

# Montessori Learning Impact on Children's English Speaking Skills at FL HAUS INSTITUTE, Serang City

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**Abstract:** This study examines the impact of Montessori education on children's English-speaking skills at the FL HAUS INSTITUTE, Serang City. Grounded in early childhood language acquisition theory, the research employs a descriptive qualitative approach, collecting data through observations and interviews with young learners and their parents. The findings suggest that Montessori learning promotes language development by creating an interactive and engaging environment, thereby enhancing children's confidence and communication skills. The study highlights the critical role of parents and teachers in supporting early language growth through structured Montessori activities. Additionally, it contributes to the refinement of Montessori curricula by emphasizing the integration of well-designed oral communication exercises. The research highlights the effectiveness of a child-centered learning approach in enhancing English proficiency, underscoring the importance of Montessori education in early childhood development and its broader implications for language learning methodologies.

**Keywords:** English for Children, English Language Teaching, and Montessori

**Abstrak:** Penelitian ini mengkaji dampak pendidikan Montessori terhadap keterampilan berbicara bahasa Inggris anak-anak di FL HAUS INSTITUTE, Kota Serang. Berlandaskan teori pemerolehan bahasa pada anak usia dini, penelitian ini menggunakan pendekatan kualitatif deskriptif dengan mengumpulkan data melalui observasi dan wawancara dengan anak-anak serta orang tua mereka. Hasil penelitian menunjukkan bahwa pembelajaran Montessori mendukung perkembangan bahasa dengan menciptakan lingkungan belajar yang interaktif dan menarik, sehingga meningkatkan kepercayaan diri serta kemampuan komunikasi anak. Studi ini menyoroti peran penting orang tua dan guru dalam mendukung perkembangan bahasa sejak dini melalui aktivitas Montessori yang terstruktur. Selain itu, penelitian ini berkontribusi pada penyempurnaan kurikulum Montessori dengan menekankan integrasi latihan komunikasi lisan yang terencana. Hasil penelitian menegaskan bahwa pendekatan pembelajaran yang berpusat pada anak efektif dalam meningkatkan kemahiran berbahasa Inggris, memperkuat relevansi pendidikan Montessori dalam perkembangan anak usia dini, serta implikasinya terhadap metode pembelajaran bahasa secara lebih luas.

**Kata kunci:** Bahasa Inggris untuk Anak-anak, Pengajaran Bahasa Inggris, dan Montessori

## 1. INTRODUCTION

Language acquisition in early childhood plays a fundamental role in shaping cognitive and social development. During this critical period, children exhibit heightened neuroplasticity, enabling them to acquire and process language

more efficiently than at any other stage of life (Lightbown & Spada, 2021). English, as a global language, has gained significant importance, leading many educational institutions to introduce it as a second language (ESL) in early childhood education. However, the effectiveness of various teaching methodologies in developing

children's English-speaking abilities remains a subject of debate.

One of the widely recognized approaches in early childhood education is the Montessori method, which emphasizes self-directed learning, hands-on experiences, and a prepared learning environment that fosters autonomy and exploration (Lillard & McHugh, 2019). Unlike conventional teacher-centered instruction, Montessori learning is child-centered, allowing children to develop at their own pace while engaging in interactive and sensory-based activities (Kiran et al., 2021). This method has been found to enhance cognitive and linguistic development, particularly in literacy acquisition (Ohta, 2001). However, there is limited empirical research on how Montessori education explicitly affects children's oral English proficiency, especially in non-native English-speaking environments such as Indonesia.

Several studies have investigated various pedagogical approaches to enhance children's English-speaking skills. Cameron (2001) highlights the effectiveness of play-based learning in enhancing vocabulary acquisition and communicative confidence. Meanwhile, Charpentier et al (2021) found that structured phonemic awareness programs significantly improve pronunciation and comprehension in young learners. However, these studies predominantly focus on traditional classroom settings, where teacher-led instruction is the dominant approach. Comparatively, the Montessori method offers a distinct approach by encouraging language acquisition through immersive, interactive, and self-exploratory

experiences (Lillard & McHugh, 2019). While existing studies provide insights into general language learning strategies, few have examined how Montessori principles directly impact children's English-speaking skills, particularly in early childhood education within Indonesian settings, where English is a foreign language.

The limited research on this topic creates a gap in understanding how Montessori-based learning enhances children's oral communication skills in English, specifically in non-native English-speaking countries. Most prior studies on Montessori education in Indonesia have focused on cognitive development, socialization, and literacy acquisition, rather than spoken language development (Saputra, 2025). There is a need for empirical studies that investigate the direct impact of Montessori education on children's English-speaking skills to determine whether this approach effectively fosters early oral proficiency in ESL learners.

To bridge this gap, the present study aims to explore the relationship between Montessori-based learning and the development of English-speaking skills in young learners at the FL HAUS INSTITUTE. Specifically, it examines how the Montessori approach affects children's ability to speak English, with a particular focus on the types of activities that contribute to building their confidence in communication. In doing so, the study also aims to identify the challenges faced by both children and teachers in implementing Montessori principles within English language instruction. Through these inquiries, the research aspires to provide deeper insight into the effectiveness and practicalities of integrating

Montessori methods into early English language education.

By addressing these questions, this study contributes to the growing body of research on early childhood language acquisition. It offers insights into how Montessori education can enhance young learners' English language proficiency. The findings are expected to inform educators, policymakers, and parents on the best practices for integrating Montessori-based ESL instruction in early childhood settings.

## **2. RESEARCH METHODOLOGY**

### **2.1. Methods of Research**

This study employs a qualitative research approach to analyze and interpret descriptive data, such as transcripts from interviews, field notes, and observations. Qualitative research enables researchers to examine phenomena in their natural setting, providing an in-depth understanding of behaviors and experiences without manipulating variables (Creswell & Poth, 2016). Since the objective of this study is to explore how Montessori learning impacts children's English-speaking abilities, a case study methodology is employed to investigate classroom activities, teaching methods, and children's language development within a real educational environment (Tisdell et al., 2025).

The Montessori method, which emphasizes student-centered learning, sensory engagement, and self-directed exploration, aligns with theories of early language acquisition. It supports Vygotsky's Sociocultural Theory, which highlights that children develop language through

social interactions with more knowledgeable individuals, such as teachers and peers (Daniels, 2002). In the Montessori environment, teachers act as facilitators rather than direct instructors, allowing children to enhance their linguistic skills through structured yet autonomous activities (Lillard, 2016). By adopting this approach, this study aims to investigate the extent to which Montessori activities, including phonetic games, storytelling, and practical life exercises, contribute to children's oral language proficiency.

Given the age of the participants, qualitative methodologies are deemed more suitable than quantitative approaches, as young children may face difficulties with standardized language assessments or self-report questionnaires (Clark, 2017). Therefore, data collection is conducted through direct classroom observations, structured interviews with parents and teachers, and document analysis (Robson, 2011). These methods ensure a rich and holistic perspective on how children engage with English in a Montessori setting, while also allowing researchers to capture natural learning interactions and behavioral patterns.

To ensure comprehensive analysis, the collected data is categorized into themes and patterns, which are then synthesized into a broader framework that explores the relationship between Montessori learning and children's English-speaking development. The results are further validated through comparisons with existing literature, providing empirical insights into the effectiveness of Montessori-based ESL instruction in early childhood education (Palaologou, 2021). This approach not only strengthens the reliability of the findings but also

provides practical recommendations for educators and policymakers on enhancing early language learning strategies.

2.2. The Researcher's Presence

Qualitative research emphasizes the researcher as the primary instrument, meaning that data is collected directly through interviews, behavioral observations, and documentation (Creswell & Poth, 2016). The researcher plays a central role in every stage of the study, from planning and data collection to analysis and interpretation. Since qualitative research focuses on understanding phenomena in their natural settings, the researcher must engage deeply with participants' experiences, ensuring an accurate and empathetic representation of their perspectives (Tisdell et al., 2025).

In studies involving young children, particularly preschool-aged subjects, the researcher must go beyond traditional data collection roles. Since young participants may not always communicate effectively in structured interviews, the researcher must build trust and rapport to create a comfortable environment for natural interactions (Clark, 2017). This aligns with child-centered qualitative methodologies, where the researcher actively fosters engagement by participating in activities, observing social interactions, and adapting to children's communicative styles (Robson, 2011). By developing a positive relationship with participants, the researcher ensures that data collection is both ethical and effective, allowing for deeper insights into how children acquire and develop their English-speaking skills in a Montessori setting.

2.3. Source of Data

In this study, the parents of ten children at FL HAUS Institute served as the primary data source. Since young children may have difficulty responding to questions or may feel hesitant when interacting with unfamiliar individuals, their parents provided insights regarding their children's experiences and progress in learning English. To ensure effective communication and reliable data collection, the research team conducted structured interviews with parents, allowing for a comprehensive understanding of the children's language development.

By employing various qualitative data collection methods, including interviews, observations, and document analysis, the researchers gathered in-depth information on how Montessori-based learning affects children's English-speaking abilities. These methods also facilitated a deeper exploration of parental perspectives on the effectiveness of Montessori education in early childhood language acquisition.

The participants in this study consisted of ten children, aged 3 to 6 years old, who were enrolled at FL HAUS Institute. The details of the participants are outlined in Table 1, which includes information on each child's name, age, and the qualitative research methods applied.

Table 1 Data of the Participants

No	Name	Child	Age	Current Research Method Uses
1	DW	GI	3	Qualitative
2	RT	MH	3	Qualitative
3	ND	KY	3	Qualitative
4	DS	AL	3	Qualitative
5	RN	KA	4	Qualitative
6	PT	YK	5	Qualitative
7	EL	AX	4	Qualitative

8	AN	SY	6	Qualitative
9	RI	AD	4	Qualitative
10	FH	DK	5	Qualitative

#### 2.4. Techniques for Gathering Data

In qualitative research, participant observation, in-depth interviews, and documentation are the most common methods of data collection. These techniques enable researchers to capture rich, detailed information directly from the subjects within natural settings, ensuring an in-depth understanding of their behaviors and experiences (Creswell & Poth, 2016). In this study, semi-structured interviews, direct observation, and documentation were employed to explore the impact of Montessori learning on children's English-speaking abilities. The subjective interpretations of parents (Interviews)

Interviews were conducted to gain insights into parents' and teachers' perspectives on children's language development in Montessori-based learning. Given that the study subjects were preschoolers, semi-structured interviews were designed using child-friendly visual prompts, such as pictures and videos approved by experienced educators (Clark, 2017). Using this approach, researchers ensured that data collection was engaging and accessible for young children, thereby facilitating more authentic and meaningful responses (Einarsdóttir, 2007).

Furthermore, qualitative observation involves direct engagement with participants, where researchers study children's behaviors, interactions, and learning experiences within the Montessori classroom environment (Robson, 2011). In this study, researchers conducted non-intrusive, structured observations while children

participated in Montessori-based activities, such as phonetic games, storytelling, and self-directed learning tasks. Observations were recorded through field notes and digital documentation, capturing both verbal and nonverbal language development, emotional expressions, and interactions between children and teachers (Seidman, 2006).

To ensure data validity, researchers utilized digital and written documentation to capture children's engagement in English-speaking activities. A digital camera was used to document children's interactions and classroom engagement, while a mobile device recorded spoken conversations and parental feedback during interviews. These multimodal data sources enabled a more comprehensive analysis of how Montessori learning supports early language acquisition in young learners (Palaiologou, 2021).

#### 2.5. Instruments for Gathering Data

The research team employed several instruments in this study to ensure the collection of accurate and reliable data, including an interview guide, recording equipment, and writing instruments. The interview guide served as a structured reference for researchers when conducting interviews with subjects and informants. This instrument helped maintain consistency in questioning, prevented memory lapses, and ensured that the research objectives remained the primary focus throughout the data collection process (Creswell & Poth, 2016).

To document verbal and non-verbal interactions, researchers utilized digital recording tools, including a digital camera for capturing participants' expressions and a mobile phone

voice recorder for preserving interview data. This approach reduced researcher bias, enabled more accurate transcription, and facilitated data verification and analysis (Seidman, 2006). Researchers used pens, notebooks, and field journals to jot down observations, contextual notes, and initial interpretations during data collection. These handwritten notes complemented audio and visual recordings, ensuring a comprehensive and well-documented research process (Robson, 2011).

## **2.6. Methods of Data Analysis**

Data analysis is a continuous process that requires regular reflection on the data, critical questioning, and prompt notetaking during the investigation. Data processing and preparation are essential steps in data analysis (Suter, 2012). Transcripts of the interviews and the findings from the observations are all included in this stage. The interview transcript is coded in the second phase, and a résumé is created to facilitate easy reorganization of the facts. Additionally, the researcher provided NVIVO application to analyze the data obtained from the interview results. The generated data from NVIVO is formed into word frequency, cluster analysis, and a comparison diagram.

## **3. RESULT**

In this study, the parents of ten children from the FL HAUS Institute, where Montessori education incorporates English as a primary teaching language, participated as respondents. Parents were interviewed while waiting for their

children, who were actively engaged in learning at the Montessori educational institution. The interviews aimed to gain insights into parental perceptions regarding English language acquisition through the Montessori method. Findings revealed that most parents appreciated the integration of English into Montessori learning, as they believed that early exposure to English provides their children with a competitive advantage in the global linguistic landscape (Vallejo, 2018). However, some parents acknowledged challenges in supporting their children's English learning at home, particularly if they had limited proficiency in the language (De Houwer, 2021).

Observations of classroom interactions confirmed that English was actively used across various learning scenarios. Teachers provided instructions, explanations, and discussions in English, allowing students to engage with the language naturally. Children also demonstrated peer-to-peer communication in English, reinforcing their speaking skills through collaborative learning (García et al., 2017). Initially, some children appeared apprehensive or hesitant when speaking in English. Still, as they continued engaging with Montessori-based activities, their confidence and fluency improved (Lightbown & Spada, 2021). Observations also indicated that children were highly involved in learning the English language. They showed enthusiasm when using newly acquired vocabulary in conversations with their peers, particularly when interacting with Montessori materials.

Beyond the classroom, some children began to incorporate English into their daily interactions, such as conversations at home or during playtime. However, there are specific challenges. Some children struggled to comprehend complex concepts or instructions in English, especially when their language proficiency was still developing. Additionally, language anxiety emerged as a factor for some learners, particularly when they felt they could not fully participate in classroom discussions due to their limited English skills (MacIntyre et al., 2019).

Overall, findings suggest that early exposure to English in a Montessori learning environment has a positive impact on children's language development. Despite some challenges, the child-centered approach of Montessori education fosters linguistic confidence and prepares children for the demands of a more globally connected world. By understanding the role of English in Montessori education, parents and educators can collaborate to enhance language support strategies, ensuring that children receive optimal guidance for their language development in FL HAUS Institute and similar learning environments.

### **3.1. Interviews with 10 Parents Regarding Montessori Learning in English**

The following is an overview of our discussion, which was based on the findings of interviews conducted with ten parents of the kids who are now enrolled in the Montessori school in FL Haus:

*P1: My daughter enjoys learning English since it allows me to communicate with my daughter in a foreign tongue. It gives us a sense of intelligence. (DW-GI)*

This parent acknowledged that she loved her daughter's schooling in English. Speaking several languages and picking up new words are things they enjoy doing. They did admit, though, that there were instances when they felt perplexed when they did not fully comprehend the English instructions.

*P2: "my daughter say that It can be challenging at times, particularly when the words being used are foreign to her. However, the instructor always aids in my comprehension. (RT-MH)*

This parent says that her daughter is very enthusiastic about studying English. Her daughter takes pride in understanding what her instructor teaches and enjoys using English with her friends. Her daughter did admit, though, that there were occasions when she had trouble grasping some of the trickier terms.

*P3: "My son attempts to pay attention and mimic the teacher's instructions. If he was unsure, he occasionally asked me what the means. (ND-KY)*

This child is still getting used to using English in the classroom. He admitted that while he enjoyed listening to English music taught by instructors, he occasionally felt uncomfortable speaking the language.

*P4: "she enjoys reading books in English, yes." She can pick up a lot of new vocabulary and captivating tales. (DS-AL)*

Among other kids, this youngster speaks English the best. She felt comfortable following directions in English and using it to communicate. In her home, she acknowledges, nonetheless, that mastering English necessitates consistent practice and effort.

*P5: " I can see that He feel more comfortable speaking English now. With his siblings, she doesn't have to worry about making a mistake. (RN- KA)*

This young person has a strong desire to study the English language. He attempts to follow talks in English and takes pleasure in singing English music, like the CoComelon series. He did, however, admit that there are moments when certain words and phrases still baffle him.

*P6: "Yeah, he does occasionally try to communicate with me in English at home. He made me laugh, and I gave him additional knowledge. (PT- YK)*

This child speaks English at a respectable level. He follows directions well and speaks English clearly. He expressed his desire to keep honing his English and how much he enjoyed learning the language.

*P7: "In this institute, they have an amazing teacher. The teacher makes English sessions enjoyable and constantly helps the children when they don't understand. (EL- AX)*

The fact that this child can study English in school makes them pleased. With his buddies, he enjoys playing games in English, and he gets excited when he pronounces new words correctly. He acknowledges, though, that there are instances when he still must learn more.

*S8: "In the class, she looks like uncomfortable and tried hard to enjoy the class. (AN-SY)*

This youngster is among the most difficult to learn English. When she cannot communicate clearly in English but takes part in classroom activities, she is unhappy. She claimed that she is

not confident due to her struggles with English studies.

*S9: "Yeah my daughter looks like difficult to follow the class, but I always consult with the teacher and other parents too". (RI-AD)*

The child is still learning the basics of English. Her curiosity is evident as she asks to know the new vocabulary her teacher is teaching her. She did, however, also admit that he occasionally had trouble saying some things correctly.

*S10: "my son like to know more. He would like to watch a foreign vlogger on YouTube. (DK) This little student is content to be studying English in school. (FH-DK)*

He enjoys participating in teacher-led English activities and seeks acknowledgment from other sources. He did, however, add that if he could not understand what the teacher was saying, he occasionally felt humiliated.

The majority of the ten children who participated in the Montessori English learning at the FL HAUS Institute appeared interested and enthusiastic about learning the language, according to the findings of the interviews conducted with them. Additionally, when they are able to converse with their parents, friends, and siblings in English, they feel happier and more confident (Twenge, 2014). This demonstrates the beneficial effects of using English in Montessori education on kids' language development.

### **3.2. NVIVO Analysis and the Result**

In this study, NVivo 14 was utilized as a qualitative data analysis tool to process, organize, and interpret the data collected from interviews, observations, and documentation. This software



facilitated systematic data management, coding, visualization, and extraction, making the analysis more structured and efficient (Jackson & Bazeley, 2019). NVivo provides a range of features that researchers can utilize to identify key themes, patterns, and relationships within qualitative datasets.

The analysis process consists of several key stages, including data importing, coding, and visualization. These steps are essential for understanding the impact of Montessori-based English learning on the language development of preschool children aged 3 to 6 years old.

The first step in NVivo analysis is importing raw data from interviews with parents, teachers, and observations of classroom interactions. These qualitative data sources are uploaded into NVivo from pre-organized and validated files, ensuring consistency in analysis (Edhlund & McDougall, 2018).

Once the data is imported, researchers proceed with coding, which involves categorizing and segmenting data into meaningful themes and subthemes. Before defining specific themes, it is crucial to identify frequently discussed topics and emerging patterns within the dataset (Silver & Lewins, 2014). NVivo's word frequency query was used to generate visual representations, such as word clouds, to highlight prominent terms and concepts related to Montessori learning and English-speaking development.



**Figure 1 NVivo Picture word query**

Based on Figure 1, the word cloud visualization from NVivo's word frequency query highlights key themes in Montessori-based English learning. Dominant terms like "Montessori," "child," "English," "institution," and "program" emphasize the study's focus on early childhood education and language acquisition. Words such as "home" and "parent" indicate the role of parental involvement, while "impact" and "implementing" suggest discussions on the effectiveness of Montessori methods. Additionally, terms like "uncomfortable" and "following" reflect challenges some children face in adapting to English instruction. This visualization reinforces the study's findings by capturing frequently discussed themes from interviews, observations, and documentation.

The final step involves visualizing coded data to facilitate enhanced interpretation and improved pattern recognition. NVivo's data visualization tools, such as mind maps, matrices, and graphs, were utilized to analyze the impact of Montessori-based English learning on children's language proficiency (Miles, 2014). Through this process, researchers were able to determine the degree to which English exposure in Montessori settings influences children's confidence, fluency, and engagement in language acquisition.

### 3.3. The Result of NVIVO Analysis

The analysis, conducted using NVivo 14 software, provided both quantitative and qualitative insights into the impact of Montessori learning on children's English-speaking abilities. The data were processed through cluster analysis and comparison diagrams, which revealed patterns of language development among children engaged in Montessori-based English instruction. The results highlight the effectiveness of Montessori principles in fostering cognitive, affective, and psychomotor skills, as well as enhancing children's confidence and fluency in English communication.

#### 3.3.1 The Impact of Implementing Montessori Learning on Children's English-Speaking Ability (Cluster Analysis)

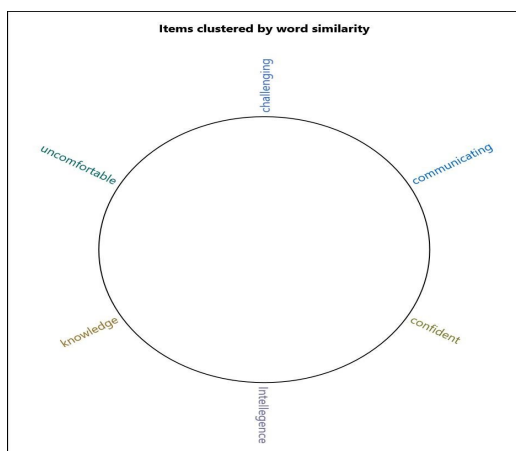


Figure 2 NVIVO picture, cluster analysis

The cluster analysis reveals that Montessori-based instruction fosters cognitive, affective, and psychomotor development, enabling children to acquire English naturally. This holistic approach ensures that language learning is not only focused on memorization but also meaningful engagement, allowing children to develop a deeper understanding of the language

through real-world applications. Interactive, experience-based methods, such as phonetic activities, storytelling, and peer interaction, promote language retention and comprehension, reinforcing both verbal and non-verbal communication skills. However, some children initially struggle with vocabulary and instructions, which are addressed through adaptive teaching strategies such as visual aids, repetition, and guided discussions. By creating an immersive and supportive learning environment, the Montessori method helps children gradually gain confidence in speaking English, enabling them to communicate effectively in both academic and social settings.

#### 3.3.2 The Impact of Implementing Montessori Learning on English-Speaking Ability (Comparison Diagram)

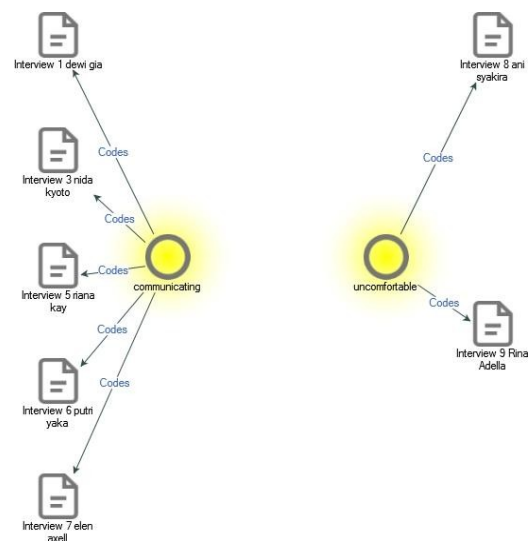


Figure 3 NVIVO, Picture Comparison Diagram

According to the interview data, most children showed improvement in their English speaking. The Montessori teaching system can develop a child's potential because it is supported by diverse and engaging activities that are not monotonous. Hence, the child can express and

communicate their state to the environment, thereby becoming confident and brave. Some parents report that their children are more expressive and satisfied in forming new sentences after attending lessons. However, some children feel inferior because they are unable to participate in classroom activities.

### **3.4. The Positive Impact of English Learning in Montessori Education**

The integration of English learning within Montessori education has shown significant positive impacts on children's language acquisition, cognitive development, and engagement in learning activities. This approach emphasizes self-directed learning and immersive language exposure, allowing children to develop linguistic skills naturally through interaction and exploration. Based on findings from interviews and observations, three key benefits have been identified: improved language skills, enhanced global intelligence, and fun learning opportunities that foster children's motivation and confidence. The Montessori environment provides a supportive space where children feel comfortable experimenting with language and gradually develop fluency, ultimately leading to academic and social success.

#### **3.4.1 Improved Language Skills**

Findings from interviews indicate that most children demonstrated significant improvements in their English-speaking abilities, including pronunciation, comprehension, and vocabulary expansion. The Montessori environment, which emphasizes hands-on learning and interactive engagement, provides children with opportunities to practice English in natural and meaningful contexts. As a result, children gain confidence in

their communication skills and exhibit greater willingness to use English in classroom interactions. This highlights how the Montessori method, which integrates English as the medium of instruction, effectively supports early language development (Chavarría, 2021).

#### **3.4.2 Enhanced Global Intelligence**

The Montessori approach not only supports language acquisition but also fosters global intelligence by encouraging children to engage with diverse linguistic and cultural perspectives. Exposure to English as an international language enables children to develop cross-cultural communication skills, which are crucial in today's globalized world. By interacting with peers and teachers using English, children become more adaptable in multilingual environments, fostering cognitive flexibility and intercultural awareness. These competencies are essential in preparing children for future academic and social interactions in global settings.

#### **3.4.3 Fun and Engaging Learning Experiences**

Children participating in Montessori-based English learning consistently exhibit high levels of enthusiasm toward language acquisition. They find enjoyment in singing English songs, engaging in storytelling activities, and playing language-based games, which make the learning process more interactive and enjoyable. The child-centered nature of Montessori education enables children to learn at their own pace and explore English in a manner that aligns with their interests and learning styles. This confirms that the Montessori method, which prioritizes experience-based and interest-driven learning,

creates an engaging and stimulating environment for young learners (Henshaw, 2019).

### **3.5. Problems and Strategies for Solving Them**

Findings from this study reveal that language acquisition challenges, adaptation difficulties, and shyness are the primary obstacles faced by children in Montessori-based English learning. These challenges require targeted strategies to ensure that children develop confidence and fluency in English while maintaining an engaging and supportive learning environment.

#### **3.5.1 Acquisition Difficulties in Language**

Some children struggle to comprehend concepts and instructions presented in English, particularly those who have limited prior exposure to the language. Montessori educators must adopt adaptive teaching strategies to enhance understanding and engagement. Techniques such as gestures, visualization, realia (real-life objects), and interactive learning tools can help children grasp abstract concepts more effectively (Ellis, 1997). The use of multisensory approaches, including phonics-based games and role-playing activities, can also reinforce language comprehension in an engaging and developmentally appropriate manner.

#### **3.5.2 Adaptation Challenges**

Children who are not yet fluent in English may experience difficulties adjusting to an English-speaking Montessori environment. To facilitate a smooth adaptation process, educators should create a welcoming and inclusive classroom setting where children feel comfortable experimenting with language (Voltz et al., 2010).

Collaborative efforts with parents play a crucial role in reinforcing language exposure at home. Studies indicate that home-based bilingual activities, such as reading English storybooks, listening to English songs, and engaging in playful conversations, can significantly improve language acquisition rates in young learners (De Houwer, 2021).

#### **3.5.3 Overcoming Shyness and Building Confidence**

Some children exhibit shyness and hesitation when speaking English, especially in peer interactions or structured classroom settings. Shyness often stems from a fear of making mistakes, a lack of confidence, or a limited vocabulary. To address this, Montessori educators should create an environment where mistakes are viewed as an integral part of the learning process. Encouraging peer collaboration through small group discussions, incorporating storytelling and dramatic play, and providing positive reinforcement can significantly boost children's willingness to communicate in English.

By implementing these pedagogical strategies, Montessori educators can help children overcome barriers to language learning, facilitating a smoother transition into English fluency while maintaining the child-centered philosophy of Montessori education.

### **3.6. Ramifications for FL HAUS Montessori Education**

The findings of this study underscore the need for strategic improvements in FL HAUS Montessori Education to enhance English language acquisition within the Montessori framework. Several key recommendations

emerge from the study, including curriculum integration, teacher training, and parental involvement, all of which are essential in creating a more effective and holistic English learning environment for young learners.

#### 3.6.1 Developing an Integrated Curriculum

The study highlights the necessity for Montessori institutions at FL HAUS to develop a curriculum that effectively integrates English language acquisition while maintaining Montessori principles. A well-structured curriculum should align with students' language proficiency levels, ensuring that English learning activities are developmentally appropriate, engaging, and adaptable to each child's needs. Additionally, the curriculum should incorporate Montessori-based instructional methods, such as sensorial learning, phonetic exercises, and interactive storytelling, to facilitate natural language development (Balladares Toscano, 2024).

#### 3.6.2 Enhancing Teacher Training Programs

To ensure the successful implementation of Montessori-based English instruction, comprehensive teacher training is essential. Montessori educators should receive additional training focused on differentiated instruction, language acquisition strategies, and assessment techniques for young English learners. This training should cover effective scaffolding techniques, multimodal teaching approaches, and strategies to address language learning difficulties, supporting children who struggle with English proficiency. Teachers should also be equipped with strategies to foster an immersive language environment, encouraging natural

communication and interactive learning (Shih & Yang, 2008).

#### 3.6.3 Strengthening Collaboration with Parents

Parental involvement plays a critical role in supporting children's English language development both at school and at home. Educators should establish strong communication channels with parents and provide guidance on home-based language enrichment activities, such as reading English storybooks, listening to English songs, and engaging in bilingual conversations. Parents can also be encouraged to participate in school-led activities, such as English workshops, storytelling sessions, and language immersion playgroups, to reinforce consistent language exposure outside the classroom. A collaborative approach between teachers and parents ensures that children receive comprehensive language support, fostering greater confidence and fluency in English (Sawyer et al., 2019).

## 4. CONCLUSION

The Montessori approach to English language instruction at FL HAUS Institute in Serang City has been effectively implemented, fostering confidence, engagement, and fluency in young learners through interactive, child-centered methods, including peer interaction, hands-on activities, and multisensory learning tools. Findings reinforce the importance of social interaction in language acquisition, aligning with Vygotsky's Sociocultural Theory, and highlight the significant role of parental involvement in

supporting children's English proficiency development beyond the classroom. Despite these positive outcomes, this study has limitations, including a small sample size and reliance on qualitative methods, which may restrict the generalizability of findings. To strengthen empirical evidence, future research should expand to multiple Montessori institutions, conduct longitudinal studies to track language development over time, and integrate quantitative assessments to provide a more comprehensive analysis of the long-term impact of Montessori-based English instruction.

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