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**SCHOOL OF EDUCATION AND LANGUAGES**  
**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ANALYSIS OF MONTESSORI TOOLS FOR THE  
DEVELOPMENT OF SPEAKING SKILLS ON CHILDREN”  
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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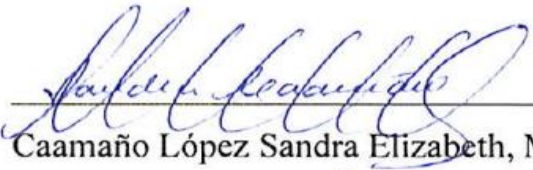
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La Libertad, July 18<sup>th</sup>, 2024

### **Advisor's Approval**

In my role as advisor of the research paper entitled “ANALYSIS OF MONTESSORI TOOLS FOR THE DEVELOPMENT OF SPEAKING SKILLS ON CHILDREN” prepared by Balladares Toscano Ruddy Emmanuel an undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

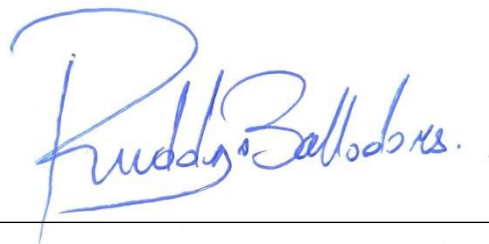
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### **Statement of Authorship**

I, Balladares Toscano Ruddy Emmanuel with Id number 0931334049 undergraduate student from Universidad Estatal Península de Santa Elena, School of Education of Science Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign languages, in my role as author of the research PROJECT "ANALYSIS OF MONTESSORI TOOLS FOR THE DEVELOPMENT OF SPEAKING SKILLS ON CHILDREN", certify that this work is of my authorship, except for the quotes and reflections in this research paper.

A handwritten signature in blue ink that reads "Ruddy Balladares". The signature is written in a cursive style with a large initial 'R'.

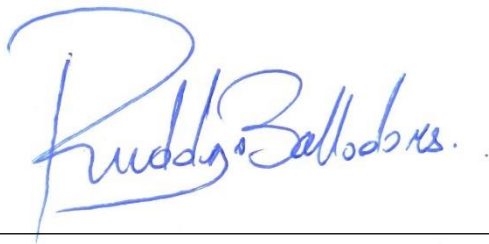
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## **Declaration**

The responsibility for the information and content in this degree and research work lies with the Universidad Estatal Península de Santa Elena, which also holds intellectual property rights.

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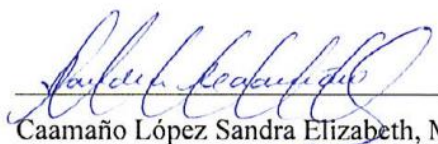
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## **Acknowledgment**

I would like to extend my most sincere gratitude to all the people, professors, and friends who have enriched my career as a university student through their dedication. Their commitment to encouraging independent thinking, creativity, and a love of learning has been truly inspiring.

Special thanks to Unidos por la Educación, Chango fundación, Eco toco. Whose guidance and experience have shaped my understanding of Montessori principles and their application in education. Her passion for nurturing the unique potential of every child has left a lasting impression on me.

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To all my colleagues and friends who embrace the Montessori philosophy, thank you for your constant encouragement and for being wonderful sources of inspiration in our shared mission of creating meaningful educational experiences for children.

- Balladares Toscano Ruddy Emmanuel

## **Dedication**

To my mother Ruth Toscano, who gave me life, to my father Manuel Balladares, who is in heaven, to my daughter Alma Toscano, whom I adore, to the people who have inspired me and given me new experiences throughout my life.

To the Ayampe community, who have welcomed me and taught me that everything is possible with hard work and dedication. To my university instructors, who have never wavered in their desire to impart knowledge.

With love

Balladares Toscano Ruddy Emmanuel

## **Abstract**

This study analyzed the role of Montessori tools in the development of speaking skills among children. The research focused on analyzing how these tools can help to develop speaking abilities. Employing a qualitative approach embedded in phenomenological analysis, the study utilized interviews to gather data from teachers who have implemented Montessori methodologies. The findings highlighted the efficacy of Montessori tools in cultivating children's speaking skills, autonomy, and motivation emphasizing their potential to enhance linguistic proficiency. The outcomes highlight the fundamental role of the Montessori method in fostering effective communication skills in young learners in an EFL classroom.

**Keywords:** Montessori tools, Methodology, speaking skills, Children, speaking skills.



## Resumen

Este estudio analizó el papel de las herramientas Montessori en el desarrollo de habilidades de expresión oral en niños en el idioma inglés. La investigación se centró en analizar cómo las herramientas Montessori pueden desarrollar habilidades de habla. Utilizando un enfoque cualitativo basado en el análisis fenomenológico, el estudio empleó entrevistas para recopilar datos de maestros que implementaron metodologías. Los hallazgos resaltaron que las herramientas Montessori desarrollan la autonomía, la motivación en el cultivo de las habilidades de expresión oral en los niños, enfatizando su potencial para mejorar considerablemente la competencia lingüística. Los resultados destacan el papel fundamental del método Montessori en el fomento de habilidades efectivas de comunicación en niños en un aula de inglés como lengua extranjera.

**Palabras Claves:** Herramientas Montessori, Metodología, Niños, Habilidades de expresión oral.

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## **Introduction**

The development of speaking skills in early childhood is a critical component of cognitive and social growth. Traditional education systems have long relied on conventional teaching methods, often influenced by prevailing educational theories and, at times, learning styles. However, the effectiveness of these methods has come under scrutiny, prompting educators to explore alternative approaches. One such approach is the Montessori method, renowned for its child-centered pedagogy and emphasis on self-directed learning.

Montessori education, founded by Dr. Maria Montessori, is built on the principle that children learn best through active, hands-on experiences and self-paced exploration. Montessori tools are specifically designed to support this philosophy, offering a variety of materials that promote language development naturally and engagingly. These tools, ranging from language cards and phonetic objects to storytelling aids and conversation exercises, are intended to foster a rich linguistic environment where children can develop their speaking skills organically.

This study seeks to address the gap in current educational research regarding the impact of Montessori tools on children's speaking development. The research will explore how they contribute to children's verbal expression, vocabulary acquisition, and overall communicative competence. Furthermore, this study will examine the broader implications of incorporating multimodal approaches in contemporary education, aiming to provide insights into how such methodologies can enhance the learning experience.

## Chapter I

### The Problem

#### Research Topic

Strategies and Methodologies

#### Title

Analysis of Montessori tools for the development of speaking skills in children

#### Problem statement

In today's world, English is the most spoken language globally and serves as a means of communication and information exchange. This remarkable phenomenon can be attributed to the pervasive influence of English as a lingua franca, functioning as a common medium for communication and interaction on a global scale. English is accepted as the global language because it brings people together. Parupalli (2019) states that the entire globe has transformed into a unified community, necessitating individuals to foster positive connections, particularly in contexts where English is the principal language spoken worldwide. Over the decades, several teaching methods have emerged to adequately transmit knowledge.

According to Fogarty et al. (2011), education serves as the fundamental means through which humans transmit knowledge, abilities, and technological advancements. These methods and strategies must be in constant development. In addition to imparting knowledge, the focus of education has shifted towards embracing holistic approaches and incorporating emerging trends. This means that old and new methods must be transformed by adapting to today's settings, such as online education and personalized approaches catering to students with different learning styles.

As time progresses, researchers are continually innovating new methodologies for teaching English skills, such as communicative approaches and various tools. Trends in the domain of English Language Teaching can be identified at two levels: first, at the level of research conducted in the field, and second, in the practices adopted and implemented in classrooms (Patel, 2018). Over time, methodologies have been adapted to meet students' and environmental needs. The Montessori methodology has been used for a century since its inception. Brown (2009) asserts that the act of speaking incorporates an interaction of social, cultural, and linguistic elements that influence the production, reception, and comprehension of messages. Focusing on children's speaking practice aims to enhance listening and speaking proficiencies within a collaborative environment, facilitating communication with others.

This investigation seeks to explore the topic due to the scarcity of sources related to Montessori education and English teaching. The topic arises from a pre-service teaching experience with the foundation “Unidos por la Educación,” an organization associated with the Ministry of Education. This NGO implements Montessori classrooms in rural community schools to foster a proper teaching approach. Limited materials and educational environments created barriers to developing a proper learning process. Thus, the foundation worked with these schools to enhance education for children and teaching strategies for teachers. This initiative was a response to the current situation in these rural communities, aiming to support decent education.

The foundation executed an educational transformation project by implementing Montessori education and tools, improving the teaching-learning process for Spanish subjects and the English language. This application affected EFL classrooms, offering an innovative approach to teaching and ensuring quality and solid knowledge for children. It is important to



explore and analyze how this methodology influences English learning focused on speaking skills.

According to Arifin (2018), when toddlers learn to communicate in a foreign language such as English, it involves a series of intricate language acquisition activities. It is widely recognized that speaking is typically the initial skill that young children acquire. However, challenges arise when individuals encounter idiomatic expressions and interpretation troubles in their native language, complicating the development of proficiency in English speaking skills.

The Montessori methodology is an effective model for holistically developing social and academic proficiencies, preparing students for life challenges. Montessori tools play a key role in the brain's process of associating images, objects, and meanings, essential for teaching concepts, especially in language learning. Learning styles are not a barrier to the Montessori approach because of the skill implementation and realia applied in the classroom.

The method leverages sensory-rich materials to create tangible connections between abstract ideas and their physical representations, fostering bilingualism when English teaching is introduced at early stages. Furthermore, this multisensory approach aligns with how the brain processes and retains information. When children interact with Montessori tools, their brains engage multiple neural pathways simultaneously. The sensory cortex is stimulated by touching, seeing, and manipulating objects, enhancing memory to achieve language acquisition. For example, tracing sandpaper letters while hearing the corresponding sounds engages the motor, auditory, and visual cortex.

## **Problem Formulation**

### **Problem Question**

How do Montessori tools contribute to developing speaking skills in children?

### **Specific Questions**

- How do Montessori tools help in the development of speaking skills in children?
- What evidence or research supports the effects of Montessori tools in fostering speaking skills?
- What are the Montessori tools that contribute to the development of speaking skills?

## **Objectives**

### **General objective**

- To explore the Montessori tools and their contribution to the improvement of speaking skills in children.

### **Specific objectives**

- To analyze what Montessori tools, contribute to the development of English-speaking skills.
- To explore teachers' experiences with the use of Montessori tools teaching English speaking skills to young learners.
- To reflect on the importance of using Montessori tools for the development of speaking skills in children.

## **Justification**

Early childhood education is crucial for the holistic development of children. It is during this period that foundational skills, including language and communication, are established. The

ability to speak effectively is vital for social interaction, academic success, and future professional opportunities.

The Montessori method, developed by Dr. Maria Montessori, is a child-centered educational approach that emphasizes hands-on, experiential learning. This method is known for fostering independence, creativity, and critical thinking. Montessori tools, specifically designed to enhance various developmental domains, are particularly effective in promoting language and speaking skills through interactive and engaging activities.

Ecuadorian education needs improvement, and one promising opportunity is to adopt holistic methodologies such as the Montessori method. However, the utilization of Montessori tools for teaching English remains limited within educational institutions, highlighting a significant problem, there are challenges, such as limited resources, traditional teaching methods, and linguistic diversity, which can hinder the development of strong speaking skills in children. Incorporating innovative educational approaches like Montessori can address these challenges by providing children with opportunities to practice and enhance their language abilities in a supportive environment.

This research aims to provide information about how materials, instructional techniques, and classroom strategies are conducive to fostering verbal communication abilities in children in this way educators can optimize their teaching practices. Additionally, the findings from this study may inform professional development initiatives, equipping educators with evidence-based recommendations for promoting speaking skills in children and advancing educational outcomes in Ecuador.

## Chapter II

### Theoretical Framework

#### Background

The theoretical framework provides a foundation for understanding how Montessori tools can effectively foster the development of speaking skills in children. By situating this study within the context of relevant educational theories and pedagogical principles, we can better grasp the mechanisms through which Montessori methods contribute to language acquisition and verbal proficiency.

#### International background

An article by Sato (2023) published in *Vision Journal for Language and Foreign Language Learning* demonstrates how Montessori principles can be adapted to promote multilingualism within a classroom setting. The case study emphasizes the importance of fostering cultural understanding alongside language learning, showing that a multilingual learning environment significantly enhances students' communication and social skills. This exploration highlights how cultural understanding and language learning can be seamlessly integrated using Montessori tools.

Randolph et al. (2023) conducted a systematic review published in *Campbell Systematic Reviews* to analyze the impact of Montessori education on student outcomes. The review concludes that Montessori education positively affects cognitive, social-emotional, and language skills. This comprehensive analysis supports the argument that Montessori methods can enhance language acquisition and overall student development, reinforcing the idea that Montessori tools are effective for developing speaking skills.

A recent investigation by Anggraeni and Faizah (2024) published in *Advances in Social Science Education and Humanities Research* explores the effectiveness of Montessori materials for speech development in children with language disorders. The case study shows promising results in improving specific speech sounds, suggesting that Montessori tools have the potential to address diverse language needs. This research underscores the need for further studies to validate the effectiveness of Montessori methods for children with speech and language challenges.

Nichols and Pianta (2021) conducted a meta-analysis published in *International Education Trend Issues* comparing Montessori and traditional approaches to early literacy development. The research suggests that while both approaches are effective, Montessori may have a slight advantage in vocabulary development. This comparative analysis provides evidence that the Montessori method's focus on vocabulary acquisition directly influences speaking abilities, making it a valuable approach for language development.

Wanto and Lie (2023) published a study in *At-Thullab Jurnal Mahasiswa Studi Islam* investigating the relationship between the Montessori method and motivation for language learning. The survey demonstrates that Montessori classrooms foster intrinsic motivation for language learning due to student autonomy and self-directed learning. This finding is critical as motivation is a key factor in developing speaking skills, highlighting the motivational benefits of the Montessori approach for language learning.

An article by Aljabreen (2020) published in the *International Journal of Early Childhood* demonstrates the strengths of the Montessori method, particularly its focus on hands-on activities and self-discovery, which are beneficial for language learning. This literature review compares

three alternative early childhood education approaches, emphasizing that Montessori's child-centered learning approach is well-suited for language acquisition.

Studies by Uslu Kocabas and Bavli (2022) published in *Participatory Educational Research* have shown that integrating Montessori principles with multilingual education supports communication skills and addresses challenges in communication and collaboration faced by teachers. This literature review discusses how Montessori principles align well with multilingual education goals, reinforcing the effectiveness of Montessori strategies in language learning.

According to findings published in the *Erasmus+ Strategic Partnership in the Field of Adult Education* (2019) journal, practical methods for incorporating grammar instruction in a child-centered way are demonstrated to be effective in developing speaking skills. This literature review presents practical strategies for teaching grammar in Montessori classrooms, emphasizing the adaptability of Montessori approaches to include grammar learning through engaging activities.

It becomes evident that the Montessori approach, with its emphasis on individualized learning, self-discovery, and cultural understanding, is highly effective in enhancing language acquisition and communication skills. Montessori tools not only foster intrinsic motivation and active engagement but also cater to diverse learning needs, making them a robust framework for developing proficient and confident speakers in early education.

### **National background**

Zavala (2022) conducted a study published in *University Honors Theses* investigating the impact of Montessori education on student relationships and communication skills. This

observational study demonstrates that Montessori environments foster social interactions and communication through self-directed learning and collaboration, reinforcing the development of speaking skills. Zavala's research suggests that the collaborative and self-directed nature of Montessori classrooms is beneficial for improving students' social and communication abilities, this observational study highlights the social and communication benefits of Montessori environments.

The investigation's results by Pérez (2020) published in the Journal Universidad Técnica del Norte Postgraduate Institute highlight the role of Montessori principles in promoting autonomy and supporting language development in children with special educational needs. This non-experimental qualitative descriptive study emphasizes the constructivist nature of the Montessori method. It was found that Montessori principles effectively promote autonomy by reinforcing cognitive dimensions like verbal and numerical ability, supporting language development.

The research findings by Estrella Garcés and Esteves (2020) published in Sahatiri Journals imply that didactics through the five senses are crucial for effective language learning and speaking skills development. This bibliographic research highlights the multisensory approach of Montessori education.

The data collected by Caballero Macias and Villafuerte (2022) published in the European Journal of English Language Teaching leads to the conclusion that Montessori methods significantly enhance communication skills. This analysis underscores the effectiveness of Montessori methods for EFL learners.

In the article by Alvear and Padilla (2023) published in Repositorio (UCE) Universidad Central del Ecuador, it is emphasized that the Montessori method facilitates language acquisition by leveraging the child's absorbing mind and providing prepared environments. This bibliographic-documentary research discusses how prepared environments support various linguistic skills, enhancing speaking abilities.

The study's results by Baquerizo and Solano (2023) published in Repositorio UPSE underscore the importance of Montessori materials in supporting language development, foundational for improving speaking skills. This action research demonstrates that Montessori materials are effective tools for supporting vocabulary learning.

A study carried out by Tabango (2024) published in Repositorio Universidad Técnica del Norte highlighted the importance of playful interaction, motor skill development, and social learning, all essential components for the development of speaking skills. This mixed-methods research compares traditional English classes to proposed Montessori activities, demonstrating that playful Montessori activities can improve writing and speaking skills through motor skills and social learning.

According to research conducted by Velastegui (2022) published in the Journal Repositorio Universidad Técnica de Cotopaxi, the Montessori methodology integrates materials, physical space organization, and sensory development, which significantly contribute to developing speaking skills in young learners. This literature review provides context for the ongoing application of Montessori methods in early childhood education in Ecuador.



Findings from a study by Quintero (2023) published in the Journal PUCE indicate that Montessori methodology activities foster autonomy and support language development by encouraging children to express themselves and engage in meaningful conversations. This didactic proposal promotes child autonomy through activities focused on sensory senses and practical life activities.

## **Pedagogical basis**

### **Constructivism**

According to Piaget (1964) cited by Caballero et al., (2022), learning is a dynamic process that involves not only observing and adapting to the structure of objects but also transforming our understanding of how things work. As people interact with our environment, whether through hands-on experiences or cognitive engagement, we continually refine and update our internalized view of the world around us.

Montessori education aligns closely with the principles of constructivism. Dr. Maria Montessori, the founder of the Montessori method, believed that children learn best through active engagement with their environment. Montessori classrooms are designed to be child-centered, encouraging exploration, discovery, and interaction, all of which are key elements of constructivist learning.

### **Behaviorism**

This approach emphasizes a scientific understanding of behavior and its determinants. The philosophy of science that forms the basis of behavior analysis is known as radical behaviorism. A study conducted by Skinner (1989) cited by Caballero et al., (2022) emphasizes the importance of studying observable behavior and the environmental factors that shape it,

rejecting mentalistic explanations in favor of a focus on observable phenomena and their relationships. It highlights the framework highlights the function of environmental contingencies and reinforcement in understanding behavior, offering a comprehensive and grounded approach to human beings.

Montessori education primarily aligns with constructivist principles, certain aspects can also be related to behaviorism, which emphasizes observable behaviours and the role of reinforcement in learning. In a Montessori classroom, positive reinforcement plays a crucial role in shaping children's behavior and learning outcomes. For instance, when children successfully use Montessori tools like the Sandpaper Letters or Moveable Alphabet to form words and sentences, they receive immediate, intrinsic reinforcement through the satisfaction of achieving their goal and often extrinsic reinforcement through teacher praise and encouragement. This reinforcement helps to increase the likelihood of repeated successful behaviours, thereby enhancing their speaking skills. Although the Montessori method emphasizes self-directed learning, the structured environment and use of repetition and reinforcement reflect behaviorist principles that contribute to language development.

### **Montessori Methodology**

The Montessori methodology was groundbreaking in its inclusive and equitable approach to education, allowing children to learn at their own pace through meaningful, curiosity-driven activities that extend beyond academic knowledge to essential life skills. Dr. Montessori developed her method through research and observations, particularly in psychiatric settings, discovering that children learn primarily through active engagement and sensory experiences. Her educational approach emphasizes tactile, visual, and auditory stimuli, fostering intellectual development and cognitive growth by connecting children's natural curiosity with sensory

exploration. This method promotes hands-on activities, interactive resources, and experiential learning, creating enriching environments for holistic development.

Montessori's approach revolutionized pedagogy by highlighting the role of sensory experiences in shaping children's learning and intellectual engagement from a young age. Children participate in practical social tasks like serving meals, tidying rooms, and looking after pets, which teach hospitality, responsibility, empathy, and care. Creative activities like building toy houses and gardening projects enhance creativity, problem-solving skills, and a connection with nature. These experiences provide valuable life skills and community involvement. The methodology emphasizes holistic development through creative exploration, incorporating materials for sensory development, physical growth, social skills, and academic preparation, aiming to nurture well-rounded, well-educated citizens.

### **Principles of Montessori Methodology**

Facilitating the easy development of each child's unique personality. Maria Montessori believed that through a child's active participation in their environment, they construct their personality, viewing each person as an integrated whole. Therefore, Montessori believed that some children were born stronger and others weaker, that is because every student is a project with different features to be embraced, these features correspond to learning styles and secondary aspects.

Assisting the child in growing up happily while adapting to society both physically and emotionally. Self-discipline was given great importance, along with finding balance, which is achieved by avoiding overprotection, authoritarianism, or excessive permissiveness.

Supporting the child in developing their full intellectual capacity. According to Maria Montessori, there are various ways we can help children develop their intellectual potential:

- Allowing children to be active, learning in a sensory way from the reality around them.
- Recognizing sensitive periods.
- Motivation is an important factor in learning (Britton, 1992).

### **Montessori Classroom**

A recent study conducted by Šimková (2023) relates that in Montessori primary and lower secondary schools, the practice of organizing children into multi-age classrooms fosters a distinctive and dynamic educational setting. Students of varying ages and grades collaborate and learn together, promoting peer-to-peer learning and a sense of community and developing social skills.

### **Inside A Montessori Classroom**

Here are five things to look for in an authentic Montessori classroom:

- Children collaborate and socialize with peers of different ages.
- Children will not be told what to learn by a teacher; they will be shown how to learn by an educator who is called the guide.
- Children are given trust and autonomy for greater independence within a deeply collaborative, community-oriented framework.
- Children gain hands-on experience using Montessori materials that have been carefully sequenced for developmentally appropriate progression.
- Children will build lifelong social and emotional skills that are uniquely emphasized alongside academics (Wawrzyniec, n.d).

Montessori tools in the context of English language education refer to materials and resources designed based on the principles of Montessori education to support the development of language skills, particularly in young learners. These tools are often tactile, interactive, and self-correcting, intended to engage children actively in their learning process. Examples of Montessori tools for English include:

**Sandpaper Letters:** Wooden or cardboard letters with textured surfaces, allowing children to trace the shapes while associating each letter with its corresponding sound.

**Moveable Alphabet:** Sets of small letters typically made of wood or plastic, enabling children to manipulate and arrange letters to form words and sentences.

**Language Objects and Picture Cards:** Objects or cards representing vocabulary items are used to enhance vocabulary acquisition and association with real-world objects.

**Phonetic and Language Cards:** Cards featuring words or phrases grouped by phonetic patterns or language structures, facilitating reading and language comprehension.

**Storytelling and Sequencing Materials:** Materials such as story cards or sequencing strips that help children practice narrative skills, understand story structures, and sequence events.

Montessori tools are designed to be developmentally appropriate, fostering independence, self-discovery, and a love for learning through hands-on exploration and discovery. They are integral to Montessori-based language programs, promoting active engagement and reinforcing language skills in a supportive learning environment.

### **Strategies For Oral Production with Montessori Tools.**

The study done by Peck (2024) in the Blog My Montessori recalls Dr. Montessori's original classroom design centered around the use of three specific materials to facilitate the development of skills. These materials continue to form the foundation of Montessori language education, attaching the curriculum to hands-on learning and individualized instruction.

Besides, language skills are explored through diverse activities and approaches within the Montessori framework, the following materials play an important role in developing literacy proficiency and a deep understanding of language concepts. Their continuing relevance features the enduring impact of Dr. Montessori's educational principles on language development in early childhood education.

#### **Secret Bag**

The "Secret Bag" strategy in Montessori education enhances English speaking skills through engaging storytelling with visual cues. Students interact with story-related objects from a bag, retell story segments, discuss plot sequences, and practice descriptive language. Group activities foster confidence in speaking, develop listening skills through summarizing and responding to questions, and encourage reflection to deepen understanding and language proficiency.

#### **Movable Alphabet**

The use of cut-out letters in Montessori education allows children to express themselves creatively and learn language rules without the physical constraints of handwriting. Peck (2024) emphasizes that tactile tools create a dynamic learning environment where young children explore language through play and interaction. By integrating engaging activities and specific exercises,

children's oral communication abilities can be effectively fostered. Fun activities like games, stories, and group discussions provide opportunities for kids to talk, share ideas, and practice speaking, while technology like videos can enhance the learning experience. This method helps children learn new words, improve speaking skills, and gain confidence, preparing them for academic and social success.

The movable alphabet in Montessori education helps children to express ideas using letters. This tactile and visual approach enhances their ability to construct words and develop writing skills, facilitating the creation of complete words and sentences. These activities blend multiple skills, such as reading, writing, speaking, and listening, supporting overall language development. The use of Montessori tools in traditional, flipped, and blended classrooms can improve teaching English as a foreign language, focusing on oral proficiency and ensuring students develop strong knowledge, skills, and abilities.

### **Vocabulary Cards**

According to My Montessori Moments (2022), Montessori vocabulary cards, also known as three-part matching cards, are vital in early reading instruction. This tool includes sets of image cards, word cards, and combined image-word cards. Children match images with words, helping them associate visual images with written terms, and enhancing vocabulary and comprehension. Successfully matching these cards reinforces their understanding and retention, aiding literacy development.

Additionally, three-part matching cards significantly enhance speaking skills. As children say the names of the images aloud, they practice pronunciation and articulation, improving vocabulary recall and usage in conversation. Discussing the images and words with peers or

teachers fosters meaningful dialogue, aiding sentence formation, question-asking, and contextual vocabulary use. This approach supports reading and writing while promoting confident, articulate speaking, preparing children for advanced language use in academic and social contexts.

### **The Montessori Pink, Blue, and Green Series**

According to *My Montessori Moments (2022)*, the Montessori Pink, Blue, and Green Series indeed provide a structured and sequential approach to teaching English Phonics in Montessori institutions. Each series targets specific phonetic elements and builds upon the previous one, allowing students to gradually develop their phonetic awareness and literacy skills.

1. **Pink Series (Short Vowels):** This series focuses on introducing and reinforcing the sounds of short vowels (a, e, i, o, u) in simple, phonetically regular words. It typically includes activities such as matching picture cards with corresponding word cards, object-picture-word matching exercises, and writing activities. The emphasis is on developing phonemic awareness and the ability to decode and encode short vowel sounds in words.
2. **Blue Series (Consonant Blends):** Building upon the foundation of short vowels established in the Pink Series, the Blue Series introduces consonant blends or digraphs (e.g., br, cl, st, sh, ch, th) within words. Students learn to recognize, blend, and segment these consonant blends into words of increasing complexity. Activities in this series may include sorting word cards based on initial or final consonant blends, reading, and spelling exercises, and phonetic analysis tasks.
3. **Green Series (Phonetic Combinations):** The Green Series further extends phonetic knowledge by introducing more complex phonetic patterns, including vowel digraphs



(e.g., ai, ee, oa) and diphthongs (e.g., ou, oy). Students learn to identify and manipulate these phonetic combinations in words, expanding their vocabulary and spelling skills. Activities in the Green Series often involve word-building exercises, reading comprehension tasks, and writing activities that reinforce the application of phonetic principles.

By systematically progressing through the Pink, Blue, and Green Series, students develop a solid foundation in English Phonics, enabling them to read, write, and spell with confidence. The sequential nature of these materials ensures that learners master fundamental phonetic concepts before advancing to more complex linguistic patterns, fostering a comprehensive understanding of English language structure.

## **Legal Basis**

### **Constitution of the Republic of Ecuador**

**Art. 21.-** Las personas tienen derecho a construir y mantener su propia identidad cultural, a decidir sobre su pertenencia a una o varias comunidades culturales y a expresar dichas elecciones; a la libertad estética; a conocer la memoria histórica de sus culturas y a acceder a su patrimonio cultural; a difundir sus propias expresiones culturales y tener acceso a expresiones culturales diversas. No se podrá invocar la cultura cuando se atente contra los derechos reconocidos en la Constitución.

**Art. 26.-** La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el

buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

**Art. 27.**-La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

The Constitution of Ecuador (2008) states in articles 27 and 28 that education must serve the public interest over individual or corporate gains. It guarantees universal access, continuity, mobility, and graduation without discrimination, making education compulsory from preschool through high school. It supports intercultural dialogue and lifelong learning in both formal and non-formal settings. Public education is to be universal, secular, and free up to the tertiary level.

### **Ley Orgánica de Educación Intercultural**

**Art. 2.- Principios.** - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

bb. Plurilingüismo. - Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas

oficiales de relación intercultural; así como en otros de relación con la comunidad internacional;

**Art. 5.-** La educación como obligación de Estado. - El Estado tiene la obligación ineludible e inexcusable de garantizar el derecho a la educación, a los habitantes del territorio ecuatoriano y su acceso universal a lo largo de la vida, para lo cual generará las condiciones que garanticen la igualdad de oportunidades para acceder, permanecer, movilizarse y egresar de los servicios educativos. El Estado ejerce la rectoría sobre el Sistema Educativo a través de la Autoridad Nacional de Educación de conformidad con la Constitución de la República y la Ley.

### **Foreign Language Curriculum**

The curriculum aligns with international standards such as the Common European Framework of Reference (CEFR), ensuring consistency and quality in language education. The primary goals of the English as a foreign language curriculum include nurturing students' global awareness, cultural understanding, and effective communication abilities. Additionally, it aims to cultivate personal, social, and intellectual competencies necessary for success in a multicultural and multilingual world.

By employing adaptable strategies that accommodate diverse learning styles and educational environments, the curriculum endeavors to optimize language acquisition and foster a lifelong passion for learning (Ministry of Education, 2016). This approach prioritizes strategies that cater to various learning styles and educational contexts, thereby enhancing instructional quality and facilitating comprehensive English language acquisition.

## **Chapter III**

### **Methodological Framework**

This study employed a qualitative research design to analyze the effectiveness of Montessori tools in the development of speaking skills in children. The qualitative approach allows for an in-depth understanding of the teachers' perspectives and experiences with Montessori tools in their classrooms.

#### **Method**

##### **Qualitative Research**

A study from Denzin and Lincoln (2005) suggests that qualitative research is focused on characteristics of objects and meanings that are not assessed or quantified in terms of quantity, amount, intensity, or frequency, or are measured only to a limited extent is why this study aims to explore and analyze the experiences and perceptions of English teachers regarding the use of Montessori tools for developing speaking skills in children.

#### **Type of Research**

##### **Phenomenological Study**

According to the research of Alhazmi and Kaufmann (2022) interviewing individuals who experience specific phenomena serves as the primary basis for phenomenological research to comprehend the phenomenon. This approach allows researchers to gain deep insights into the lived experiences of participants, ensuring that the investigation is grounded in the actual perceptions and interpretations of those directly affected.

This study is phenomenological research, a type of qualitative research that focuses on exploring and understanding the lived experiences of individuals. The goal is to uncover the

essence of the participants' experiences with Montessori tools in developing speaking skills in children.

## **Data Collection Techniques**

### **Interview**

An interview is a qualitative research method that relies on asking questions to collect data. Interviews involve two or more people, one of whom is the interviewer asking the questions. (George, 2022). Virtual interviews were taken through the Zoom platform to 5 English teachers has experience with Montessori tools and methodology.

## **Instruments**

### **Questionnaire**

Taherdoost (2022) states that a questionnaire serves as a crucial tool in a research study, aiding the researcher in gathering pertinent data related to the research topic. A questionnaire was used to gather data on Artificial Intelligence to enhance English speaking skills. The questionnaire with 10 open-ended questions focused on teachers' previous experiences with Montessori tools.

### **Open-Ended Questionnaire**

By allowing respondents to express their thoughts, feelings, and experiences in their own words, researchers can expose nuances and insights that might be missed with more restrictive questioning techniques.

## Data Collection Processing and Resources

**Table 1**

*Data Collection Processing and Resources*

<b>Basic Questions</b>	<b>Explanation</b>
<b>What?</b>	To obtain the data
<b>Where?</b>	3 schools
<b>When?</b>	2024
<b>How?</b>	One-on-one interview, questionnaire
<b>What for?</b>	Explore the experiences of English teachers with the Montessori tools.

*Note:* Data Collection Processing and Resources

For this study on the analysis of Montessori tools for developing speaking skills in children, it was designed an open-ended questionnaire consisting of eight questions. The purpose of the questionnaire is to gather detailed insights from teachers who have used Montessori tools in their classrooms. These questions are carefully crafted to explore the teachers' experiences, perceptions, and observations regarding the effectiveness of these tools in enhancing children's speaking abilities.

The data will be gathered through interviews conducted via video calls using Zoom. Each participant will be individually interviewed to allow for in-depth discussion and to capture responses. The process involves scheduling video calls with the teachers, where they will be asked the questionnaire questions. These interviews aim to elicit qualitative data that can later be analyzed to understand the impact of Montessori tools on children's speaking skills in the specific context of the study area.

Data was collected through interviews. This method is suitable for phenomenological research as it allows participants to share their experiences in their own words, providing deep insights into their perspectives.

### **Population and Sample**

According to Bhandari (2020), the population refers to the complete set of individuals or items that you aim to study and make conclusions about regarding a specific topic. This group encompasses all subjects that fit the criteria of research or analysis. Taking into consideration this concept, the researcher selected a population of three rural schools (Ernesto Velasquez Kuffo school, Vicente Rocafuerte school, and Puerto Rico school). And 5 teachers who are part of the school program from the foundation “Unidos por la Educación”. That has worked with the Montessori methodology.

## Chapter IV

### Analysis of Findings

#### Brief explanation of the findings

In this chapter, -the analysis of the data collected from the study about Montessori tools in developing speaking skills in children will be shown. Five English teachers shared their insights, experiences, and reflections on how Montessori methods and tools can enhance speaking skills, providing a comprehensive understanding of their practical applications and benefits in the classroom.

The findings suggest that the Montessori tools not only enhance linguistic proficiency but also nurture confidence and fluency in communication which are mainstays of speaking skills. This holistic method supports the development of speaking, listening, and social skills, promoting language proficiency.

#### Interpretation of the results

##### Question 1

**How do the Montessori Method and its tools impact children's learning processes?**

**How can you describe its effects?**

The answers reflect innovation, student autonomy, hands-on learning, and intrinsic motivation, providing a framework for developing speaking skills in students. By creating an engaging and supportive learning environment, Montessori tools and principles help students build confidence, competence, and a genuine love for speaking.



### Question 2

**From your experience, how are the Montessori method and tools integrated into your English language teaching?**

The integration of the Montessori method and tools into English language teaching reveals a multifaceted approach that prioritizes student autonomy, hands-on learning, and intrinsic motivation. Teachers highlighted the importance of giving students the freedom to choose their activities and topics of interest, fostering a sense of ownership and responsibility that enhances their speaking skills. Montessori tools such as language cards, phonetic objects, and storytelling kits facilitate hands-on learning, making abstract language concepts more concrete and understandable.

### Question 3

**How does Montessori education contribute to the development of speaking skills in children?**

According to the participants' responses, Montessori education enhances speaking skills by fostering an engaging and supportive environment where students actively participate in their language journey. The use of tools like command cards and the mobile alphabet helps students develop speech unconsciously and enjoyably, contrasting with traditional repetitive learning methods. Starting with simple words and progressing to complex sentences when speaking skills are being learned speaking skill.

### Question 4

**When comparing Montessori teaching strategies to the foreign language teaching strategies, how do they perform in terms of enhancing speaking skills?**

The interviewed teachers mentioned that Montessori tools enhance the development of speaking skills because of their integration into real life by using card commands that are related to classroom language. Expanding this statement the commands are not just classroom language, it is life commands daily developing speaking skills as well as vocabulary. Through real-life scenarios and familiar vocabulary, students internalize knowledge in a practical and personal manner. Also, mixed-age groupings promote peer interaction and collaborative learning, further boosting confidence and fluency. Contrasting traditional methods, Montessori strategies and tools offer a dynamic, immersive experience that provides support to various learning styles, making language learning a personalized and effective process.

Question 5

**From your teaching experience, Which Montessori language materials have shown the be effective in fostering children's speaking abilities?**

The teachers highlighted that Montessori tools enhance students' speaking skills through interactive and tactile learning experiences. Activities like the mystery bag, sand letters, and the Moveable Alphabet facilitate unconscious vocabulary acquisition and improve speech; this reinforces the tools that were mentioned in Chapter 2. The Moveable Alphabet and sandpaper letters are tools used to foster speaking engagement through letter-sound relationships and word articulation, while language games like Color games and thematic picture cards and vocabulary promote engagement and peer collaboration.

#### Question 6

**What are the benefits of using Montessori language tools for the development of English-speaking abilities? What are the underlying reasons for these benefits?**

The answers were positive about the benefits due to teachers' experience with Montessori tools usage, using Montessori language tools to improve speaking skills. These tools, like the Moveable Alphabet and sandpaper letters, engage students in hands-on, tactile learning, fostering a deep understanding of speech and awareness. This methodology is respectful and inclusive, making learning meaningful and connected to reality. By encouraging curiosity and active participation, Montessori tools promote intrinsic motivation and sustained engagement. This approach enhances vocabulary retention, phonemic awareness, and overall communication skills which belong to the branch of Speaking skills.

#### Question 7

**What challenges have you faced when using Montessori materials and tools to teach English-speaking skills to children?**

The teachers mentioned challenges that are overcome and turn into opportunities. For example, the management of large groups while sticking to Montessori principles of individualized work requires creative activity planning and group management strategies. While students may not always use materials as intended, this flexibility encourages exploration and enhances learning experiences.

However, adaptative activities to diverse learning styles and language levels within mixed-age classrooms is essential for fostering verbal fluency because older students can help them express themselves adequately. Finally, integrating Montessori materials into language teaching requires careful planning to ensure alignment with curriculum standards while promoting a supportive learning environment the mission of improving English skills such as speaking is fulfilled.

**Table 2**

*Interpretation of data from the interview*

<b>Questions</b>	<b>Participant 1</b>	<b>Participant 2</b>	<b>Participant 3</b>	<b>Participant 4</b>	<b>Participant 5</b>
<b>Q1 How does the Montessori Method impact children's learning processes? How can you describe its effects?</b>	Child-centered education	Hands on learning environment	Individualized pacing	Critical thinking skills	Prepared learning environment
<b>Q2 From your experience, how is the Montessori method integrated into English language teaching?</b>	Montessori method	Self-directed learning	Tactile materials	Phonetics	Mixed-age groups
<b>Q3 How does Montessori education contribute to the development of speaking skills in children?</b>	Montessori education	Speaking skills	Child-centred approach	Language development	Active listening
<b>Q4 When comparing Montessori teaching strategies to foreign language teaching strategies, how do they perform in terms of enhancing speaking skills?</b>	Montessori teaching strategies	Child centred approach	Hands on learning	Immersive language learning	Mixed-age groupings.

<b>Q5 From your teaching experience, Which Montessori language materials have shown the be effective in fostering children's speaking abilities?</b>	Montessori language materials	Moveable Alphabet	Sandpaper letters.	Picture cards	Language games
<b>Q6 What are the benefits of using Montessori language tools for the development of English-speaking abilities? What are the underlying reasons for these benefits?</b>	Montessori language tools	English-speaking abilities	Hands-on approach	Vocabulary retention	Self-confidence
<b>Q7 What challenges have you faced when using Montessori materials to teach English speaking skills to children?</b>	Assessment of Speaking Skills	Adaptation to Curriculum Requirements	Diverse Learning Styles	Supportive Learning Environment	Management of Large Groups

*Note:* Analysis of keywords from the interviewed professors.

**Table 3**

*Interpretation of bibliographic review*

<b>Questions</b>	<b>Question 2 From your experience, how is the Montessori method integrated into English language teaching?</b>	<b>Question 3 How does Montessori education contribute to the development of speaking skills in children?</b>	<b>Question 4 When comparing Montessori teaching strategies to the foreign language teaching strategies, how do they perform in terms of enhancing speaking skills?</b>	<b>Question 6 What are the benefits of using Montessori language tools for the development of English-speaking abilities? What are the underlying reasons for these benefits?</b>
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<b>Answers</b>	The method focuses on individualized, sensorial approaches, and self-directed learning environments to foster a holistic learning of the English Language.	Montessori education enhances speaking skills by fostering an engaging and supportive environment where students actively participate in their language journey.	Through real-life scenarios and familiar vocabulary, students internalize knowledge in a practical and personal manner. Also, mixed-age groupings promote peer interaction and collaborative learning, further boosting confidence and fluency.	These tools, like the Moveable Alphabet and sandpaper letters, engage students in hands-on, tactile learning, fostering a deep understanding of speech and awareness.
<b>Authors</b>	According to Anggraeni and Faizah (2023) suggest that children in Montessori settings tend to exhibit greater improvements in learning skills compared to their peers in conventional preschool settings.	Cajahuarina (2018) states the importance of sensory experiences in fostering children's intellectual development and cognitive growth is important to the proper English language learning process.	According to Caballero et al. (2022), their research suggests that implementing the Montessori methodology has the potential to improve current approaches to teaching English as a second language, particularly focusing on developing speaking skills.	Peck (2020) states that by integrating such tactile tools, educators can create a dynamic learning environment where young children are encouraged to explore language through play and interaction.

*Note:* Interpretation of bibliographic review and data collection from interviews

Montessori methods in English language teaching emphasize individualized, sensorial approaches and self-directed learning, fostering a holistic understanding of the language. By using real-life scenarios and tactile tools like the movable alphabet and sandpaper letters, Montessori education enhances speech awareness and fluency.

Researchers Anggraeni and Faizah (2023), Cahahuarina (2018), Caballero et al. (2022), and Peck (2020) highlight the practical benefits of these methods, such as hands-on activities, peer interaction, and collaborative learning. Their findings suggest that Montessori tools significantly improve speaking skills in children learning English as a second language and can transform language education practices worldwide.

## Chapter V

### Conclusions and recommendations

This chapter presents the conclusions drawn from the analysis of findings on the use of Montessori tools in improving children's speaking skills.

#### Conclusions

The analysis of Montessori tools demonstrates that these educational resources significantly contribute to the improvement of speaking skills in children. The tactile, visual, and interactive nature of Montessori materials, such as the movable alphabet and vocabulary cards, facilitates language acquisition by engaging multiple senses. This multi-sensory approach helps children to better understand and retain vocabulary, improve pronunciation, and construct sentences, thereby enhancing their overall speaking abilities.

Teachers' experiences with using Montessori tools in teaching English-speaking skills to young learners are overwhelmingly positive. Educators report that these tools not only make the learning process more enjoyable and engaging for children but also promote active participation and confidence in speaking. Teachers note that the hands-on activities provided by Montessori materials and tools foster a deeper understanding of language concepts and encourage children to practice speaking in a supportive and stimulating environment.

Reflecting on the importance of Montessori tools, it is evident that they play a crucial role in the holistic development of speaking skills in children. These tools support not only the mechanical aspects of language learning, such as vocabulary and pronunciation but also the cognitive and social aspects. By integrating language learning with practical life activities and

social interactions, Montessori tools help children develop essential communication skills that are vital for their academic and social success.

### **Recommendations**

Educators and policymakers should consider incorporating Montessori tools into both traditional and contemporary classroom settings, such as flipped and blended learning environments. This integration can provide a diverse range of learning experiences that cater to different learning styles and enhance the overall effectiveness of language instruction.

To maximize the benefits of Montessori tools, it is essential to provide teachers with professional development opportunities focused on the effective use of these materials. Training sessions, workshops, and continuous support can equip educators with the necessary skills and knowledge to implement Montessori methods successfully, thereby improving their teaching practices and student outcomes.

While this study highlights the positive impact of Montessori tools on speaking skills, further research is needed to explore their long-term effects and potential applications in various educational contexts. Future studies should examine the impact of these tools on different age groups, proficiency levels, and diverse linguistic backgrounds to provide a more comprehensive understanding of their effectiveness in language development.



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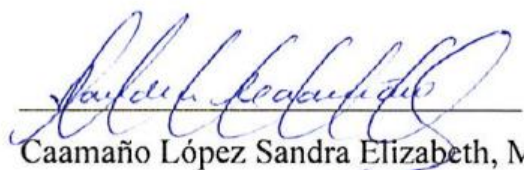
## Annexes

### Annex 1: Certified Anti-plagiarism System.

#### Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “ANALYSIS OF MONTESSORI TOOLS FOR THE DEVELOPMENT OF SPEAKING SKILLS ON CHILDREN” elaborado por el estudiante **RUDDY EMMANUEL BALLADARES TOSCANO**, la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 8% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Caamaño López Sandra Elizabeth, MSc.  
**ADVISOR**



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## Annex 2: Questionnaire for interview.



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

### Questionnaire

**Objectives:** to gather insights and perspectives from English teachers about Montessori tools in enhancing the speaking skills in children

- The following questionnaire is driven to extract opinions and postures from Montessori teachers to support the thesis of the project.
- The information given will be used for research purposes, I thank you for your collaboration in advance.

### Questions

1. How does the Montessori Method impact children's learning processes? How can you describe its effects?
2. From your experience, how is the Montessori method integrated into English language teaching?
3. How does Montessori education contribute to the development of speaking skills in children?
4. When comparing Montessori teaching strategies to the foreign language teaching strategies, how do they perform in terms of enhancing speaking skills?

5. From your teaching experience, Which Montessori language materials have shown the be effective in fostering children's speaking abilities?
6. What are the benefits of using Montessori language tools for the development of English-speaking abilities? What are the underlying reasons for these benefits?
7. What challenges have you faced when using Montessori materials to teach English speaking skills to children?

### **Annex 3. Transcription of interviews.**

#### **Transcriptions**

##### **Interview 1**

**1. How does the Montessori Method impact children's learning processes? How can you describe its effects?**

The Montessori methodology positively influences the teaching and learning process, creating an attractive educational environment due to its innovation, tools, and resources. drawing the student's attention, thus achieving better results.

**2. From your experience, how is the Montessori method integrated into English language teaching?**

It can be used in every single classroom; however, it is important to know its principles, pros, and cons. In the field of learning a new language, sensory materials can be used, the mystery bag has been used and the sandpaper letters have been effective when teaching my classes, since with good use, you can work on the 4 skills of the study.

**3. How does Montessori education contribute to the development of speaking skills in children?**

The Montessori model contributes to students' active participation and commitment to learning. Activities such as command cards and the mobile alphabet help the student to develop their speech unconsciously, since they enjoy and find this activity fun, unlike the classic repetitive ways of learning and repeating what the teacher previously says.

**4. When comparing Montessori teaching strategies to the foreign language teaching strategies, how do they perform in terms of enhancing speaking skills?**

The willingness to participate increases, as does commitment. Students simply do not care about mistakes, embarrassment, and shyness. The nature of the activity invites them to want to interact and be part of the activity.

**5. From your teaching experience, Which Montessori language materials have shown to be effective in fostering children's speaking abilities?**

As I mentioned above, activities like the mystery bag, sand letters and the moving alphabet have been important tools during my classes when I want to improve students' speech, they also present a plus which is the unconscious acquisition of new vocabulary.

**6. What are the benefits of using Montessori language tools for the developments of English-speaking abilities? What are the underlying reasons for these benefits?**

The student's commitment and curiosity when participating in the activity makes its development in an optimal environment to achieve meaningful learning.

**7. What challenges have you faced when using Montessori materials to teach English speaking skills to children?**

Managing a large group of students can present as a challenge when wanting to use Montessori material, since according to its philosophy, the work is individual, you can even work in a group of up to four students, however this creates a difficulty. A different activity should be assigned for the other group.

**Interview 2**

**1. How does the Montessori Method impact children's learning processes? How can you describe its effects?**

The Montessori method allows students to discover and be protagonists of their learning. It impacts educational practice because from the first years of schooling, students become aware of their learning, the pace, and their way of acquiring new knowledge that will be useful to them throughout their lives.

**2. From your experience, how is the Montessori method integrated into English language teaching?**

From my experience as an English teacher, I have been able to notice that applying the Montessori methodology is a friendly way of learning because it respects the level of knowledge of the students and allows everyone to continue advancing based on their own knowledge base.

**3. How does Montessori education contribute to the development of speaking skills in children?**

The Montessori methodology allows students to become more confident in their speaking skills since it starts with simple words and progresses to longer sentences and phrases. In addition, it is a vocabulary in English that is integrated into their own lives, which transforms it into a strategy more attached to their reality.

**4. When comparing Montessori teaching strategies to the foreign language teaching strategies, how do they perform in terms of enhancing speaking skills?**

The Montessori methodology is different from the others because its knowledge is internalized in a more significant way through practice and vocabulary that is familiar to

students. When we talk about speaking skills, more than learning, it is an acquisition of another language since it is in a practical way and adapted to personal and group rhythms and interests.

**5. From your teaching experience, Which Montessori language materials have shown to be effective in fostering children's speaking abilities?**

From my experience, flashcards have been really useful because they allow students to see the picture, the written word, and practice pronunciation. These can be used in group and individual learning, games and later in the composition of sentences and texts. It is a respectful and inclusive methodology for all students. It allows learning to make sense of reality.

**6. What are the benefits of using Montessori language tools for the developments of English-speaking abilities? What are the underlying reasons for these benefits?**

Advances in speech can be seen through application to reality. Sometimes materials are used in another way, although it is not a bad thing, students do not use them correctly and learning changes. It also happens that sometimes they can get bored since the materials may be limited and that is why they want to experiment with other ways to use them.

**7. What challenges have you faced when using Montessori materials to teach English speaking skills to children?**

Some challenges when using Montessori materials for teaching English speaking skills include adapting materials for diverse learning styles and language proficiency levels within a mixed-age classroom. Ensuring that materials are accessible and appealing to all learners while maintaining a balance between structured guidance and student autonomy can require careful planning and ongoing assessment. Additionally, creating a supportive environment where

children feel comfortable taking risks and making mistakes is crucial for nurturing speaking abilities in a stress-free manner.

### **Interview 3**

**1. How does the Montessori Method impact children's learning processes? How can you describe its effects?**

The Montessori Method enhances children's learning through a child-centred approach, autonomy in choosing activities, and individual pacing. It utilizes tactile materials for concrete understanding, promotes mixed-age learning, develops critical skills like decision-making and problem-solving, and fosters a prepared environment that encourages concentration and responsibility. This approach values children's intrinsic motivation, driven by the satisfaction of learning itself.

**2. From your experience, how is the Montessori method integrated into English language teaching?**

In a Montessori classroom, we seamlessly integrate the Montessori method into English language teaching. Children engage in self-directed learning, selecting English activities that captivate their interests and curiosity. Utilizing tactile materials such as alphabet letters, flashing cards, phonetic objects, we create interactive experiences with the real-world tasks, which solidify their understanding of English. Each child progresses at their own pace, ensuring mastery before advancing, while collaborative learning in mixed-age groups enriches their language skills. This approach not only fosters a deep appreciation for learning English but also empowers children to explore and embrace language acquisition naturally and joyfully.

**3. How does Montessori education contribute to the development of speaking skills in children?**

Montessori education significantly contributes to the development of speaking skills in children through a holistic and child-centered approach. In a Montessori classroom, we create a supportive environment where children feel encouraged to communicate and express themselves freely. Activities such as group discussions, storytelling, and role-playing are designed to stimulate language development. Children learn to articulate their thoughts, listen actively to peers, and engage in meaningful conversations, which are essential for building confidence and fluency in speaking. Montessori stands out for its child-centered approach and hands-on learning experiences.

**4. When comparing Montessori teaching strategies to the foreign language teaching strategies, how do they perform in terms of enhancing speaking skills?**

In a Montessori classroom, children actively engage in conversations and meaningful interactions, which build confidence and fluency. Utilizing tactile materials and real-life scenarios, we connect language learning to everyday contexts, fostering deeper comprehension and natural language acquisition. Mixed-age groupings encourage peer interaction and collaborative learning, further enhancing speaking abilities through mentoring and shared experiences. This personalized and immersive approach in Montessori education effectively cultivates strong speaking skills by nurturing each child's individual progress and enthusiasm for language exploration.

**5. From your teaching experience, Which Montessori language materials have shown to be effective in fostering children's speaking abilities?**



From my teaching experience, several Montessori language materials have proven highly effective in fostering children's speaking abilities. Materials such as the Moveable Alphabet and sandpaper letters are particularly impactful. The Moveable Alphabet allows children to construct words and sentences independently, encouraging them to vocalize what they create. This hands-on approach not only strengthens their understanding of letter-sound relationships but also enhances their ability to articulate words aloud. Similarly, sandpaper letters provide a tactile experience that helps children associate the shape and sound of each letter, laying a strong foundation for fluent speaking. By engaging with these materials in a supportive and interactive environment, children develop confidence in speaking and expressing themselves verbally, which is crucial for their overall language development.

**6. What are the benefits of using Montessori language tools for the developments of English-speaking abilities? What are the underlying reasons for these benefits?**

Using Montessori language tools to develop English-speaking abilities offers significant benefits. Tools like the Moveable Alphabet and sandpaper letters help children learn sounds and letters in a hands-on, tactile way. This fosters a deeper understanding of English language fundamentals. Moreover, these activities are interactive and encourage children to speak and construct words, boosting their confidence and fluency in verbal expression.

**7. What challenges have you faced when using Montessori materials to teach English speaking skills to children?**

When using Montessori materials to teach English speaking skills to children, several challenges may arise. Adapting activities to meet each child's unique needs can be complex. Ensuring effective use of materials to promote verbal fluency requires careful planning and time

investment. Balancing independent exploration with providing appropriate guidance can also be challenging.

#### **Interview 4**

**1. How does the Montessori Method impact children's learning processes? How can you describe its effects?**

The Montessori Method profoundly impacts children's learning processes by emphasizing independence, hands-on learning, and self-paced exploration. Children in Montessori environments are encouraged to choose their activities from a carefully prepared environment, which fosters intrinsic motivation and a love for learning. This method respects each child's individual developmental stage, allowing them to progress naturally through materials that are both stimulating and challenging. The Montessori approach also promotes critical thinking, problem-solving skills, and a deep understanding of concepts rather than rote memorization. These effects create a positive learning experience that is not only effective but also enjoyable and engaging for children.

**2. From your experience, how is the Montessori method integrated into English language teaching?**

In Montessori English language teaching, the method is integrated through specially designed materials that support language acquisition in a structured yet flexible manner. For instance, children engage with vocabulary cards, phonetic materials like the Moveable Alphabet, and language games that encourage speaking and listening skills. Teachers act as guides, providing individualized support as children progress through reading and writing activities at their own pace. This integration fosters a deep understanding of language mechanics and

encourages natural language usage through meaningful interactions with both peers and educators.

**3. How does Montessori education contribute to the development of speaking skills in children?**

Montessori education contributes to the development of speaking skills by creating an environment rich in language opportunities. Through activities such as storytelling, role-playing, and group discussions, children practice articulating thoughts and ideas fluently and confidently. The emphasis on hands-on materials and interactive learning fosters vocabulary development and improves pronunciation as children engage in conversations that are relevant and meaningful to them.

**4. When comparing Montessori teaching strategies to the foreign language teaching strategies, how do they perform in terms of enhancing speaking skills?**

Montessori teaching strategies excel in enhancing speaking skills by providing a natural and immersive language learning environment. Unlike traditional foreign language teaching methods that may rely heavily on grammar drills and translation, Montessori encourages authentic communication through contextualized activities and real-life interactions. This approach not only promotes speaking proficiency but also enhances listening comprehension and cultural understanding, as language learning is integrated into everyday experiences.

**5. From your teaching experience, Which Montessori language materials have shown to be effective in fostering children's speaking abilities?**

In my experience, Montessori language materials such as the Moveable Alphabet, picture cards with thematic vocabulary, and language games like "I Spy" have been highly effective.

These materials promote active engagement, creativity, and peer collaboration, which are essential for developing speaking abilities. The tactile nature of the materials also supports kinesthetic learners and helps children connect sounds with letters and words, facilitating smoother transitions from speaking to reading and writing.

**6. What are the benefits of using Montessori language tools for the developments of English-speaking abilities? What are the underlying reasons for these benefits?**

The benefits of using Montessori language tools for English-speaking abilities include fostering a deep understanding of language structure, enhancing vocabulary retention, and promoting self-confidence in communication. The hands-on approach allows children to manipulate language components independently, which strengthens neural pathways associated with language processing. Additionally, the freedom to choose activities based on interest encourages intrinsic motivation, leading to sustained engagement and accelerated learning outcomes in speaking, listening, and comprehension skills.

**7. What challenges have you faced when using Montessori materials to teach English speaking skills to children?**

Some challenges when using Montessori materials for teaching English speaking skills include adapting materials for diverse learning styles and language proficiency levels within a mixed-age classroom. Ensuring that materials are accessible and appealing to all learners while maintaining a balance between structured guidance and student autonomy can require careful planning and ongoing assessment. Additionally, creating a supportive environment where children feel comfortable taking risks and making mistakes is crucial for nurturing speaking abilities in a stress-free manner.

## **Interview 5**

### **1. How does the Montessori Method impact children's learning processes? How can you describe its effects?**

Montessori education represents a paradigm shift in how we nurture young minds, emphasizing self-discovery, independence, and a sustainable enthusiasm for acquiring knowledge. By instilling these values early on, Montessori not only prepares students for academic success but also cultivates the critical thinking and adaptability needed to thrive in an ever-evolving world.

### **2. From your experience, how is the Montessori method integrated into English language teaching?**

As an educator, it is my privilege to empower children to take charge of their own learning journeys, fostering the skills and mindsets necessary for lifelong fulfillment. I am committed to continuing my professional development, staying at the forefront of Montessori best practices, and inspiring the next generation of curious, compassionate, and capable individuals.

### **3. How does Montessori education contribute to the development of speaking skills in children?**

The Montessori approach prioritizes verbal expression, nurturing children to communicate confidently and articulately from a young age. Emphasizing the importance of language development, Montessori fosters an environment where children learn to express themselves effectively through spoken words.

**4. When comparing Montessori teaching strategies to the foreign language teaching strategies, how do they perform in terms of enhancing speaking skills?**

Through activities that encourage independent exploration and collaboration, Montessori students not only develop strong speaking skills but also enhance their ability to actively listen, empathize, and employ effective communication strategies. This holistic approach prepares children not just for academic success but also for meaningful social interactions and lifelong communication proficiency.

**5. From your teaching experience, Which Montessori language materials have shown to be effective in fostering children's speaking abilities?**

Traditional language strategies often rely heavily on textbooks, worksheets, and audiovisual aids. While these resources provide structured content and auditory reinforcement, they may not offer the same level of hands-on engagement and multi-sensory stimulation that Montessori materials provide. This hands-on approach in Montessori not only enhances retention and application of speaking skills but also caters to different learning styles, making language learning a dynamic and personalized experience for students.

**6. What are the benefits of using Montessori language tools for the development of English-speaking abilities? What are the underlying reasons for these benefits?**

Moveable Alphabet: Phonetic Spelling Practice: Encourage children to use the Moveable Alphabet to phonetically spell out familiar words. Begin with simple three-letter words and progress to more complex words as their confidence and proficiency grow.

Language Cards: Matching and Categorizing: Use language cards for matching games where children pair picture cards with word cards. This activity reinforces word-picture associations

and vocabulary recognition, also multi-sensory engagement, development of communication skills, promotion of phonemic awareness and spelling.

### **7. What challenges have you faced when using Montessori materials to teach English speaking skills to children?**

**Assessment of Speaking Skills:** Evaluating and assessing children's progress in spoken English proficiency through Montessori methods may differ from traditional assessment approaches. Developing appropriate assessment tools and methods that align with Montessori principles while accurately measuring language growth can be challenging.

**Adaptation to Curriculum Requirements:** In educational settings where there are specific curriculum standards or assessments, integrating Montessori language materials effectively while meeting these requirements can require creativity and alignment of learning objectives.