

واقع استخدام منهج مونتيسوري في تعليم اللغة الانكليزية لأطفال الرياض

في مدينة حمص من وجهة نظر الموجهين التربويين

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### ملخص البحث

هدف البحث إلى تعرّف واقع استخدام منهج مونتيسوري في تعليم اللغة الانكليزية لأطفال الرياض في مدينة حمص، ومعرفة درجة تطبيق فلسفة هذا المنهج، والإمكانات المادية المتوفرة، والأساليب والطرائق والأنشطة التعليمية المستخدمة في تعليم اللغة الانكليزية لأطفال الرياض، إضافة إلى المعوقات التي تحول دون تطبيق منهج مونتيسوري في تعليم اللغة الانكليزية لأطفال الرياض من وجهة نظر المشرفين التربويين في مدينة حمص. اعتمد المنهج الوصفي، وتم تصميم استبانة تألفت من سبعين بنداً مقيداً وبنداً مفتوحاً واحداً.

وقد خلص البحث إلى النتائج الآتية:

1. أن درجة تطبيق فلسفة منهج مونتيسوري في رياض الأطفال الخاصة كانت أعلى منها في رياض الأطفال العامة.
2. وجود فروق ذات دلالة إحصائية بين رياض الأطفال الخاصة ورياض الأطفال العامة في مدينة حمص، من حيث الإمكانات المادية المتوفرة في الروضة والمستخدم في تعليم اللغة الإنكليزية لمصلحة الرياض الخاصة.
3. وجود فروق ذات دلالة إحصائية بين رياض الأطفال الخاصة ورياض الأطفال العامة في مدينة حمص، من حيث الأساليب والطرائق والأنشطة التعليمية المستخدمة في تعليم اللغة الإنكليزية وفق منهج مونتيسوري لمصلحة رياض الأطفال العامة.
4. وجود معوقات مادية، بشرية وفنية واجتماعية تواجه تطبيق منهج مونتيسوري في تعليم اللغة الإنكليزية في رياض الأطفال العامة والخاصة في مدينة حمص، لكن بنسبة أكبر في الرياض العامة.

الكلمات المفتاحية: منهج مونتيسوري - اللغة الإنكليزية - أطفال الروضة - المشرفين التربويين

## The Reality of Implementing Montessori Curriculum in Teaching English Language for Kindergarten Children in Homs City from the Educational Supervisors' Viewpoints

### **Abstract**

This research aimed at investigating the educational supervisors' viewpoints regarding the reality of implementing the Montessori curriculum in Homs City private and public kindergartens. Fulfilling the research target required adopting the descriptive design. A questionnaire which consisted of (70) closed items and one open item was distributed among (36) male and female educational supervisors. The research outcomes revealed the following:1). The degree of implementing the principles of Montessori curriculum was shallow, but it was higher in the private kindergartens. 2). There were significant statistical differences between the private and public kindergartens regarding the available logistics in favor of the private ones.3). There were significant statistical differences between the private and public kindergartens regarding the applied educational styles, methods and activities in teaching English language for kindergarten children in favor of the public ones.4). There were various educational, financial, scientific and social obstacles that faced implementing Montessori curriculum in teaching English language for the kindergarten children, but the percentages of those obstacles were higher in the public kindergartens.

**Key Words:** Montessori Curriculum – English Language – Kindergartens

–Educational Supervisors

### **1. Introduction**

Early childhood years form a crucial time in every child's life. The knowledge that children acquire in these years underpins the subsequent cognitive, social, emotional, and physical developments. Therefore, it is very essential to choose the appropriate curriculum that contributes to the correct preparation of children at this stage in all aspects. On the other hand, a good

foundation for learning languages in the early years of children's life is very feasible. Additionally, teaching a second language, especially English being the worldwide one, in the kindergarten stage seems to be an urgent need for the future children.

Montessori curriculum is interested in children's development in all aspects. According to Montessori curriculum, the educational process should be concerned with developing children's personality in the psychological, mental, spiritual, physical and kinetic aspects integrally, to help them develop their creative abilities.

## **2. Research Problem**

2.1. The researcher has noticed students' general weakness in English language through teaching English subject in Child Education Department in the faculty of Education. Besides, the students who were surveyed confirmed the effect of the weak educational foundation in the basic educational stage.

2.2. The researcher has conducted some interviews with a random sample of seven administrators, who teach Practical Education in the Department of Child Education/Faculty of Education, aiming at identifying the methods that were applied in teaching English to pre-schoolers (3–6 years). The interviews confirmed, firstly, that the traditional method was being applied in their kindergartens. Secondly, the book was the source of information, and the teacher's throat was often the most prominent educational means. Thirdly, the role of kindergarten children was limited to reading and writing some letters mechanically, learning some vocabulary items and memorizing some songs.

2.3. Many studies, such as the study (Abu Hazim, 2011) and the study (Al–Mustafa and Hashem, 2017), assured the effectiveness of implementing Montessori curriculum in teaching English language learning for kindergarten children. Internationally, there has been a noticeable increase in the number of kindergartens that have applied Montessori curriculum (Barshay, 2018).

In line with recent trends of teaching English to preschoolers, which emphasized the long–term impact of Montessori curriculum application on children's methods of learning, especially English, the researcher conducted a research in kindergarten stage to investigate the reality of utilizing Montessori curriculum in teaching English language for Kindergarten Children in Homs City. Thus the research problem can be restricted by the following main question:

**What is the reality of implementing Montessori curriculum in teaching English language for kindergarten children in Homs City from the educational supervisors' viewpoints?**

### **3. Research Questions:**

3.1. What is the degree of implementing Montessori philosophy principles in teaching English in the kindergartens of Homs City from the Educational Supervisors' Viewpoints?

3.2. What are the available financial possibilities for implementing Montessori curriculum in teaching English for Kindergarten Children in Homs City from the Educational Supervisors' Viewpoints?

3.3. What are the applied educational styles, methods and activities in teaching English language for Kindergarten Children in Homs City from the Educational Supervisors' Viewpoints?

3.4. What are the obstacles that face implementing Montessori curriculum in teaching English language for the kindergarten children in Homs City from the Educational Supervisors' Viewpoints?

3.5. What are the suggestions for developing the application of Montessori curriculum in teaching the English language for kindergarten children?

#### **4. Research Significance**

4.1. The importance of the research stems from the importance of the English language being the most worldwide used language.

Furthermore, most of the global digital content has been written in English language. Therefore, it is very essential to search for the best strategies and teaching methodologies that help teachers in teaching English for kindergarten children.

4.2. The modern trends at the global, regional and local levels, emphasize the importance of the kindergarten phase (3–6 years) in establishing the future teaching–learning process.

4.3. The results of the research may help those in charge of curriculum design in the Ministry of Education to introduce Montessori curriculum in teaching English at the kindergarten stage.

#### **5. Research Aims:**

5.1. To identify the degree of implementing Montessori philosophy principles in teaching English in Kindergarten Children in Homs City from the Educational Supervisors' Viewpoints

5.2. To identify the available financial possibilities for implementing Montessori curriculum in teaching English for Kindergarten Children in Homs City from the Educational Supervisors' Viewpoints.

5.3. To highlight the applied educational styles, methods and activities of teaching English language for Kindergarten Children in Homs City from the Educational Supervisors' Viewpoints.

5.4. To illuminate the obstacles that face implementing Montessori curriculum in teaching English language for the kindergarten children in Homs City from the Educational Supervisors' Viewpoints.

5.5. To point out suggestions for developing the application of the Montessori curriculum in teaching English language for the kindergarten children in Homs City.

## **6. Research Hypothesis**

The following null hypothesis was tested at the significant level ( $\alpha = 0.01$ ):

There were no statistically significant mean score differences between the Public and Private Kindergartens in the degree of implementing Montessori curriculum in teaching English in Kindergarten Children in Homs City from the Educational Supervisors' Viewpoints.

## **7. Research Limitations**

### **7.1. Human Limitations:**

The population of the research consisted of all the Education Supervisors in Homs Educational Directorate (36 Supervisors).

### **7.2. Time Limitations:**

The treatment of the research lasted from (27/6/2020) to (12/9/2021).

**7.3. Spatial Limitations:** All private and public kindergartens in Homs city.

## **8. Terminology & Procedural Definitions**

### **8.1. Montessori Educational Curriculum:**

It is the curriculum that emphasizes the need for the educational process to be concerned with developing child's

personality in all aspects, to help him/her develop his/her creative abilities, solve problems, and develop his/her critical thinking in addition to the abilities of time management and other matters (Aktas, 2017).

It is an educational curriculum that aims to teach children through senses. It focuses on starting with introductory activities and then progressing smoothly from the simple to the complex, and from the concrete to the abstract. Children learn in an educational environment which has been designed to develop their senses and help them develop their creative abilities and develop their thinking (Mustafa & Al Hashemi, 2017).

Procedurally, "**Montessori Educational Curriculum**" means the theoretical principles, methods, and educational activities, has introduced by Mary Montessori, aiming to improve kindergarten children's personal, cognitive and linguistic development.

### **8.2. English Language:**

It is an international language that is taught in Syria as a foreign language in all educational stages. In the kindergarten stage, there is no unique book for all kindergartens, whether public or private. Rather, each kindergarten selects an available book and teaches it to preschoolers after obtaining the approval of the Special Education Department in the Directorate of Education (Ministry of Education, 2020).

Procedurally: "English Language" means kindergarten children's ability to master the four main English language skills in accordance with their mental and cognitive age.

### **3.8. Kindergartens:**

They are the educational and social institutions that receive children between three and six years. Generally, they aim to rehabilitate them properly to enroll in the primary stage. They aim to help children acquire various skills and experiences including the spirit of cooperation and positive participation, self-confidence and self-reliance. Additionally, they provide children with a lot of language and social skills and assist them to obtain positive attitudes towards the educational process. Besides, the kindergarten stage is neither a compulsory nor a free stage (Badran, 2016).

The researcher considered them as the public and private institutions that received children between (3–6) years and distributed into three levels.

#### **4.8. Kindergarten Children:**

Procedurally, they form children in kindergartens in the city of Homs, private or public (3–6) years.

#### **8.5. Educational Supervisor:**

Educational Supervisor: is an educational guide who is officially appointed by the Ministry of Education to direct the educational process in kindergartens properly. Furthermore, his/her profession is improving teachers' professional growth, offering technical experience to improve teaching methods and solving the educational problems (Ministry of Education, 2020).

Procedurally: He is an educational leader who officially has been appointed by the Ministry of Education. His mission is educational and technical supervision of kindergarten teachers.



## 9. Previous Studies

### 9.1. The study (Al-Askar, 2010)

#### **The Montessori Method in Enhancing English as a Foreign Language Kindergarten Children's Learning: A Case Study**

The study aimed at investigating the effectiveness of utilizing the Montessori method in teaching English to kindergarten children in Al-Riyadh City. The descriptive approach was applied. Interviews were conducted with the administrator of the kindergarten and the English language teachers. A note card was used to register the extent to which the children responded and benefited from their learning according to this method. The interviews' results emphasized the following:

- 1). The significance of Montessori curriculum in teaching English to kindergarten children.
- 2). The necessity of interaction of children with the various activities offered by teachers.
- 3). The effectiveness of the Montessori curriculum in the development of children's personality.
- 4). There was no clear effect of the Montessori curriculum on children's achievement (20 children) in the four main skills. The researcher attributed that to the teachers' need for more training on the Montessori curriculum in teaching English for kindergarten children.

### 9.2. Study: (Abu Hazeem, 2011)

#### **The Effectiveness of Montessori Educational Programs in Enhancing the Language Skills of Kindergarten Children**

The study aimed to identify the effectiveness of educational programs based on Montessori theory in acquiring language skills by preschoolers in Amman/Jordan. The quasi-experimental design was applied on a random sample of (40) boys and girls. The sample was divided into two groups (control and experimental). Both groups

underwent a post-achievement test for language skills.

The study concluded that there were statistically significant differences at the significance level ( $\alpha = 0.05$ ) in favor of the experimental group in the four language skills. The researcher attributed the difference to the application of a program based on the Montessori theory. Additionally, the gender variable had no significant role in the preschoolers' achievement.

### **9.3. (Handyani, 2014)**

#### **The Implementation of Montessori Method for the Teaching of English Language at Singapore Piaget Academy International School Solo Baru**

The study aimed at introducing the Indonesian society through "Piaget International Academy School in Singapore, Solo Barrow" to the Montessori curriculum of education. Secondly, the study highlighted the requirements of the educational learning process-based on the Montessori curriculum in teaching English to preschoolers. The descriptive design was applied. The instruments contained note cards and interviews with children, teachers and parents. The outcomes confirmed that:

- 1). The significance of Montessori educational methods, tools, activities and assessment styles in attracting preschoolers (0-6 years old), and in increasing their motivation to learn language English four major skills.
- 2). The results of the interviews confirmed preschoolers' positive attitude towards learning English by means of Montessori curriculum, because it met their individual, mental, cognitive and moral needs.
- 3). Preschooler's tendency to learn through peers and their love of discovery and the

effectiveness of the educational environment provided by the Montessori School in boosting that desire through in and out classroom activities.

4). The importance of the Montessori method of education in consolidating preschoolers' personalities from an early age so that they become independent, creative and well-disciplined individuals.

#### **9.4.(Asidti,2018)**

##### **The Montessori's Values in Teaching English to Young Learners**

The study aimed to investigate the effectiveness of using the Montessori curriculum in teaching English to children in (Islamic Aisiyah Kindergarten) in Karanganyar. The descriptive design was applied. The data were obtained by conducting interviews with the kindergarten administrator, two English language teachers (the first for teaching activities inside the educational hall and the second for teaching outdoor activities) and five preschoolers. Additionally, the researcher used note cards for (26) preschoolers. The outcomes confirmed the following:

1). The application of the Montessori curriculum increased preschooler's motivation and enthusiasm towards learning the English language significantly. 2). Teaching English for preschoolers according to the Montessori curriculum required gradual introduction of activities from the easiest to the most difficult ones. Besides, it required accurate observation of kindergarten children's development in key four language skills until they reach the stage of mastery. 3) The importance of Montessori educational games in making preschoolers more energetic and independent in their learning. 4). To avoid boredom, Montessori

teachers had to be creative and ingenious. 5). The necessity of measuring the achievement of the preschoolers who learned according to Montessori curriculum.

Reviewing the above mentioned studies showed a superiority in the outcomes in favor of the sample that applied the Montessori curriculum. Generally, Al-Askar, (2010) study emphasized the crucial role of the Montessori curriculum in developing preschoolers' personality. Besides, it highlighted the outstanding impact of the Montessori various activities in teaching English language to preschoolers. Additionally, according to the outcomes of Abu Hazeem, (2011) study, the Montessori method had a clear imprint in teaching the four English language main skills for preschoolers. Handyani, (2014) study, confirmed the effectiveness of the Montessori curriculum in increasing preschoolers' motivation towards learning English, meeting their cognitive and individual needs, and constructing their personalities. Asidti, (2018) study assured the necessity of the gradual provision of activities from the easiest to the most difficult according to Montessori curriculum in helping children acquire the English language main skills.

## **10.Theoretical Framework**

### **10.1.Montessori Educational Curriculum:**

The Montessori's educational curriculum focuses on child's "absorbed mind". Mary Montessori considers child's mind as a sponge that absorbed water. The sponge reflects child's natural desire to learn and discover through senses and his/her boundless curiosity to learn everything. Therefore, Montessorian educational

environment embodies that desire to learn and discover things around (American Montessori Society, 2020).

## **10.2. The Educational Principles of Teaching English according to the Montessori Curriculum**

### **1. Introducing of language activities at an early age:**

The presence of children in an environment that uses English language is sufficient to teach them this language. To enhance the child's ability to learn English, Montessori curriculum introduces writing and speaking activities at an early age through songs, simple storytelling, theater activities and role-playing in an interesting and attractive way (Alaskar, 2010).

### **2. Teaching Writing:**

Unlike the traditional method of teaching English, the Montessorian method starts with the writing skill. The goal is to enable the child to make eye contact with the surroundings using standardized symbols. The child draws on sand and learns the sandpaper letters through the touch sense ,and consequently saves them in memory. That has to be done before child's small muscles grow enabling him/her to hold the pen.

The child learns the vowels and the consonants through the simple linguistic experiences that s/he is supplied with. Later on, the child will be introduced to wooden moving letters activities (Moving Letters) to construct some words and sometimes some sentences. At the beginning (from 3-4 years) the teacher has to encourage the child to do some activities and not to focus on spelling mistakes. However, in (5-6 years) mistakes will be

corrected through different experiences and activities of graded difficulty (Mustafa & Al-Hashemi, 2017).

#### **4. Teaching Reading:**

Montessori curriculum focuses on letter sounds, not on their names. Therefore, teachers don't start by introducing the well-known "Alphabet Letters" song for teaching letters, because learning the names of the letters independently do not work in teaching the reading skill. Moreover, sandpaper letters enable children to practice reading while writing as they touch the letters and utter their sounds (Lillard, 2012).

Additionally, cards are utilized for teaching reading. Usually, teachers begin teaching (3-4) years old preschoolers by means of three-letter words (CVC) (consonant vowel consonant) through pink cards. Afterwards, they move to use blue cards to present four-letter or five-letter words. Then, they use green cards that contain diagraphs when two consonants are displayed in one sound, such as: (ph, sh, ch). Besides, there are series of books that can be used to teach reading, such as the Miss Rhonda's Readers series (Lillard, 2012).

### **11. Methodology and Procedures**

**11.1. Research Design :** Investigating the reality of implementing the Montessori curriculum in teaching English for kindergarten children in Homs city from the educational supervisors' viewpoints required applying the descriptive analytical design.

11.2. Research Instrument: A questionnaire was prepared by the researcher to fulfill the research target.

### 11.2.1. Questionnaire Validity

“The validity of the scale means its ability to measure what it has been designed for” (Kember & Leungb, 2008, p.342). The questionnaire was refereed by a number of specialists in Department of Child Education / Faculty of Education / Al-Baath University. The referees suggested some changes which were fulfilled by the researcher.

### 11.2.2. Questionnaire Reliability

Split-half reliability was computed by splitting the questionnaire into two halves. Spearman's reliability coefficient was (Spearman-Brown = 0.83) at the significance level (0.05), which indicated a high degree of reliability.

### 11.2.3. Questionnaire Application

After verifying the validity and reliability of the questionnaire, the researcher handed the questionnaire to (36) male and female educational supervisors of the private and public kindergartens in Homs City in (2020/2021). However, the questionnaire was handed in Arabic language taking into consideration that the supervisors were not specialized in English language (Appendix 1)

## 12. Data Analysis:

Based on the research hypotheses, data was analyzed by means of the (SPSS) version 22.

### 12.1. Research Hypothesis:

There were no statistically significant mean score differences between the Public and Private Kindergartens in the application of Montessori curriculum from the Education Supervisors' Viewpoints.

Table (1)

Montessori Philosophy Principles	N	M	SD	DF	T	Sig.
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Private	36	34.33	0.956	70	10.649	0.01
Public	36	32.33	1.394			
<b>Financial Possibilities</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>DF</b>	<b>T</b>	<b>Sig.</b>
Private	36	22.33	1.912	70	17.470	0.000
Public	36	16.17	0.910			
<b>Educational Styles, Methods And Activities</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>DF</b>	<b>T</b>	<b>Sig.</b>
Private	36	22.33	1.912	70	17.470	0.000
Public	36	16.17	0.910			
<b>Obstacles</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>DF</b>	<b>T</b>	<b>Sig.</b>
Private	36	17.67	0.478	70	-2.461	0.016
Public	36	18.67	2.30			

Table (1) indicated that the means of scores of the private and public kindergartens were (34.33) and (32.33) respectively and the computed (t) value for both groups was (10.649) at ( $0.000 < \alpha = 0.01$ ) level of significance. That meant that a statistically significant difference at ( $\alpha = 0.01$ ) was found in the degree of implementing Montessori philosophy principles in teaching English between the private and public kindergartens in favor of the private ones. Additionally, analysis of the data showed that there was a difference between the private and public kindergartens with regard to the percentage of applying the Montessori Curriculum and the financial capabilities available for the benefit of the private kindergartens. However, public kindergartens outperformed the private ones in terms of English language teacher's qualifications. Regarding the obstacles that faced applying Montessori method in teaching English for kindergarten children, it was revealed that there were greater obstacles in public kindergartens than in private ones.

Therefore, the research hypothesis was refuted, and the alternative one was accepted that **“there were statistically significant mean score differences between the Public and Private Kindergartens in the application of Montessori curriculum from the Educational Supervisors' Viewpoints.”**



## **12.2. Answering Research Questions**

### **The First Branch Question**

What is the degree of implementing Montessori philosophy principles in teaching English to kindergarten children in Homs City from the educational supervisors' viewpoints?

Data analysis revealed that the degree of applying the philosophy of the Montessori curriculum in teaching English in the private kindergartens ranged between (25.38%) (meeting each child's different needs independently) and (26.92%) (allowing children to participate in designing the activities). Those percentages were higher than the percentages in public kindergartens, which ranged between (23.07%) and (25.38%). However, the percentages of both kinds of kindergartens were low. To conclude, the degree of applying the philosophy of the Montessori philosophy principles in kindergartens in the city of Homs is low from the point of view of educational supervisors.

### **The Second Branch Question**

What were the available financial possibilities for implementing Montessori curriculum in teaching English for kindergarten children in Homs City from the educational supervisors' viewpoints?

Data analysis revealed that the material resources in private kindergartens were available at higher percentages than those offered by the public kindergartens. Therefore, the educational environment in private kindergartens was more suitable for the application of the Montessori curriculum in teaching English to kindergartens children.

### **The Third Branch Question**

What were the applied educational styles, methods and activities in teaching English language for kindergarten children in Homs City from the educational supervisors' viewpoints?

The percentages of the educational supervisors' answers to the items of the third core showed that teachers in kindergartens utilized teaching methods that varied between the conversational method and peer learning with good percentages that reached (50.91%) in private kindergartens and (47.47%) (50.91 %) respectively. Regarding the assessment methods, teachers' application of the direct observation method as well as the achievement file fulfilled good percentages of (50.91%) in private kindergartens and (49.09% ) (47.27 %) in public ones. Moreover, teachers' exploitation of either raw or available materials in the local environment to compensate the lack of material capabilities to provide activities achieved equal proportions (50.91%). Teachers were also keen to vary the activities to help children acquire language skills at good rates (50.91%). However, the frequency of language activities for developing the listening skill and fixing information varied between (22.00% ) and (24.00%) in private kindergartens, whereas it was (17.00%) in public kindergartens.

Montessori curriculum of teaching English language to kindergarten children emphasizes the importance of starting with developing child's small muscles. Thus, the teacher has to begin teaching writing before reading. The analysis of the results confirmed that that matter was applied at low rates of (22.00%) in private kindergartens and (18.00%) in public ones, (item 38) (Appendix 1).

The percentages of the application of the reading activities ranged between (14.00%) for the activities of the two–and three–dimensional tools and (19.00% ) for the movable letters in the private kindergartens. The percentage of "teaching small letters before the capital ones" and "closed envelope activities" in public kindergartens was very modest (25.56%).

The percentage of the applied activities for teaching listening and speaking skills, such as finger activities, theater and storytelling, ranged between (13.33 % and 17.78%) in private kindergartens and (14.44 % and 25.56%) in public ones.

Item (58) was related to “the use of three–dimensional models in teaching grammar” and item (59) was related to “the use of the farm game to teach parts of speech in the English language” ranged between (18.89% ) and (14.44%) in private kindergartens and (21.11%) in public ones. The percentage of integrating technology into education (item 60), was (16.67% ) in private kindergartens and (21.11%) in public ones.

#### **The Fourth Branch Question:**

What were the obstacles that face implementing Montessori curriculum in teaching English for the kindergarten children in Homs City from the educational supervisors' viewpoints?

The answers to the items of the fourth core showed that the obstacles that faced implementing Montessori curriculum in teaching English to kindergarten children were: physical, human, technical, organizational and social. In general, the mean of the obstacles in the private kindergartens reached (17.67 %), which was lower than the mean in the public kindergartens (18.67 % ). The percentages of using

Arabic language for teaching English was considered a negative indicator that they reached (24.00 %) in private kindergartens and (26.00 %) in public kindergartens.

Moreover, data analysis revealed that utilizing Arabic language as a medium in teaching English to kindergarten children was the most dangerous piece of information. It prevented kindergartens children from acquiring English language with percentages reaching (24.00 %) in private kindergartens and (26.00% ) in public ones. Teacher's resort to the utilize Arabic language accustomed kindergarten children to the method of translation instead of direct interaction and use of English language, and that would have serious repercussions on the speaking skill in later stages (Item: 66).

Additionally, parents' misunderstanding of the nature of the Montessori curriculum formed an additional social obstacle to the application of Montessori curriculum in teaching English to kindergarten children (item: 61).

The above mentioned results came in line with previous studies in terms of their focus on the significance of utilizing Montessori curriculum in teaching English to kindergarten children, and on the importance of the educational environment in a Montessori kindergarten in refining children's personalities. The results were in agreement with the findings of the study of Al-Askar, (2010) in terms of emphasizing the biggest obstacle to the application of Montessori curriculum in teaching English, which was the need for trained human staff.

#### **The Fifth Branch Question:**

What are the suggestions for developing the application of the Montessori curriculum in teaching English language for the kindergarten children in Homs City from the Educational Supervisors' Viewpoints?

1. Adapting Montessori curriculum in teaching English in all kindergartens by the Ministry of Education.
2. Increasing the financial credits provided to public kindergartens.
3. Supervising the process of teaching English in kindergarten should be undertaken by specialized supervisors and not by education supervisors.
4. Enrolling the teachers as well as the specialized supervisors in intensive courses on how to apply Montessori curriculum in teaching English to kindergarten children.
5. Designing a teacher's guide to help kindergartens' teachers teach English according to the Montessori curriculum.
6. Adapting the process of teaching English according to the Montessori curriculum in the basic educational stage.

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## Appendix (1)

البند	فلسفة منهج مونتيسوري	خاصة	عامة
1	الاهتمام بإثارة دافعية الأطفال تجاه التعلم	26.92%	24.61%
2	تعزيز الثقة بالنفس لدى الأطفال	26.92%	23.07%
3	تعزيز الاستقلالية لدى الأطفال	25.38%	25.38%
4	الاهتمام بتلبية الحاجات المختلفة لكل طفل بشكل مستقل عن أقرانه	26.92%	25.38%
5	الاهتمام بتقديم المعارف المتدرج من الأسهل إلى الأصعب	25.38%	23.07%
6	عدم إلزام الطفل بالتعلم وفق منهجية معدة مسبقاً	26.92%	23.07%
7	السماح لكل طفل بالتعلم حسب سرعته الشخصية	26.92%	24.61%
8	الاهتمام بتنمية المهارات اللغوية لدى أطفال الروضة	26.92%	23.07%

25.38%	26.92%	مساعدة كل طفل على تحقيق أقصى قدر من النمو العقلي	9
23.77%	25.92%	مساعدة كل طفل على تحقيق أقصى قدر من النمو المعرفي	10
25.38%	25.38%	السماح للأطفال بالمشاركة في تصميم الأنشطة	11
23.07%	26.92%	السماح للأطفال بالمشاركة في تقييم الأنشطة	12
24.61%	26.923%	الاعتماد على الحواس في التفاعل مع الأدوات والبيئة التعليمية	13
عامة	خاصة	الإمكانات المادية المتوفرة في الروضة	
32.68%	37.98%	يحتوي مبنى الروضة على قاعة كبيرة تسمح بتطبيق منهج مونتيسوري	14
32.21%	37.18%	يوجد ركن للغة الانكليزية في قاعة المونتيسوري	15
33.91%	36.71%	ركن "اللغة الانكليزية" يوفر أدوات حسية (لمسية) ثنائية وثلاثية الأبعاد	16
33.91%	37.58%	يوفر ركن "اللغة الانكليزية" الحروف الخشبية المتحركة التي تساعد الأطفال على تركيب الكلمات	17
31.41%	36.31%	يوفر ركن "الفن" الألوان والمواد التي تساعد الأطفال على الرسم بمتعة	18
31.41%	39.58%	يوفر ركن "البناء والهدم" مكعبات وألعاب التي تساعد الأطفال على الفك والتركيب	19
32.68%	37.98%	يوفر ركن "المكتبة" قصصا ملونة ذات حجم كبير بما يتناسب مع عمر الأطفال	20
32.21%	37.18%	يوفر ركن "الحسيات" المواد والأشياء التي تساعد الأطفال على فهم الأشياء من حولهم	21
33.91%	36.71%	تحتوي قاعة المونتيسوري على جهاز حاسوب	22
عامة	خاصة	الأساليب والطرائق التعليمية والأنشطة التي تستخدمها معلمة اللغة الانكليزية	
47.27%	50.91%	تواكب المعلمة الأطفال بشكل دائم وتقدم المساعدة	23
47.27%	50.91%	تنوع المعلمة في الأنشطة والوسائل التعليمية ومختلف مصادر التعلم	24
50.91%	50.91%	تشجع المعلمة الأطفال على التفاعل الاجتماعي وتكوين جماعات لعب تلقائية	25
50.91%	50.91%	استغلال المواد المتوفرة في البيئة المحلية لصنع وسائل تعليمية	26
49.09%	50.91%	تكافئ المعلمة للأطفال على إنجاز المهام	27
49.09%	50.91%	تقيم المعلمة أداء الأطفال باستخدام الملاحظة المباشرة	28
47.27%	50.91%	توثق المعلمة أعمال الأطفال وسمااتهم الشخصية وسلوكهم ومدى تقدمهم في ملف الإنجاز	29
47.27%	50.91%	تستخدم المعلمة أسلوب الحوار في تعليم الأطفال	30
50.91%	50.91%	تستخدم أسلوب التعلم بالأقران	31
50.91%	50.91%	تنوع المعلمة الأنشطة لمساعدة الأطفال على اكتساب المهارات اللغوية	32



17.00%	22.00%	تكرر المعلمة الأنشطة اللغوية ل تنمية مهارة الاستماع لدى الأطفال	33
17.00%	24.00%	تحرص المعلمة على تثبيت المعلومة لدى الأطفال	34
26.00%	23.00%	تضع المعلمة بطاقات عليها المسميات الانكليزية على المحتويات في قاعة النشاط	35
19.00%	23.00%	تستخدم المعلمة أنشطة ركائب التصميم في الأطفال على تمييز الألوان والأشكال	36
18.00%	22.00%	تبدأ المعلمة بتعليم مهارة الكتابة قبل القراءة	37
17.00%	22.00%	تقدم المعلمة أنشطة صينية الرمل	38
17.00%	24.00%	تسمح المعلمة للأطفال بالرسم على الرمل تمهيدا لتعليم مهارة الكتابة	39
26.00%	24.00%	تقدم المعلمة أنشطة أحرف الزجاج	40
26.00%	23.00%	تقدم المعلمة أنشطة أحرف السنفرة	41
20.00%	14.00%	تستخدم المعلمة الأدوات الحسية الثنائية الأبعاد في تعليم المفردات	42
20.00%	14.00%	أنشطة الأدوات الحسية (اللمسية) الثلاثية الأبعاد في تعليم المفردات	43
19.00%	17.00%	تعلم المعلمة أصوات الحروف وليس أسماءها	44
19.00%	19.00%	تستخدم المعلمة أنشطة الحروف المتحركة في تعليم الأطفال على تركيب الكلمات في اللغة الانكليزية	45
19.00%	18.00%	تستخدم المعلمة الحروف المتحركة الملونة في تعليم الأحرف الساكنة (consonants) والصوتية (vowels)	46
14.00%	18.00%	تبدأ المعلمة بتعليم الحروف الصغيرة (letters small) ثم الحروف الكبيرة (capital letters).	47
20.00%	15.00%	تستخدم المعلمة بطاقات زهرية اللون تحتوي على كلمات ثلاثية الأحرف (CVC) في تعليم الأطفال مهارة القراءة	48
20.00%	14.00%	تستخدم المعلمة بطاقات زرقاء اللون تحتوي على كلمات رباعية أو خماسية الحروف في تعليم الأطفال مهارة القراءة	49
19.00%	17.00%	تستخدم المعلمة بطاقات خضراء اللون في تعليم الأطفال الكلمات التي تحتوي على (diagraphs)	50
19.00%	19.00%	تستخدم المعلمة أنشطة الـ (e Magic) في تعليم مهارة القراءة	51
25.56%	17.78%	تستخدم المعلمة أنشطة المغلف المغلق (Closed Envelope) في تعليم مهارة القراءة	52
21.11%	14.44%	تستخدم المعلمة أنشطة الصندوق الخشبي (Wooden Box) في تعليم مهارة القراءة	53

21.11%	16.67%	تقوم المعلمة بسرّد القصص البسيطة لتنمية مهارة الاستماع في اللّغة الانكليزية	54
14.44%	17.78%	تستخدم المعلمة الخبرات الثلاثية المراحل لتعليم الأطفال مهارة التحدث باللّغة الانكليزية	55
15.56%	16.67%	تستخدم المعلمة أنشطة الأصابع لتنمية مهارة الاستماع للّغة الانكليزية عند الأطفال	56
25.56%	13.33%	تستخدم المعلمة أنشطة المسرح ولعب الدوار لتنمية مهارة الاستماع للّغة الانكليزية	57
25.56%	18.89%	تستخدم المعلمة أنشطة المجسمات الثلاثية الأبعاد لتعليم قواعد اللّغة الانكليزية	58
21.11%	14.44%	تستخدم المعلمة لعبة "المزرعة" في تعليم أقسام الكلام في اللّغة الانكليزية	59
21.11%	16.67%	تستخدم المعلمة برامج الحاسوب في تقديم الخبرات اللغوية	60
عامة	خاصة	المعوقات	
18.89%	18.89%	تفتقر رياض الأطفال إلى الكادر البشري المؤهل لتطبيق منهج مونتيسوري في تعليم اللّغة الإنكليزية	61
18.89%	20.00%	يحول ارتفاع أسعار وسائل التعليم وفق منهج مونتيسوري دون استخدامه في تعليم اللّغة الانكليزية لأطفال الروضة	62
18.89%	20.00%	عدم تفهم الأهالي لمنهجية مونتيسوري في تعليم اللّغة الانكليزية	63
24.44%	18.89%	تحتاج معلمات اللّغة الانكليزية إلى دورات تدريبية إضافية على منهج مونتيسوري	64
24.44%	20.00%	يهدر تطبيق منهج مونتيسوري جهد المعلمة	65
26.00%	24.00%	تستخدم المعلمة اللّغة العربية	66
18.89%	20.00%	تحول المناهج المفروضة من وزارة التربية دون تطبيق منهج مونتيسوري	67
18.89%	18.89%	لا يسمح تخطيط مبنى الروضة بتطبيق منهج مونتيسوري	68
18.89%	20.00%	يعرقل استخدام منهج مونتيسوري الانضباط في الروضة	69
18.89%	20.00%	لا تسمح أعداد الأطفال الكبيرة في الروضة بتطبيق منهج مونتيسوري	70