

Romali Rosales Chavarría

<https://doi.org/10.26881/pwe.2024.58.08>

ORCID: 0000-0001-5478-6625

Willow Montessori, Glasgow, Scotland

romali.rosales@gmail.com

Additional Language Learning in Montessori settings: insights from the implementation process of a Second Language Programme in a Scottish Montessori school

Summary

Very little has been published academically on language learning within Montessori education. This is a field that has grown and evolved from the ground as schools face the need to include additional language learning and develop bilingual programmes as part of their curricula. This article reports on the research findings of an action research exploratory study in a Montessori school in Scotland, which was a follow-up to a three-year action research inquiry in Mexico into the development of a second language programme in a Montessori setting. It shows how another target language in a different national context influences how an implementation process is shaped and some of the factors that come into play. Results are presented considering four phases spread in four school years with the experimentation and strategies used and trialled during this time across school levels. It shows different ways to integrate additional languages into the Montessori learning environment that correspond to strong and weak bilingual programmes (Baker 2001) and some of the factors that influence an effective implementation such as continuity, consistency, and alignment with a school's needs and priorities among others. Language Learning programmes in Montessori settings need to be considered from the perspective of the child, the teachers, the parents and the school as they all integrate to create tailor made bilingual programmes that respond to the context, characteristic and resources of the school.

Keywords: Montessori, second language acquisition (SLA), second language (L2), bilingualism, action-research

Słowa kluczowe: Montessori, nabywanie drugiego języka, drugi język, dwujęzyczność, badania w działaniu

Introduction

Many Montessori schools have now included additional language learning into the education programmes they offer, ranging from limited scope approaches, second language acquisition programmes, immersion programmes, to bilingual or multilingual initiatives. However, accounts of empirical studies of the implementation of such programmes are scarce.

Knowledge in this area is produced by people on the ground working directly in the classroom and addressing the need to provide second or additional languages to pupils, whether they are mainly Montessori teachers coming into second language, or language practitioners becoming acquainted with the Montessori method. Often, the knowledge generated from their experience comes from individual experimentation and is disseminated to others by word of mouth and more recently through specialist webinars and courses.

Practical knowledge and effective practices with regard to teaching languages in Montessori schools are disseminated through colleagues who share similar experiences and reach out to one another and common spaces, such as work placements and training and professional development opportunities. However, these professional discussions rarely go beyond an exchange of practical knowledge that can be generalized to cover the diversity of contexts in which Montessori schools operate. In turn, a diversity of ways to approach language learning that may share common features prevails (Winnefeld 2012; Consalvo, Tomazolli 2019; Rosales-Chavarría 2019) which can change over time (Rosales-Chavarría 2021). This demonstrates that there is no set model or one-way-fits-all for this area of the curricula in Montessori settings. One way to better understand the complexity of the implementation of such language learning programmes is to study cases that respond to the characteristics of the school and the context in which it is situated.

This article reports on the research findings of an action research exploratory study in a Montessori school in Scotland, which was a follow-up to a three-year action research inquiry in Mexico into the development of a second language programme in a Montessori setting. It shows how another target language in a different national context influences how an implementation process is shaped and some of the factors that come into play.

Additional Languages in Montessori Education

Although a Language area which includes oral language, writing, and reading was included in the core Montessori curriculum for Children's House, it was, however, for monolingual classrooms and supported by materials designed for L1 or the majority language of the school community. Dr. Montessori was aware of the existence of English and other languages immersion schools in certain countries and was believed to be in favour of young children learning a foreign language, with her own grandchildren having had immersion experiences as they travelled. However, in her work, she did not explicitly discuss a specific approach to second or additional language acquisition. The need to design bilingual Montessori programmes and include additional languages grew in time partly as a result of the contemporary needs of our globalized society.

The way in which bilingual programmes have expanded and developed in different regions responds to the needs of the communities that Montessori schools serve, with growing trends of English immersion emerging in International Montessori schools, as well as local government policies that impact what schools ought to deliver in terms of foreign

languages provision as is the case in countries like Germany, where elementary schools are required to teach a foreign language beginning at least in year three, with a few states starting earlier (Winnefeld 2012).

Despite the fact that second and additional language learning in Montessori is not new and there is a growing implementation of bilingual Montessori programmes, there are only a handful of studies into this aspect of the Montessori curriculum (Rosanova 1997; Wyszulek 2009; Winnefeld 2012; Jendza 2016; Consalvo, Tomazzoli 2019; Rosales-Chavarría 2021), a few Montessori publications (Campbell 1998; Rosanova 1998; Fafalios 2007; Berger, Eßwein 2016), some Montessori-based experiences reported in TESOL publications (Berger 2019a, b; Winter 2020), other self-published books (Berger 2019c; Bronsil 2020) and, recently, the compilation of Community Conversations through the Erasmus funded Bilingual Montessori project, hosted by Montessori Institute Prague, which shares practical knowledge and experiences from seasoned Montessori language practitioners, guides, and administrators on the topic in an attempt to provide some form of guidance; this will soon be accompanied by the Bilingual Montessori Field Guide (currently in progress).

Bilingual education: weak and strong programmes

Bilingual education refers both to education for bilingual children, present in a classroom where bilingualism is not fostered in the curriculum, as well as education that fosters the use and promotion of two languages. Baker (2001) distinguishes ten types of bilingual education programmes, which he classifies as “weak,” in which bilingualism is not fostered by the school, although it involves the minority language bilingual children’s assimilation of the majority language through schooling and “strong” for which the use of the term bilingual education considers bilingualism as an intended outcome.

In Montessori schools expressions of weak and strong bilingual education can be found. Following Baker’s (2001) taxonomy, weak forms of bilingual education use Submersion and Transitional approaches for which the minority language child will eventually become proficient in a monolingual context, either with assistance or sufficient exposure and involvement in strong forms of bilingual education in terms of Immersion and two-way immersion programmes. Immersion bilingual programmes use the target language as the language of instruction, as happens in many English immersion International Montessori schools, while less opt for a two-way immersion in which both languages have the same status and result in biliteracy.

Rosales-Chavarría (2021) gives an account of different language learning implementation models that can be found in Montessori schools across the globe (Table 1).

Table 1. Language learning implementation models by Rosales-Chavarría

Model	Main characteristics
Dual teacher language	One language per adult, so the child associates each language with one person
Times for L1 and L2	Allocation of times and/or routines for each language
Immersion	Instruction takes place in the target language, which is usually not the dominant language of the community
Target language classroom	Children come to a language classroom in set groups and/or allocated times or freely as they please
L2 corner	Set within the classroom either with specific materials and shelving or using the classroom as it is
L2 lessons	Designated or flexible times for either small or whole group times in the classroom or elsewhere
Blended	Involves the use of technology for the provision and or practice of the target language

L1 – first language used for instruction; L2 – second language. For some students their first language might be a home language, in which case the language of instruction at schools constitutes their L2 and the additional language can in turn be a third language

Source: Rosales-Chavarría (2021).

These models correlate to Baker's (2001) typology of "strong" bilingual programmes as they have the aim to teach a language, but also, they share the limitations of any typology owing to being dynamic; they observe numerous variations within each model, not addressing the classroom process and failing to explain the success or failure or the relative effectiveness of bilingual education. However, they provide a general landscape of what are presumably the most common models adopted by Montessori schools.

Dual, Times for L1, L2+and Immersion models, correspond to Baker's (2001) Immersion programmes where bilingualism is aimed at "prestigious" majority languages and parents choose to send their children to those schools where teachers are competent bilinguals, and children will eventually learn the other language, if they do not know it already, similarly to the way their first language was acquired. However, they do not necessarily aim for a Dual language (or two-way) bilingual education which results in producing bilingual, biliterate, and bicultural children in both languages, which would require both languages having the same status.

Target language classroom, L2 Corner, L2 Lessons and Blended models, tend to be sheltered strategies that will hardly result in bilingual education outcomes on their own,

unless sustained in time and with other factors intervening. Nevertheless, they can also be used as transitional phases for Submersion and Transitional forms for bilingualism or provide a preamble for Immersion programmes, or simply stand alone as the way a school provides exposure to a second language.

Methods

This study is an action research project that was intended to further develop the second language programme of a Montessori school in Scotland. Over a two-and-a-half year period, this author came in as a practitioner-researcher, both as a Spanish language specialist and coordinator of the language learning programme of the whole school and across levels. The research used the (re)planning, acting and observing, fact-finding, and evaluating cycle that is appropriate for this kind of scientific enquiry.

An initial cycle was carried out in the first semester to become acquainted with the school, the students in the Children's House and Elementary classes, and the teachers and other members of staff. After this period, a decision was made for the following school year to focus on developing the Children's House second language programme where this author was the Spanish language specialist and assisting the work of the Erasmus intern in the Elementary (6–12) classroom and later supporting a Spanish-English language exchange with a Spanish school for the Elementary level and a Dual model for Infants Community for the last term of the school year. The following year, the work was expanded to the Infants Community and the Teens class, with the result that teachers in these two groups implemented additional language in these levels, whilst the author continued with the implementation in the Children's House classes, and a new Spanish intern took over the Elementary class with the support of the author. Finally, a saturation of data was reached to determine what was possible with the resources available and what was needed for the Language Learning programme to move forward. However, the school's priorities changed and the circumstances following the COVID pandemic affected the certainty needed for the decision-making process at leadership level. The author's personal circumstances were also affected to carry on the work in situ. In each of the stages different strategies were used to adapt to the changing needs and the circumstances that arose. The Results section expands on this.

Results

A variety of experiences for additional language input in the target language were explored across the different levels, not only within the classroom setting. Several initiatives were trialled to integrate Spanish into the general learning experience of the children in the school. The main aims and focus of the language learning programme were identified for

each level of schooling, considering the developmental characteristics of each plane and the resources of each class.

The results are presented in chronological order and reflect distinctive phases throughout the implementation process. Table 2 summarises the time periods, this author's role, the implementation strategies and focus, and the outcomes of each phase.

Table 2. Implementation phases of the Language Learning Programme across levels

Phase	Role and aims	Implementation strategies	Focus and outcomes
1. Jan–Jun 2019	General exploration	Spanish Breakfast Club (CH & E) Spanish Circle Time (CH) Spanish Morning (E)	Past experiences recovery (2015–2018) Scottish 1+2 Approach
2. Aug 2019– Jun 2020*	CH Spanish specialist & Language Learning	Spanish Morning (CH): SPA Corner, cooking, high frequency vocabulary Spanish Club (E) No SPA specialist Spanish assistant (IC)	SPA focus for each level Home languages survey
3. Aug 2020– Jun 2021	Programme development	Spanish team across levels (CH, E, T) and Multilingual Circle time (IC) Spanish Events Joint Projects (Spa-Music)	LLP Scope and Assessment Criteria Data saturation
4. Aug 2021– Jun 2022	Consultant	Spanish intern (E) Multilingual Circle time (IC)	Mentoring and external support

* This phase included face-to-face and online learning periods; CH – Children's House classroom (3–6 years); E – Elementary classroom (6–12 years); IC – Infants Community classroom; T – Teens programme

Source: own study.

Following the presentation of the research findings of a prior three-year action study into the implementation of an L2 Corner for Children's House in Mexico, an opportunity arose to continue the work that the Scottish Montessori school had started with the Spanish language a few years earlier. This happened in the context of the Scottish Language Learning policy 1+2 Approach (Scottish Government 2012) aimed at ensuring that all children had the opportunity to learn a modern language from Primary 1 (5 years of age) onwards and an additional one from P5 (9 years of age) onwards by August 2021.

Phase 1

An initial cycle was carried out in the first semester to become acquainted with the school, the students and teachers in the different classes, and with other members of staff. The implementation strategies included a Spanish Breakfast Club for Children's House and

Elementary students hosted two days a week, a Spanish Circle time for the Children's House classes which met once a week and a Spanish morning for the Elementary class.

The Spanish Breakfast Club was offered as an additional activity, and families could sign up for it prior to the start of the school's regular activities. It was set up to provide a Spanish immersion experience by sharing breakfast together. It proved to be a highly contextualized activity around the sharing of food and meals that provided plenty of opportunities to practise the use of the Spanish language and the associated vocabulary with which all children, and even the school's cook, became familiar. Having Children's House and Elementary students also helped to give relevance to the Spanish language across levels. The children that attended developed a greater interest in learning Spanish and showed an increased confidence compared to students exposed only to the Spanish activities available in their class.

The Spanish Circle time was intended for all classes to provide L2 language input through songs, reading stories, and activities and games with the whole group. However, it could be effectively implemented only in the Children's House classrooms mostly owing to time scheduling difficulties moving between classes in the two mornings when the Spanish specialist was at school, and providing support to cover for staff absences. Some of the activities and materials, like the songs and memory cards, were recovered from the previous language specialist, so allowing for some continuity.

The Spanish morning with Elementary students was organized in small groups using some of the Spanish corner materials available in the classroom. Some of these resources had been left by previous Spanish specialists. An inventory was made and a storage space was secured for them. The initial focus was to assess students' prior knowledge of the Spanish language and organize a curriculum for this level that could be turned into presentations uploaded to Transparent Classroom to keep a record of the students' progress.

This initial phase gave an opportunity to enquire about the experiences in previous years, gather information, review policy documents, get a feel of the level of priority Spanish had for each class team and the leadership team, as well as the receptiveness children had for it. This made possible identification of the best course of action with the available resources in the current circumstances of the school.

After this period, a decision was made for the following school year for this author to focus on developing the Children's House Spanish programme and assisting the work the Erasmus intern did with Spanish with the Elementary class.

Phase 2

According to the 1+2 Approach, the current Scottish Language Learning policy at the time, it was the Primary teachers themselves who were responsible for implementing the teaching of modern languages to young children by introducing, practising, and embedding the modern languages in the usual children's learning experiences. Having a language specialist in the school released teachers from taking a more active role in delivering the modern language provision. However, with that policy in mind, and being the Spanish specialist, my

time was restricted to one morning per week in each Children's House classroom and one hour per week for the Spanish club in the Elementary class. There was, therefore, a clear intention to devise strategies that could be taken on throughout the week by the class staff and through children's independent work during the work cycle.

Cooking in Spanish with small groups was another activity sometimes done during the Spanish morning and at circle time it was shared with the rest of the group, whereas SLA Spanish supplementary materials, such as memory games, songs, and books were used during the Spanish morning and made available for children to work with them the rest of the week. High frequency words and phrases linked to routines such as "lunch time," "getting ready for paddock" and grace and courtesy were identified with the intention of using them on a regular basis in a highly contextualized situation to provide children with more opportunities of exposure to the target language.

For the Elementary classroom, the school had previously relied on Spanish Erasmus interns who came to do their teaching practices for a period of time during the school year taking on a Spanish specialist role. However, that had to be reconciled with their own interests and purposes and the class team needs. Most recently, a German intern with some knowledge of Spanish came, but this person had interests in other aspects of the work done in Elementary. This led to the work in Spanish being limited. When the intern left, this author became involved in a Spanish club with the Elementary class offering support to run a language exchange with a Spanish school for the rest of the school year with the children who chose to take part.

Throughout the lockdown time online home learning was made available to families. Spanish lessons were offered one hour a week to Children's House and Elementary. Support materials such as recorded videos of the songs and activities children could access to practise their Spanish were designed and produced.

During the Spring term an opportunity arose for a Spanish day in the Infants Community classroom and it was agreed with the lead teacher to follow a Dual (OPOL) model where the researcher in an assistant role would speak Spanish in the classroom, while the lead teacher would continue to use English. It helped that the lead teacher had a personal interest and basic knowledge of the Spanish language.

This phase made it clear that there had to be a cohesive whole school approach, embraced by all the teams, for the Spanish programme to consolidate in a sustained way. This would look different at each level. The regularity of the target language needed to be provided through a constant array of opportunities to use the Spanish language in a meaningful way which could work with what each class was already doing and the resources they had.

Given the linguistic diversity that characterized the school community, a survey of home languages was carried out that resulted in 20 different languages spoken among the families and members of staff with 53% of the children having exposure to at least an additional language at home. This finding was communicated to families in an attempt to raise the awareness of the school community's linguistic diversity and support home languages.

The following year the work was expanded to the Infants Community and the Teens class, which meant that the Infants Community and the Teens class teachers implemented additional language at those levels, whilst the author continued with the implementation in the Children's House classes and a new Spanish intern took over Spanish language facilitation in the Elementary class.

Phase 3

During this phase a Spanish team was formed with a Spanish specialist in Children's House, the intern supporting the work in Elementary, as well as a member of staff in Teens willing to implement some additional language provision in these levels. An induction course that included an Introduction to Montessori for people with no Montessori background and an Observation workshop were designed to have a common ground and provide tools for action research. This was followed up by study meetings that took place outside working hours.

The main objectives and focus of the language learning programme were discussed and identified for each level bearing in mind the different stages of development.

Table 3. Language Learning Programme Objectives and Focus across levels

Level class	Developmental characteristics that support SLA	Main objective of the language programme	Focus of the language programme
Infants Community	Children are open to any language. They are acquiring their L1 and can become simultaneous bilinguals	Sensitize children to different languages and encourage parents to speak their own languages at home (if any)	Regular exposure to languages, particularly Spanish and those that children know from home through songs and teachers own L1
Children's House	Children have acquired their L1, but the sensitive period of language is still active and their absorbent mind facilitates the learning of other languages available in their environment	Expose children to the target language as much as possible. Make Spanish available in their usual learning environment and foster interest in languages	Develop oral and listening skills in the target language through songs, books, and general interaction in Spanish. Use of SLA supplementary materials
Elementary	Children's reasoning mind and knowledge of L1 can facilitate transferability of knowledge to other languages	Consolidate knowledge of L2 in all areas (listening, speaking, reading and writing) and introduce a further language	Develop reading and writing skills in L2 and foster autonomous learning. Exchange experiences such as a pen-pal for upper elementary

Table 3. cont.

Teens	Young people's interests in the wider world and need to relate to others as they develop a social embryo	Use language to communicate in the wider world. See and experience other cultures	Purpose oriented learning experiences that show the benefits of language learning. Exchange experiences that may involve traveling for immersion purposes. Language lab, use of apps
-------	--	---	--

Source: own study.

Termly meetings were scheduled with each level team to discuss and evaluate the degree of implementation of the strategies agreed upon, as well as to discuss further courses of action periodically. An initial meeting with each class team was scheduled in preparation for the school year. It was agreed that the language programme would be an overarching element of the school curricula that would continue to be consolidated with the aid of a language specialist at each level and the collaboration of each class team. This author, in her role of language coordinator, would support both the Spanish team and the work done in each level, as well as oversee the process as a whole.

It was acknowledged that the Spanish programme was at different levels of implementation in each level. The characteristics, needs, and possibilities of each class and class team varied, as did the way in which the target language was approached.

Guiding questions were used for the initial team meetings:

- What is relevant for this level (age group)?
- What can the environment provide for this child in relation to Spanish?
- How can the adult (teachers, specialist, parents) support this aspect (in school and at home)?
- What would you need or want from the programme coordinator to support the Spanish programme in your class?
- What is the starting point? i.e. Where and how will you start?
- What do you expect from this school year?
- What else can we explore?

Infants Community chose to expose children to other languages through songs and books. Spanish and the home languages of the teachers and children in the class would be present. They were able to implement an International Circle Time once a week. A couple of bilingual books were used and they looked into making one word books bilingual using stick-on labels with the word in Spanish and relevant phonetics.

Children's House decided to continue with the Spanish corner and found suitable times and routines to integrate and recall Spanish words and phrases throughout the week. During the morning, routine greeting in Spanish was done on the day the specialist came and teachers were encouraged to do it at least one other day of the week. The songs in Spanish were sung

on paddock with both CH classes together. Material for listening to songs in Spanish using a CD-player, headphones, and song posters was trialled for the Spanish corner. This was then changed for a YOTO player. It was agreed to expand the language specialist's work to Grace and courtesy lessons in Spanish. Seasonal related events such as Piñata making and breaking in December, which had been done in previous years, were done again, and a Day of the Dead celebration was added to the Spanish special events calendar for November.

Elementary relied on the Spanish intern to deliver lessons using the resources available in the Spanish corner from previous years, and create new materials. Specially for this class, the support given to the language specialist was crucial as interns usually first need to become acquainted with the Montessori method and then need to figure out how to deliver Spanish within this pedagogy without much guidance. It was helpful that information about what had been done in previous years was passed on and that the most recent intern was able to stay for a longer period. The language specialist in Elementary had a dual role serving also as a classroom assistant.

Teens introduced Spanish as a second language one hour a week. No students at this level had any prior knowledge of the Spanish language, but it was well received by the students. It was oral and game oriented. A language exchange project is to be considered for the future. Spanish time was not always secured and resources for independent learning were found such as series the students could watch, as well as online resources.

The survey of home languages was carried out again this year, including the Infants community and Teens classes, with the result that 24 different languages are now represented in the school community. Inviting families to contribute their home languages was done through simple gestures like writing Christmas messages to go into the Children's House piñata.

New events such as setting up a Day of the Dead altar with Children's House classes and a Spanish Easter Treasure Hunt with Children's House and Teens classes were trialled, as well as a joint project between Spanish and Music for the Elementary class. For this, songs in Spanish were recorded and posters with chords printed out for the children in Elementary, who wanted to play songs in Spanish that were familiar to some of them from their time in Children's House. It also created new opportunities across levels and the possibility to expand this initiative to other languages, especially those present in the school.

The work during this period showed that one day of Spanish exposure in each of the Children's House classrooms was not enough for children to pick up the target language if other strategies could not be sustained to make it available as part of the usual learning environment, which required either more involvement from the class teachers or assistants, or meant having a language specialist available for longer. Similarly, the constant rotation of interns that could deliver the Spanish language in Elementary without a solid programme and with limited materials and resources or time to prepare them, made it difficult to monitor the progress of students and the consolidation of a methodology that could continue to be implemented by someone new. The additional uncertainty of how Brexit would affect the intake of Spanish Erasmus interns and other Spanish speaking members of staff also affected the possibility of having some continuity.

Phase 4

Other school priorities superseded the Spanish programme and although its development came to a halt, the researcher was able to mentor and provide external support to the new Spanish intern that came to the Elementary class the following school year. An initial face-to-face induction and monthly online meetings were organized. The Spanish resources that had been created remained in the school, but were not necessarily used. This showed the fragility of an implementation process when it has not still been consolidated and the continuity is lost.

Discussion

The implementation of language learning programmes in Montessori schools has meant moving away from what initial Montessori teacher training provides to guide this process, as well as bringing knowledge from the specific subject area of bilingual education into the Montessori practice. This getting out of the Montessori box and welcoming supplementary SLA materials and other strategies and resources to support the implementation of bilingual programmes has created opportunities to innovate and adapt while still trying to remain faithful to the Montessori pedagogy.

Moving from limited-scope approaches for language learning into wide-scope approaches requires a joint effort. It requires commitment from the school to invest time and resources to develop a bespoke model for language learning that adapts to the school's circumstance and priorities, which tend to be variable. It also requires a refined observant attitude and a flexible methodological disposition to analyse one's own practice in the light of the Montessori pedagogical principles for each plane of development and for language learning theories that are consistently intertwined, to become coherently connected over time.

It requires from the teachers, first, to welcome the idea of a bilingual or multilingual environment in their classroom and then to turn that desire into concrete experiences embedded in their children's usual learning environment in ways they feel comfortable with and confident enough to carry out and expand. This process takes time to consolidate into the school culture and requires stability. Having clear roles, staff retention that can allow for continuity and development, and even strong class teams consolidation, are all part of the equation.

Having a language specialist team across levels proved effective, as it started building a community of practice. However, it relied on people's own time outside school hours and the need to discuss different aspects of teachers' practices and increase the knowledge of the subject area, while the design, trialling and refinement of materials was greater than the time allowed.

Conclusion

The research shows that different ways to integrate additional languages into the Montessori learning environment are possible. Some responses use limited-scope strategies, which provide a familiarization with the target language and some regular input, whereas others can become wide-scope strategies and enhance the relevance and opportunities for the target language to become consistently present in the learning experience of students.

Also, it is important to sustain some consistency in the implementation in the frequency, chosen modality, and the practitioners who are involved. This allows those involved to build on previous experience and develop ways to consolidate and forward a bespoke model that responds to the characteristics, needs, and priorities of the school.

Language Learning programmes in Montessori settings need to be considered from the perspective of the child, the teachers, the parents, and the school. Priorities need to be aligned, resources allocated, and efforts directed to the aims of the implementation process. External factors such as education policies and parents' expectations of second language provision may influence the decision making of the leadership teams.

Limitations of the research

This implementation process of the study was carried out without additional support. The resources were limited and relied on the practitioners' motivation and commitment to document the process. They lack a detailed description and data about the approach to teaching and the learning outcomes achieved for which more research is needed.

References

- Baker C. (2001), *Foundations of Bilingual Education and Bilingualism*. Clevedon, Multilingual Matters LTD.
- Berger B. (2019a), *What about young learners? How much autonomy is possible at primary level? "Independence"*, 76.
- Berger B. (2019b), *Materials that support learner autonomy in primary classrooms. "Independence"*, 77.
- Berger B. (2019c), *English Tenses: Zeitenmodell für den Englischunterricht nach Montessori-Prinzipien* (English Tenses: Model for English lessons according to Montessori Principles). Graffing: Living Montessori English.
- Berger B., Eßwein L. (2016), *Englisch lernen nach Montessori* (Learning English according to Maria Montessori). Freiburg, Herder Verlag.
- Bronsil M. (2020), *English as a foreign language in the montessori classroom. Formerly titled bringing a foreign language into your Montessori 3–6*. Amazon Digital Services LLC–Kdp.

- Campbell M.H. (1998), *Fort peck combines language immersion with Montessori methods*. "Tribal College Journal", 9(4). <https://tribalcollegejournal.org/fort-peck-combines-language-immersion-montessori-methods/>, 1.06.2015.
- Jendza J. (2016), *Foreign languages in the montessori environment: A participatory action research – the first cycle*. "Beyond Philology", 13. https://fil.ug.edu.pl/sites/default/files/_nodes/strona-filologiczny/33797/files/beyond_philology_no_13.pdf, 1.12.2020.
- Rosanova M. (1997), *Early childhood bilingualism in the montessori children's house: Guessable context and the planned environment*. ERIC. <https://files.eric.ed.gov/fulltext/ED409704.pdf>, 1.12.2020.
- Rosanova M. (1998), *Early childhood bilingualism in the Montessori Children's House*. ERIC. "Montessori Life", 10(2).
- Rosales Chavarría R. (2019), *Curricula development for learning languages in Montessori settings* [Paper presentation]. LASIG Event, Reforming the foreign language classroom: Empowering students to take ownership. September 6, Braunschweig, Germany.
- Rosales Chavarría R. (2021), *Second Language Corner for Children's House: A Practitioner – Researcher Journey Into Bilingualism in Montessori Education*. "Journal of Montessori Research", 7(1).
- Winnefeld J. (2012), *Task-based language learning in bilingual Montessori Elementary schools: Customizing foreign language learning and promoting L2 speaking skills*. "Linguistic Online", 54(4).
- Winter C. (2020), *Creating an environment for learner autonomy*. "Melta News", 99. https://melta.de/wp-content/uploads/2020/06/melta_99_summer20_web3.pdf, 1.12.2020.
- Wysmulek I. (2009), *Montessori Method in teaching foreign languages*. "Науковізapisки Національного університету Острозька академія". Серія "Філологічна" [Scientific notes of the National University Ostroh Academy. Philological Series], 11. https://eprints.oa.edu.ua/255/1/11_09_18.pdf, 1.12.2020.

Internet sources

- Consalvo G., Tomazzolli E. (2019), *Fostering multilingual competence in a montessori elementary school context* [Poster presentation]. The Montessori Event, March 21–24, Washington, D.C., United States. <https://amshq.org/-/media/Files/AMSHQ/Research/Conference-Handouts/2019/Poster-Sessions/Consalvo.ashx>, 1.04.2020.
- Fafalios I. (2007), *Supporting bilingual children*. UK, Montessori Society AMI. <https://montessori-society.org.uk/Articles/4333290>, 1.06.2015.
- Scottish Government (2012), *Learning directorate, education language learning in Scotland: A 1+2 approach*. <https://www.gov.scot/publications/language-learning-scotland-12-approach/>, 1.01.2019.