

For this to happen, they must understand the idea of the universe. Since everything and everyone is part of the universe we must present this idea to the child in such a way that it awakes the interest and focus the mind in acknowledging that they are part of something bigger and that everything and everyone are connected. Knowing that they are in this universe for a reason, children would want to know more and so they start questioning about whom they are, their identity and to know themselves better and last but not least what they are capable of.

In one of her papers, Sarah Werner for the Montessori Institute Northwest in 1996 name "Two Questions Answered by Maria Montessori" and describe the basic concepts of the method. Her main goal of the paper though is that the child is social by nature and we just have to provide them with the right tools, so they can develop. By wanting to interact with others, the child must have to talk, they need the language and for the language to develop they need a series of skills that help create it since birth and all the way through life.

An article from The New York Times in 2013 called "Language-Gap Study Bolsters a Push for Pre-k" writing by Motoko Rich, expresses how important is to have conversations with children below age six so they can develop a much greater vocabulary skill and there before a more complex and extensive language. He describes what Montessori has always said, young children must be enrich in that age since is the perfect age for the acquisition of knowledge and vocabulary.

Michael Kolkman, an independent researcher from the Université de Toulouse writes the paper “The Montessori method and Teaching English as a Second Language” for a conference in 2014. In that paper, he describes how a lot of people still comparing intellect with a computer software, where the mind is programmable, and children do not know what they want or need. But besides what adults believe the Montessori Method is here to say the contrary since it claims that the intellect is embodied.

To teach a child a second language such as English we must do it according to what the child wants to learn since they can perform better if they are learning what they want if they are able to ask for what they want to learn instead of just repeating what the teacher believes they must learn. And this freedom of knowledge is only taught through Montessori education since it creates children aware of their own needs and at the same time they grow in confidence, independent and cooperative.

### **3.3. Selection of Sampling.**

#### **3.3.1. Not Probabilistic.**

Given the characteristics of this research, it takes as a sample the module b of the Care and Development Child Center of San Mateo in the province of Alajuela. Due to the importance of the Montessori method regarding the ages of the children in the groups, only the data coming from 20 children of the module will be taken into account since only these children are of the appropriate age (between the range of 0 to 3).

These children of the Care and Development Child Center are from scarce resources, of parents even illiterate, immigrants, without finishing their schooling or children of parents in risk conditions. Some have various diseases such as malnutrition or overweight, other skin problems, problems of aggression and domestic violence.

### **3.4. Techniques and Instruments to Collect Information.**

The selection and development of research techniques and instruments it is a fundamental chapter in the data collection process since without its competition it is impossible to have access to information that we need to solve a problem. For the implementation of this research, two techniques with their respective instruments for the collection of information are used. Given that this research relates to education, specifically in the area of preschool, as a primary method uses the participatory technique, the instruments used are Montessori materials and workshops both use collectively and individually. Observation is used as the second technique using checklist and journals as instruments.

## CHAPTER IV

## **Analysis and Interpretation of Data**

### **4.1. Diagnosis of the current situation.**

#### **4.1.1. Diagnosis of the situation.**

##### **Observation #1**

##### **From October 9<sup>th</sup> - 13<sup>th</sup> of 2017: Week A**

The English classes are in the morning. They start at 9:00 am after they have their fruit snack. The guide starts greeting everyone and doing a roll call to see the ones that have attended to the class. Right after that the guide puts on the new English songs for the first time and the children immediately start to move their bodies. As the songs continue the children are moving their mouths trying to repeat what the songs are saying and at the same time they are dancing the choreography for each song. When the five songs have finished the children sit down on the rug to wait next.

On Monday, the guide presented the wood numbers and the alphabet flashcards both materials were well received. The children touch and felt the numbers and liked that they were heavy and also liked the pictures in the flashcards. The guide presented the weatherboard on Tuesday. The children were very curious about putting and creating the weather themselves. Wednesday was the day for the emotions



flashcards. The kids really enjoyed the fact that the pictures were boys and girls just like them. They tried to express and do the faces as they were in the pictures. On Thursday the guide gave them the color flashcards. The children were very excited to see this many objects being the same color. And on Friday the children experienced with the geometric shape puzzle in which they enjoyed and were happy to play with it. Literacy activities were very successful. The kids were quiet and looking at the guide to tell the story. They loved the books and the rhymes. They were very participating and not shy at all.

## **Observation #2**

### **From October 16<sup>th</sup> - 20<sup>th</sup> of 2017: Week B**

The second week started with the kids very anxious about the new materials. They love the new songs, especially "Pat a cake" since they had to find a partner and clap each other hands. On Monday the guide introduced the wheel of color and the shape puzzle, both were very good received but they love the wheel the most since they could play in a big group. Tuesday was the presentation of sandpaper alphabet. The children just love it, playing with sand, doing what the card was showing was very excited for them. On Wednesday, the number game was introduced to the kids and they were very pleased to play putting the rings and counting but on Thursday the guide presented the emotions face and they all seem very happy to make faces with the cards. And on Friday the weather flashcards were presented, children really enjoy them since they were looking outside to choose the correct one.

### **Observation #3**

#### **From October 23<sup>rd</sup> - November 3<sup>rd</sup> of 2017: Week A-B**

Since the kids now can play with all the confectioned material, they all seem to have a lot of fun. These past two weeks were to teach the kids that the materials are for play, but they have to take good care of them, so they can last longer. Sometimes a few of the kids would get a specific material and wanted to play alone but another friend wanted to play to with that same material, so they started to fight over the game. The guide had to come and explained that the materials are to play and not to fight over them instead they have to find the right words to ask either the guide or to ask nicely the classmate if she/he could play with the material too. Also, the guide explained again that some of the materials are to play in big groups, in small groups and other games are to play alone. This was something that the guide had to do over and over again for the past two weeks since the kids were used to play differently. At the end of the week B, the kids seem to get along better with the toys.

While playing with the materials, the kids seem to enjoy them so much that you can see it from the fact that they pay very good attention to it. Sometimes one kid or a group of kids could spend almost the entire lesson with just one material. At one point one of the children was having a difficult time with a material so one of the bigger kids from the class tried to help him and then they start to play together. They don't ask the guide anymore, they pretty much all the times turn into a classmate to ask for help.

## **Observation #4**

### **From November 6<sup>th</sup> - 17<sup>th</sup> of 2017: Week A-B**

As the weeks pass by we can see the kids a little more fluent in the English language. They say words from the materials like the colors or the shapes. While using them they would say “yellow” or “red” recognizing the colors. They also say the shapes, and letters of the alphabet when asked or when they are playing with the materials. Sometimes if one kid says the color or the shape wrong a friend would correct him in a very nice way. They as well follow easy commands, like for example, if the guide says to the group “silence, sit down or sing alone” the children would do it immediately. Even if the little ones have trouble knowing the commands, seeing the big ones doing it they repeat and learn from them. This is one point that have been happening this two weeks also. When the big kids are working on something, the small children would get closer and look at how they are doing it.

It is very nice to see the kids been so cooperative with each other when someone needs help. They even offer sometimes to carry a game with other classmates when it was difficult for her/him to carry it. At this time of the research, the kids pretty much know the lyrics from all the songs playing in the beginning of the class. So as soon as the songs start they would sing along. The guide also made for every song a little choreography and the kids learned it as well. So, in the first minutes of the class, you can see the kids dancing and singing the English songs.

## **Observation #5**

### **From November 20<sup>th</sup> - December 1<sup>st</sup> of 2017: Week A-B**

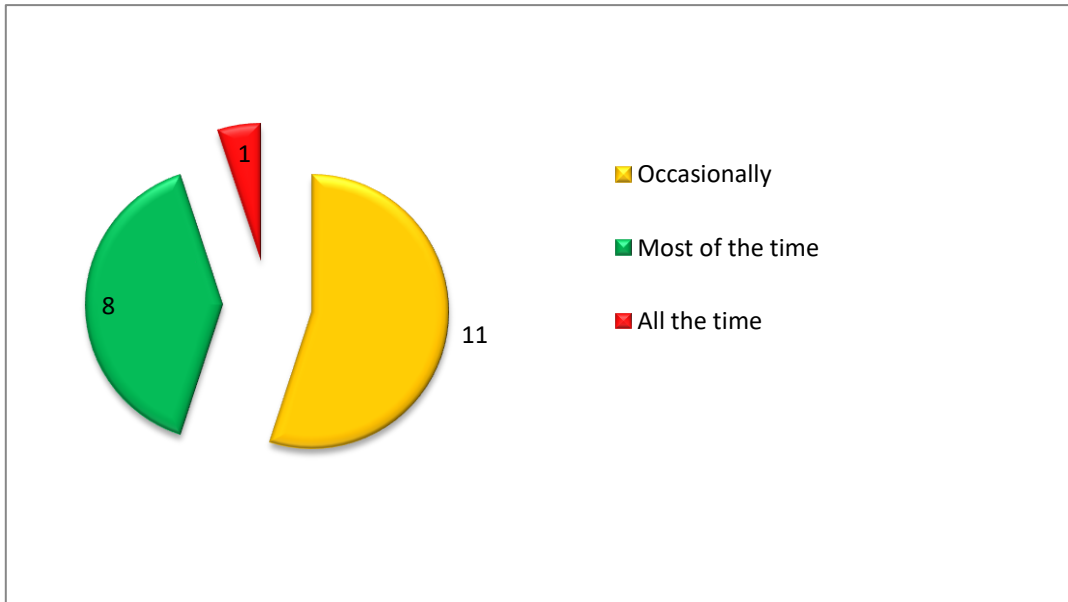
In this last two weeks of the research, we can see how the kids have developed their English spoken skills when it comes to saying and following commands. We can hear especially the bigger kids saying things like “may I go to the bathroom or can I drink water please?” It’s very satisfying knowing that through the process of the research they all have learned something. For example, with the emotions face material, now when the children are playing they say “I’m happy or I’m sad” depending on what face they are making at the moment with the game.

Something that they also do is “reading”. They take the stories and read out loud to their classmates. They look at the letters on the pages and “read” them and some other times they would ask the guide what is one specific word they are looking at. Some other times they read the stories but by looking at the pictures in the pages. They always try to remember complete phrases from the rhymes and their intonation got clearly and clearly every time. They just love saying words in little phrases. The guide encouraged them to tell their parents one word that they learn every day from the class and they always get so excited to do it, as they say, “I know English now.”

#### 4.1.2. Description and Interpretation of the Data.

Graphic 1

*Recognize and name colors.*

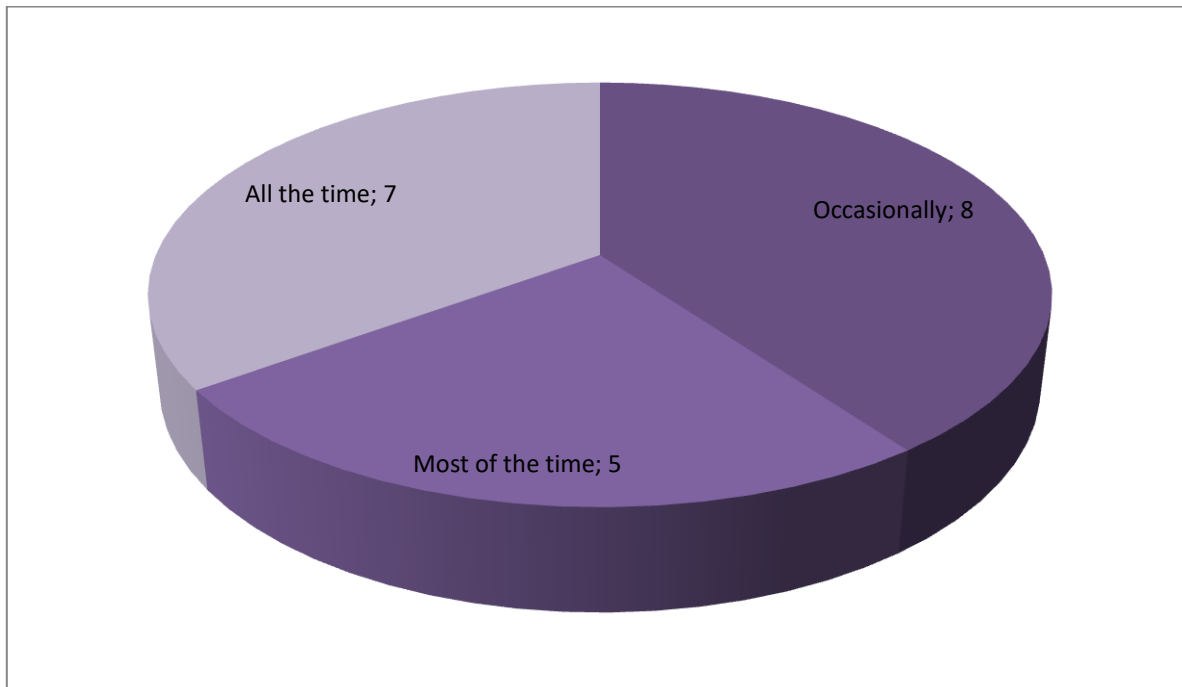


Source: Monica Cognuck.

In this graphic about recognizing and naming the colors, red, blue, yellow, green, brown, black, white, pink, purple, gray, and orange; we can notice that 11 kids occasionally recognized and named them. Also, 8 kids most of the time recognized and named the colors and only one kid did it all the time.

## Graphic 2

### *Recognize and name shapes.*



Source: Monica Cognuck.

In this graphic about recognizing and naming the shapes circle, oval, square, rectangle and triangle; we can notice that 8 kids occasionally recognized and named them. Also 5 kids most of the time recognized and name the shapes and other 7 kids did it all the time.

### Graphic 3

#### *Recognize and name emotions.*

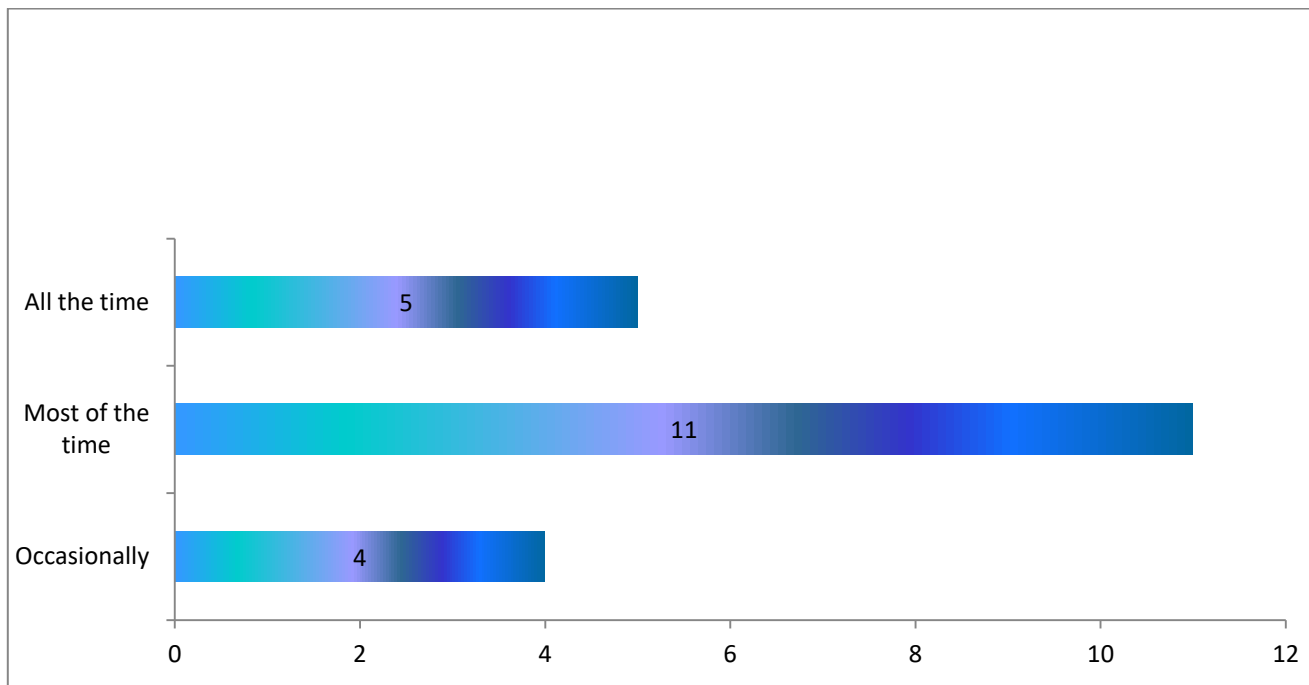


Source: Monica Cognuck.

In this graphic about recognizing and naming the emotions: happy, sad, angry, scared, worried, surprised, exited, confused, loving and shy; we can notice that only 3 kids occasionally recognized and named them. Also 8 kids most of the time recognized and name the emotions and other 9 kids did it all the time.

### Graphic 4

#### *Recognize and name letters from the alphabet.*



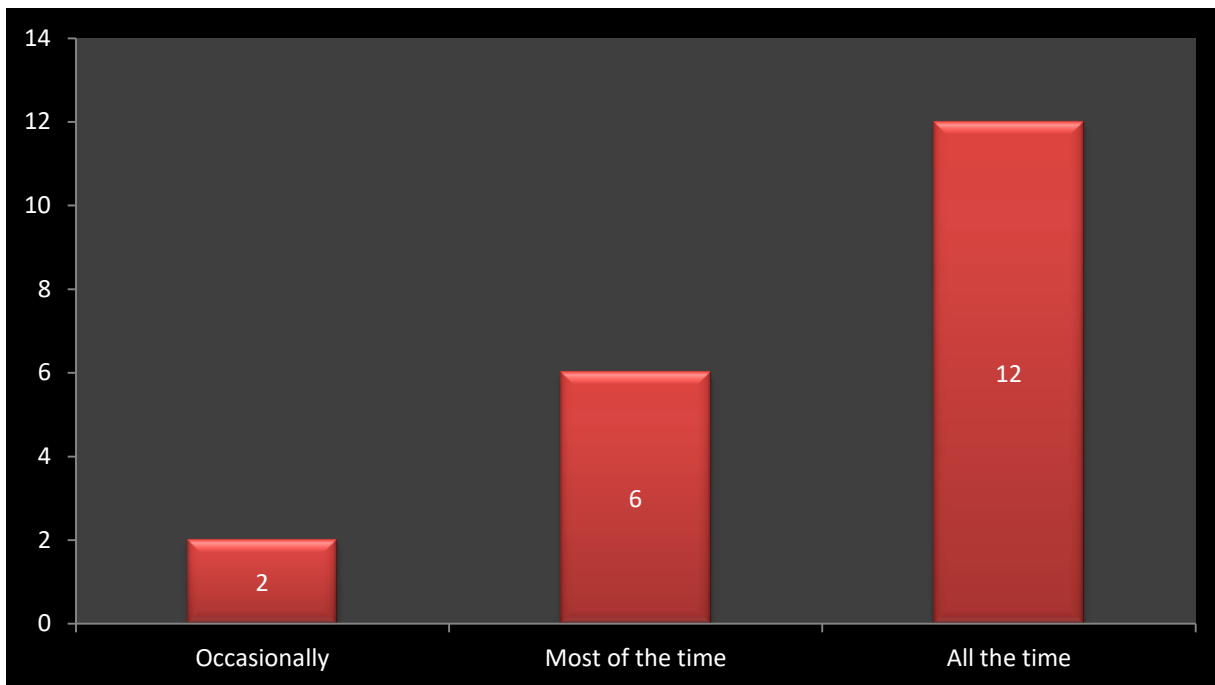
Source: Monica Cognuck.

In this graphic about recognizing and naming letters from the alphabet a through z; we can notice that only 4 kids occasionally recognized and named them. Also 11 kids most of the time recognized and name letters from the alphabet and other 5 kids did it all the time.



## Graphic 5

*Recognize and name weather conditions.*

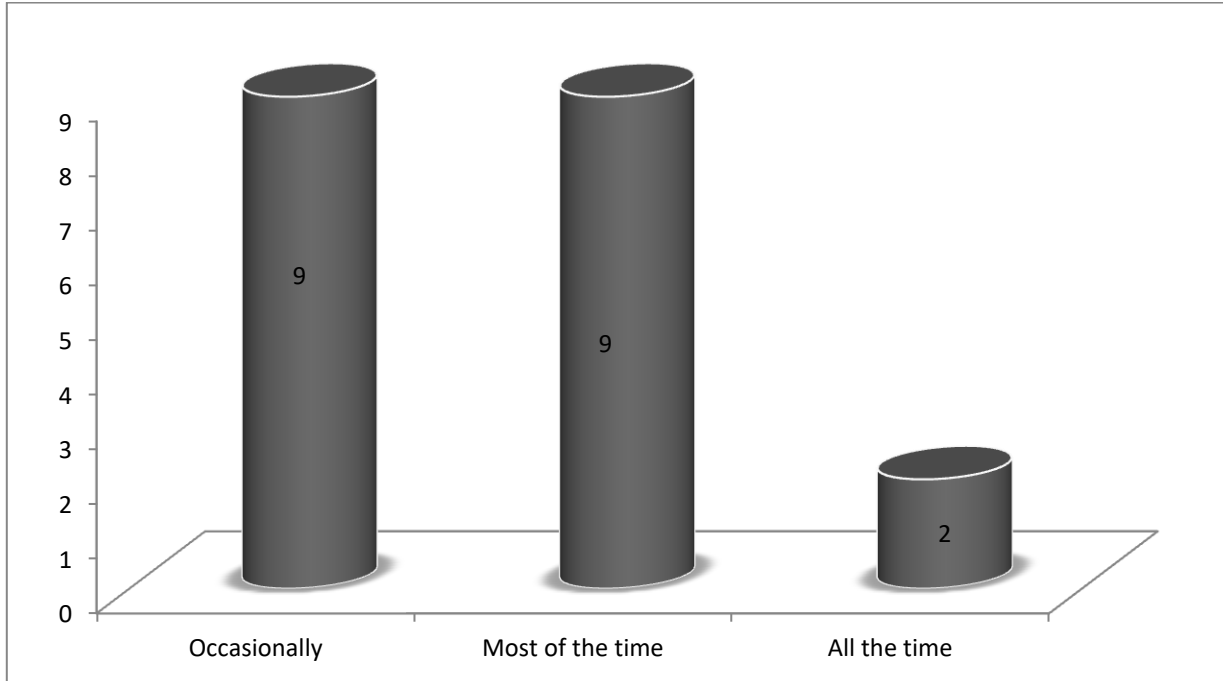


Source: Monica Cognuck.

In this graphic about recognizing and naming the weather conditions: sunny, cloudy rainy, stormy; we can notice that only 2 kids occasionally recognized and named them. Also 6 kids most of the time recognized and name weather conditions and other 12 kids did it all the time.

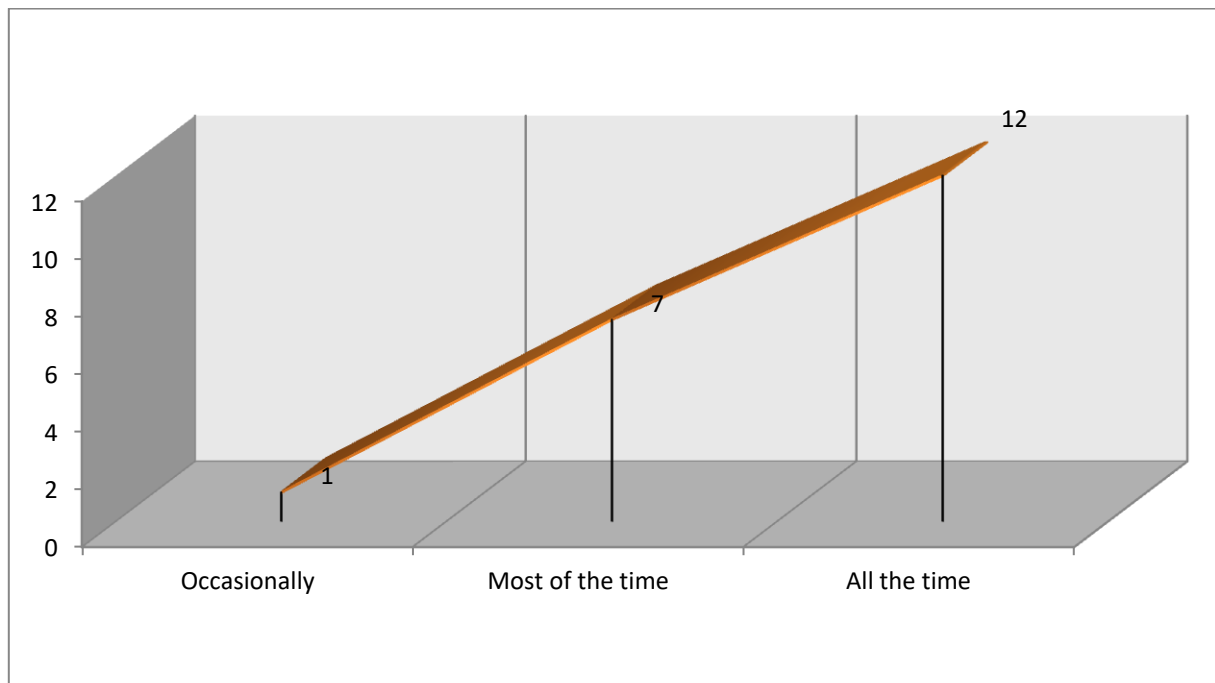
**Graphic 6**

***Recognize and name numbers from 0-10.***



Source: Monica Cognuck.

In this graphic about recognizing and naming the numbers: 0 through 10; we can notice that 9 kids occasionally recognized and named them. Also 9 kids most of the time recognized and name the numbers and only 2 kids did it all the time.

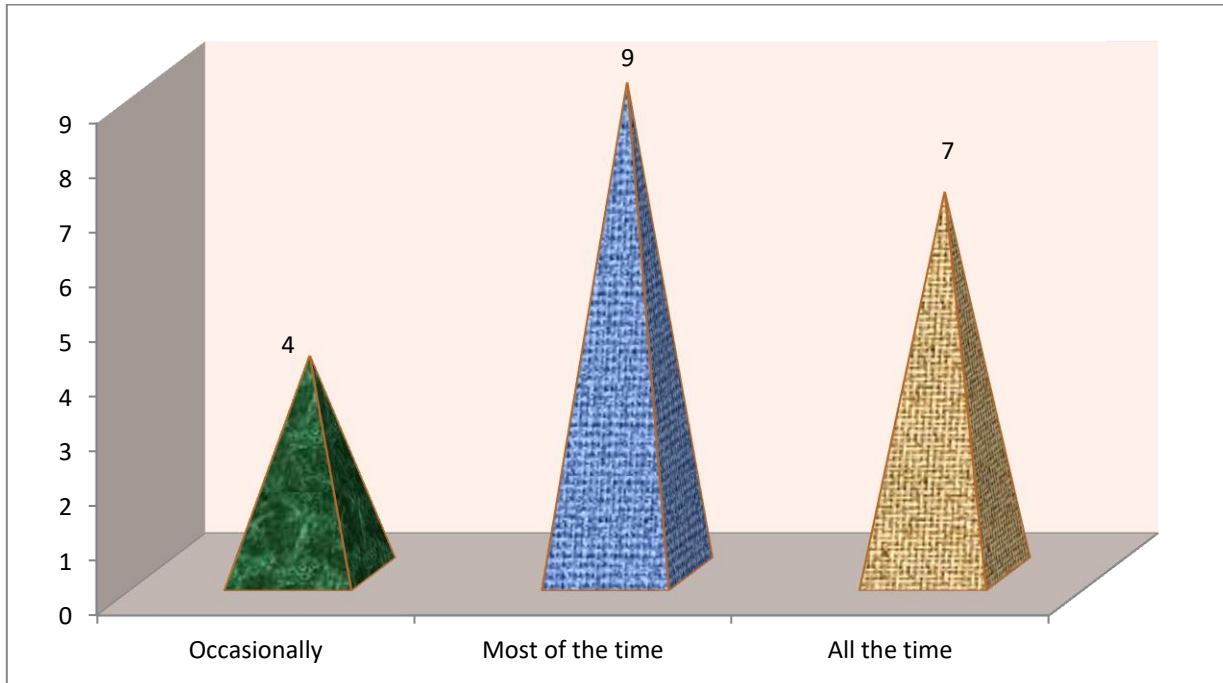
**Graphic 7*****Sings short songs.***

Source: Monica Cognuck.

In this graphic about singing short songs; we can notice that only 1 kid occasionally sang. Also 7 kids most of the time sang the short songs and other 12 kids did it all the time.

**Graphic 8**

*Understand and follow simple commands.*



Source: Monica Cognuck.

In this graphic about understanding and following simple commands; we can notice that 4 kids occasionally understood and followed them. Also 9 kids most of the time understood and followed simple commands and other 7 kids did it all the time.

## **CHAPTER V**

## Conclusions and Recommendations

### 5.1. Conclusions.

The lesson plans used in the CECUDI's are interesting from a certain point of view. They should be given more dynamic classes, where the children are the center of attention and not a class where the teacher says what to do and what not to do, where the teacher limit the independence of children to follow a curriculum. The Montessori Method was of great help for this group of children, since a slight improvement was noted in the 8 weeks that the research was carried out. If this work plan could be implemented in the long term, we could see a great improvement in the English language of preschool children.

From the beginning of the research the children were excited to learn differently, with new materials, songs and books. Their behavior was very respectful, orderly and kind. The kids always paid attention and followed the orders. Their intelligence was surprising, at any question from someone, another partner came with the answer. And of course, at all times the students were eager to learn, to play and to do work. The children enjoyed the realization of this research incredibly. In general, it was a very nice and interesting experience, since the kids were very motivated when doing the activities.

## 5.2. Recommendations.

The first recommendation is for the CECUDI's. They really should update their preschooler English curriculum. The institution must recognize the value of an English education since birth and not just teach vocabulary nor does learning by heart but instead find a method that teaches the right tools in a prepared environment.

The second recommendation is using the Montessori Method. This way of learning has proof all around the world to be one of the best since its methodology is based on teaching the children to be endlessly curious about everything in life, so this way she/he will never stop wanting more and more knowledge. The universe will be the classroom, but they need to have a guide that helps them develop to their maximum potential and not only what a teacher says she/he must learn.

Last but not least, the Care and Develop Child Center must try harder to get teachers that have a proficient English skill and also to be dynamic and curious about how the small children learn, since preschool age (there to six years old) is the best to learn a new language and sometimes teachers do not see that.

## CHAPTER VI



## **Proposal**

### **6.1. Name of the proposal.**

Montessori Method Lesson Plan.

### **6.2. Place of development.**

The Care and Development Child Center from San Mateo of Alajuela.

### **6.3. General objective.**

To use the Montessori Method as a tool for the teaching of English language in kids from 0-3 years old.

#### **6.3.1. Specific objectives.**

- Use the language area from the Montessori Method.
- Create and use the materials from the Montessori Method.

### **6.4. Budget.**

The guide would ask the principal of the child center for the materials to confection them since there are objects that you can find in the classroom.

### **6.5. Proposal.**

**Montessori Biweekly Lesson Plan****Guide: Monica Cognuck  
years old****Group: 0 - 3****CECUDI San Mateo****Date: October 9<sup>th</sup> through December 1<sup>st</sup>**

<b>Skills</b>	<p>Colors: red, blue, yellow, green, brown, black, white, pink, purple, gray, orange.</p> <p>Shapes: circle, oval, square, rectangle, triangle.</p> <p>Numbers: 1-10.</p> <p>Alphabet: A-Z.</p> <p>Emotions: happy, sad, angry, scared, worried, surprised, excited, confused, loving, shy.</p> <p>Weather: sunny, cloudy, rainy, and stormy.</p>
<b>Goals</b>	<ol style="list-style-type: none"> <li>1. Understand language and sounds. <ol style="list-style-type: none"> <li>1.1. Understand you and others when you speak to him/her.</li> <li>1.2. Can hear sounds patterns and can repeat them.</li> <li>1.3. Listens to music.</li> <li>1.4. Pays attention when you read short stories and rhymes.</li> <li>1.5. The child can sing short songs and say simple rhymes.</li> <li>1.6. Uses words that you can understand</li> <li>1.7. Can name common objects and pictures.</li> <li>1.8. Uses words to describe what he/she is doing.</li> <li>1.9. Uses words to tell you how he/she feels and thinks.</li> </ol> </li> </ol>

	2. Recognize and name shapes, colors, the alphabet and emotions. 2.1. Matches, sorts and classifies objects based on their similarities.			
	3. Develops number sense and awareness of numbers in the environment.			
<b>Hidden Objective</b>	<ul style="list-style-type: none"> <li>Follow simple directions and commands while working.</li> </ul>			
<b>Music</b>	<ul style="list-style-type: none"> <li>Freeze dance</li> <li>Tooty ta a</li> <li>Clap your hands</li> <li>Jack and Jill</li> <li>The penguin dance</li> </ul>		<ul style="list-style-type: none"> <li>To the music</li> <li>Action song</li> <li>Pat a cake</li> <li>Shake your sillies out</li> <li>The skeleton dance</li> </ul>	
<b>Literacy</b>	<b>Books</b>		<b>Rhymes</b>	
	<ul style="list-style-type: none"> <li>Baba finds Daisy</li> <li>Crocodiles are out of style</li> <li>One squirrel</li> <li>Tuggy and friends</li> <li>Home sweet home</li> </ul>	<ul style="list-style-type: none"> <li>Dumb dream</li> <li>Biddy</li> <li>Carly the cat</li> <li>Little red riding hood</li> <li>We're amazing</li> </ul>	<ul style="list-style-type: none"> <li>Orange is a carrot</li> <li>Sunflower</li> <li>I have a little frog</li> <li>Bear</li> <li>Zoom zoom zoom</li> </ul>	<ul style="list-style-type: none"> <li>Rooster</li> <li>A little elf</li> <li>Pumpkin</li> <li>Spring time</li> <li>Bee</li> </ul>

<b>Resources</b>	<b>How to use them</b>
<b>Color flashcards</b>	The guide presents and shows to the children the flashcards and asks them what color the objects in them are.
<b>Wheel of color</b>	The guide presents and shows to the children the wheel of color and gives them laundry hangers painted in different colors, so the kids match their correct color.
<b>Geometric shapes puzzle</b>	The guide presents and shows to the children a geometric shapes puzzle, so they can put it together.
<b>Shape puzzle</b>	The guide presents and shows to the children different parts of the puzzle, so they have to find their matching shape.
<b>Alphabet flashcards</b>	The guide presents and shows to the children the alphabet flashcard and let see them and read the pictures that are in them.
<b>Sandpaper alphabet</b>	The guide presents a tray with sand and alphabet flashcards on a table, so the children make the letter in the sand that is shown.
<b>Wood numbers</b>	The guide presents and shows to the children the wood numbers, so they trace them and say their names.

<b>Number game</b>	The guide presents and shows to the children the number game, so they count how many pieces go in every stick.
<b>Emotions face</b>	The guide presents and shows to the children the emotions face to everyone, so they tell through those emotions how they feel.
<b>Emotions flashcards</b>	The guide presents and shows to the children the emotions flashcards and asks them who has every emotion.
<b>Weather board</b>	The guide presents and shows to the children the weather board, so they arranged the weather as it is outside.
<b>Weather flashcards</b>	The guide presents and shows to the children the weather flashcards, so they look for the weather condition that it is happening outside.

<b>Montessori Weekly Lesson Plan</b>		<b>Guide: Monica Cognuck</b>			<b>Group: 0 - 3</b>	
<b>CECUDI San Mateo</b>		<b>years old</b>			<b>Week A</b>	
<b>Period</b>		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Circle Time</b>	<p>Good morning greeting</p> <p>Roll call</p> <p>Music and movement:</p> <ul style="list-style-type: none"> <li>- Freeze dance</li> <li>- Tooty ta a</li> <li>- Clap your hands</li> <li>- Jack and Jill</li> <li>- The penguin dance</li> </ul>					
<b>Small Groups</b>	Emotions flashcards			Geometric shapes puzzle		
<b>Montessori Work:</b>	Weather board			Wood numbers		
<b>Language Area</b>	Color flashcards			Alphabet flashcards		
<b>Large Group</b>	Orange is a carrot	Sunflower	I have a little frog	Bear	Zoom zoom zoom	
<b>Literacy Activity</b>	Baba finds Daisy	Crocodiles are out of style	One squirrel	Tuggy and friends	Home sweet home	

<b>Montessori Weekly Lesson Plan</b>		<b>Guide: Monica Cognuck</b>			<b>Group: 0 - 3</b>	
<b>CECUDI San Mateo</b>		<b>years old</b>			<b>Week B</b>	
		<b>Date: October 9<sup>th</sup> through December 1<sup>st</sup></b>				
<b>Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
<b>Circle Time</b>	<p>Good morning greeting</p> <p>Roll call</p> <p>Music and movement:</p> <ul style="list-style-type: none"> <li>– To the music</li> <li>– Action song</li> <li>– Pat a cake</li> <li>– Shake your sillies out</li> <li>– The skeleton dance</li> </ul>					
<b>Small Groups</b>	Weather flashcards			Number game		
<b>Montessori Work:</b>	Wheel of color			Sandpaper alphabet		
<b>Language Area</b>	Shape puzzle			Emotions face		
<b>Large Group</b>	Rooster	A little elf	Pumpkin	Spring time	Bee	
<b>Literacy Activity</b>	Dumb dream	Biddy	Carly the cat	Little red riding hood	We're amazing	

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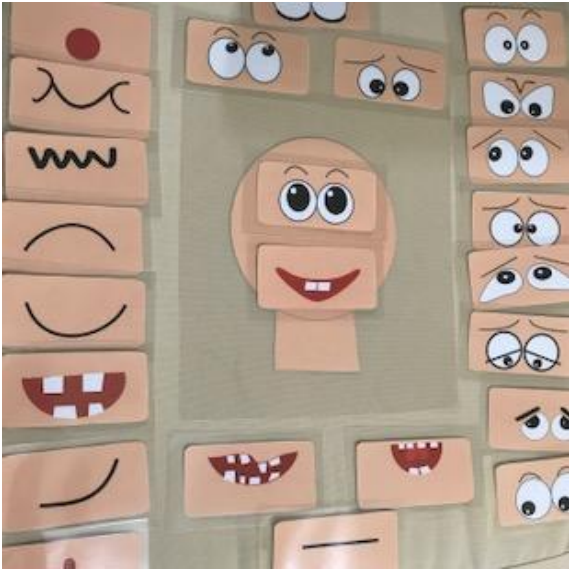
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## **ANNEXES**

Emotions face



Wheel of color



Sandpaper alphabet



Emotions flashcards



Color flashcards



Alphabet flashcards



Weatherboard



Shapes puzzle



Wood numbers



Weather flashcards



Geometric shapes puzzle



Number game



## CHECKLIST

SKILL: Recognize and name colours.

O: gets it right **o**ccasionally (needs reminding / help)

M: gets it right **m**ost of the time (corrects own mistakes)

A: gets it right **a**ll the time (is proficient)

Student	O	M	A
1. Erick Molina	√		
2. Ethan Muñoz	√		
3. Fatima Segura		√	
4. Felipe Gonzalez			√
5. Hansel Gomez	√		
6. Ian Ledezma		√	
7. Isaac Gutierrez		√	
8. Jose Monge	√		
9. Keylor Alvarado		√	
10. Keyleth Morales	√		
11. Lizandro Lopez		√	
12. Lorens Lopez	√		
13. Belen Rodriguez	√		
14. Mario Sandi		√	
15. Mattyas Aguilar		√	
16. Santiago Chavarria	√		
17. Sebastian Suazo	√		
18. Susy Gomez	√		
19. Shanell Arburola		√	
20. Valentina Serrano	√		

## CHECKLIST

SKILL: Recognize and name shapes.

O: gets it right **occasionally** (needs reminding / help)M: gets it right **most** of the time (corrects own mistakes)A: gets it right **all** the time (is proficient)

Student	O	M	A
1. Erick Molina	√		
2. Ethan Muñoz	√		
3. Fatima Segura			√
4. Felipe Gonzalez			√
5. Hansel Gomez	√		
6. Ian Ledezma			√
7. Isaac Gutierrez			√
8. Jose Monge		√	
9. Keylor Alvarado			√
10. Keyleth Morales		√	
11. Lizandro Lopez		√	
12. Lorens Lopez	√		
13. Belen Rodriguez	√		
14. Mario Sandi			√
15. Mattyas Aguilar		√	
16. Santiago Chavarria	√		
17. Sebastian Suazo		√	
18. Susy Gomez	√		
19. Shanell Arburola			√
20. Valentina Serrano	√		



## CHECKLIST

SKILL: Recognize and name emotions.

O: gets it right **occasionally** (needs reminding / help)M: gets it right **most** of the time (corrects own mistakes)A: gets it right **all** the time (is proficient)

Student	O	M	A
1. Erick Molina		√	
2. Ethan Muñoz		√	
3. Fatima Segura			√
4. Felipe Gonzalez			√
5. Hansel Gomez	√		
6. Ian Ledezma			√
7. Isaac Gutierrez			√
8. Jose Monge			√
9. Keylor Alvarado			√
10. Keyleth Morales		√	
11. Lizandro Lopez			√
12. Lorens Lopez		√	
13. Belen Rodriguez		√	
14. Mario Sandi			√
15. Mattyas Aguilar		√	
16. Santiago Chavarria	√		
17. Sebastian Suazo		√	
18. Susy Gomez	√		
19. Shanell Arburola			√
20. Valentina Serrano		√	

## CHECKLIST

SKILL: Recognize and name letters from the alphabet.

O: gets it right **occasionally** (needs reminding / help)

M: gets it right **most** of the time (corrects own mistakes)

A: gets it right **all** the time (is proficient)

Student	O	M	A
1. Erick Molina	√		
2. Ethan Muñoz	√		
3. Fatima Segura		√	
4. Felipe Gonzalez			√
5. Hansel Gomez		√	
6. Ian Ledezma			√
7. Isaac Gutierrez			√
8. Jose Monge		√	
9. Keylor Alvarado			√
10. Keyleth Morales		√	
11. Lizandro Lopez		√	
12. Lorens Lopez	√		
13. Belen Rodriguez		√	
14. Mario Sandi		√	
15. Mattyas Aguilar		√	
16. Santiago Chavarria		√	
17. Sebastian Suazo		√	
18. Susy Gomez	√		
19. Shanell Arburola			√
20. Valentina Serrano		√	

## CHECKLIST

SKILL: Recognize and name weather conditions.

O: gets it right **occasionally** (needs reminding / help)M: gets it right **most** of the time (corrects own mistakes)A: gets it right **all** the time (is proficient)

Student	O	M	A
1. Erick Molina	√		
2. Ethan Muñoz	√		
3. Fatima Segura			√
4. Felipe Gonzalez			√
5. Hansel Gomez		√	
6. Ian Ledezma			√
7. Isaac Gutierrez			√
8. Jose Monge			√
9. Keylor Alvarado			√
10. Keyleth Morales			√
11. Lizandro Lopez			√
12. Lorens Lopez		√	
13. Belen Rodriguez		√	
14. Mario Sandi			√
15. Mattyas Aguilar			√
16. Santiago Chavarria		√	
17. Sebastian Suazo			√
18. Susy Gomez		√	
19. Shanell Arburola			√
20. Valentina Serrano		√	

## CHECKLIST

SKILL: Recognize and name numbers.

O: gets it right **occasionally** (needs reminding / help)M: gets it right **most** of the time (corrects own mistakes)A: gets it right **all** the time (is proficient)

Student	O	M	A
1. Erick Molina		√	
2. Ethan Muñoz		√	
3. Fatima Segura		√	
4. Felipe Gonzalez			√
5. Hansel Gomez	√		
6. Ian Ledezma		√	
7. Isaac Gutierrez		√	
8. Jose Monge	√		
9. Keylor Alvarado		√	
10. Keyleth Morales	√		
11. Lizandro Lopez	√		
12. Lorens Lopez	√		
13. Belen Rodriguez	√		
14. Mario Sandi		√	
15. Mattyas Aguilar		√	
16. Santiago Chavarria	√		
17. Sebastian Suazo		√	
18. Susy Gomez	√		
19. Shanell Arburola			√
20. Valentina Serrano	√		

## CHECKLIST

SKILL: Sings short songs.

O: gets it right **occasionally** (needs reminding / help)M: gets it right **most** of the time (corrects own mistakes)A: gets it right **all** the time (is proficient)

Student	O	M	A
1. Erick Molina		√	
2. Ethan Muñoz		√	
3. Fatima Segura			√
4. Felipe Gonzalez			√
5. Hansel Gomez			√
6. Ian Ledezma			√
7. Isaac Gutierrez			√
8. Jose Monge			√
9. Keylor Alvarado			√
10. Keyleth Morales		√	
11. Lizandro Lopez			√
12. Lorens Lopez	√		
13. Belen Rodriguez		√	
14. Mario Sandi			√
15. Mattyas Aguilar			√
16. Santiago Chavarria		√	
17. Sebastian Suazo		√	
18. Susy Gomez			√
19. Shanell Arburola			√
20. Valentina Serrano		√	

## CHECKLIST

SKILL: Understand and follow simple commands.

O: gets it right **occasionally** (needs reminding / help)M: gets it right **most** of the time (corrects own mistakes)A: gets it right **all** the time (is proficient)

Student	O	M	A
1. Erick Molina		√	
2. Ethan Muñoz		√	
3. Fatima Segura			√
4. Felipe Gonzalez			√
5. Hansel Gomez	√		
6. Ian Ledezma			√
7. Isaac Gutierrez		√	
8. Jose Monge		√	
9. Keylor Alvarado			√
10. Keyleth Morales		√	
11. Lizandro Lopez		√	
12. Lorens Lopez	√		
13. Belen Rodriguez		√	
14. Mario Sandi			√
15. Mattyas Aguilar			√
16. Santiago Chavarria		√	
17. Sebastian Suazo		√	
18. Susy Gomez	√		
19. Shanell Arburola			√
20. Valentina Serrano	√		

## DECLARACIÓN JURADA

Yo Mónica Costuck Soto, mayor de edad, portador de la cédula de identidad número 11353 0969 egresado de la carrera de Educación Preescolar Bilingüe de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apertubido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado: Diagnosis and use of the language area from the Montessori Method for the teaching process of the english communicative periods in children from the module 6 of the Care and Development Child Center of San Mateo in the second semester of 2017, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 16 días del mes de febrero del año dos mil dieciocho.

Mónica Costuck 11353 0969  
Firma del estudiante  
Cédula

## CARTA DEL TUTOR

San José, 16 de Febrero de 2018.

**Sr. Director Diego Torres**  
**Carrera Enseñanza del Inglés**  
**Universidad Hispanoamericana**

Estimado señor:

La estudiante Mónica Cognuck Soto , cédula de identidad número 1 1353 0969, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **DIAGNOSIS AND USE OF THE LANGUAGE AREA FROM THE MONTESSORI METHOD FOR THE TEACHING PROCESS OF THE ENGLISH COMMUNICATIVE PERIODS IN CHILDREN FROM THE MODULE B OF THE CARE AND DEVELOPMENT CHILD CENTER OF SAN MATEO IN THE SECOND SEMESTER OF 2017** , el cual ha elaborado para optar por el grado académico de licenciatura.

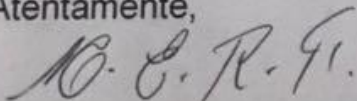
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	18
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL		98

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



**M. Ed. Marta Eugenia Rojas Fernández**  
**Cédula identidad 1 330 145**  
**Carné Colegio Profesional 75186**



## CARTA DE LA LECTORA

Heredia, 29 de marzo de 2018

*Destinatario*  
*Carrera Educación*  
*Universidad Hispanoamericana*

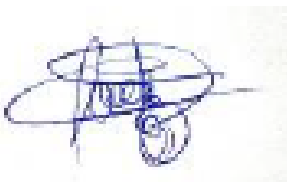
Estimado (a) señor (a):

La estudiante **Mónica Cognuck Soto**, me ha presentado, para efectos de revisión y aprobación en mi condición de lectora, el trabajo de investigación denominado: **Diagnosis and use of the language area from the montessori method for the teaching process of the english communicative periods in children from the module b of the care and development child center of san mateo in the second semester of 2017**, el cual ha elaborado para optar por el grado académico de **Licenciatura en Educación Preescolar Bilingüe**.

En mi calidad de lectora, he verificado que se han hecho las correcciones indicadas por mi persona en los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

En virtud de lo anterior, se avala el traslado al proceso de filología.

Atentamente,



**Nombre: Dra. Claudia Marín Gutiérrez**  
**Cédula identidad N. 2-0427-0910**  
**Carné Colegio Profesional N. 17877**

## Carta del filólogo

Heredia, 26 de abril, 2018

Señores

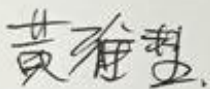
Departamento de Registro

Universidad Hispanoamericana

Estimados señores:

Por este medio hago constar que he revisado de manera filológica la tesis denominada "Diagnosis and Use of The Language Area from the Montessori Method for the Teaching Process of the English Communicative Periods in Children from the Module B of the Care and Development Child Center of San Mateo in the Second Semester of 2017", propiedad de la estudiante Mónica Cognuck Soto, cédula número 113530969. Todas las sugerencias han sido debidamente acogidas, por lo que se recomendó seguir con la defensa de dicho Proyecto de Graduación.

Atentamente,



M.A. Yahui Huang Chang

800990256

Carné colegio profesional No 66005