

Challenges of Implementing Montessori English Teaching Model in Saudi Arabian Elementary Schools

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Abstract.

Montessori English Teaching Model (METM) is a unique instruction that uses specifically designed learning settings and approaches to nurture students' intrinsic desire to learn. English achievements for Saudi students have been for long very low. The current study aimed to investigate the real challenges of implementing Montessori English Teaching Model in Saudi Arabian elementary schools. Qualitative

method, namely focus group discussion, was used. Four purposive focus groups with different and experiences were formulated, namely school supervisors (SS), school educational positions principals (SP), English teachers (ET), and English curriculum specialists (ES). The major findings of the study were that 1) major challenges existed for implementing the METM in Saudi elementary schools, 2) the challenges concentrated in four categories: educational context, work ethics and environment, nature of teachers and students, and social aspects, and 3) agreements on some of the subthemes fluctuated. Recommendations for further investigations are made for interested and educational personnel.

Keywords: Montessori, English teaching model, Saudi elementary school, challenges.