

CHAPTER ONE

INTRODUCTION

1. Introduction

This study is on "Teaching English in Multilingual Classroom: Challenges and Opportunities ". This chapter consists of general background of the study, statement of the problem, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is human heritage. It is one among several identities of a human community and is the foundation of every culture. Language plays the role of a medium in disseminating and expressing the abstract ideas, views, concepts and opinions of certain culture. It is that very thing which differentiates from the other creatures in the world. Language is the key components that shapes and differentiates one culture from the others. So, it is an exclusively human property. It is also the divine gift to mankind.

Language is a social, cultural, geographical phenomenon because language is determined by the culture. The culture differs according to the places; it means culture is place specific. Varshney points out that there is a "deep relationship between language and society. It is in the society that man acquires and uses language " (2007 -8, p.294 as cited in Wankhede, 2012, p.3).

There are many languages in the world. Among them, English is the most widely used language. It has now acquired the title of the world's leading language i.e. "global language" because it is used for business, science, and politics (Crystal 2003, p.1). It is one of the major Lingua Franca in the world and an indispensable vehicle for the transmission of modern technologies. In this regards, Penny cook (1995, p.54 as cited in Ferguson) states "Englishacts as a gatekeeper to positions of wealth and prestige both within and

between nations, and is the language through which much of the unequal distribution of wealth resources and knowledge operates".

Thus, English language has become a powerful one in the world because of its richness in culture, education, literature, science and technology, discovery and so no.

In this study, I focused some on ideas of teaching English in multilingual context because Nepal is highly diversified multi linguistic country. So, in such diversified situation the English language teacher and language learners are facing different kinds of problems and challenges in teaching and learning process respectively. So, I focused on such problems faced and opportunities gained by both students and teachers. And, I also slightly touched the coping strategies of teachers in teaching English in such kind of multilingual situation.

1.2 Statement of problem

Language is the human heritage. Nepal is rich in the language heritage. It means Nepal is highly diversified multi linguistic country. Yadava (2003) states 'There are 100 officially recognized caste and ethnic groups who speak 92 languages that are officially recognized by the state and a few further unidentified languages'. These also show that Nepal is the heritage of languages culture and different ethnic groups. Similarly, there are 123 mother tongues spoken in Nepal (population census 2011).

Classroom is a miniature society. It means the classroom reflects all the quality of that society because the students, who come to study there, are from the same society. And, they carry with them, their language they speak, culture in which they are grown up and their family background that bear and care to them. These all factors show that no classroom can be found of monolingual, students with same ability, interest and motivation that make language classroom diversified.

Our nation is multi linguistic, multi ethnic and multicultural in nature. So, the similar case is with the English language classroom, where the students come from the diversified cultural, family and linguistic backgrounds. This linguistic background makes the classroom multilingual in nature. In such multilingual situation of learning, English as foreign language is difficult and there arise some sorts of problems and challenges in both teaching and learning process. So to handle such situation, the English language teacher should be more trained and well informed about different sensitive issues like ethnicity caste, language and so on. Otherwise such issues certainly hamper and create some kind of silent conflict among the students from different linguistic background. Therefore, this study aims to find out the classroom management strategies used by teachers and challenges they face in course of teaching English in multilingual classes.

1.3 Objectives of the study

This research had the following objectives:

- i) To find out the classroom management strategies used by the teachers in managing their students in multilingual classes.
- ii) To identify the challenges faced by the teachers in teaching English in multilingual classroom.
- iii) To suggest some pedagogical implications based on the finding of the study.

1.4 Research Questions

The study dealt with the following research questions.

- i) What classroom management strategies do teachers use to manage their students?
- ii) What kind of challenges do teachers face in multilingual classroom in course of teaching the English language?
- iii) What kind of opportunities does multilingual classroom teaching provide to the teachers?

1.5 Significance of the Study

The study is expected to be useful for those who are primarily involved in teaching English as a second or foreign language. When they go through this study, they might use the findings and suggestions that were provided in this study as the feedback to their teaching. Learning styles of the students in multilingual classroom should be recognized by the teachers so that it helps them to modify or gear their teaching methodologies accordingly. It also helps them in their classroom management and selection of appropriate materials.

Similarly, this study will also be significant to the teachers who are working in the field of English language teaching. It will try to find out or explores the problems and opportunities of both the students and teachers in the field of language learning and teaching in multilingual classroom. So, it will be helpful for teachers for their better teaching and equally will help them to adopt different teaching strategies to overcome problems. Similarly, it will be helpful to teacher, curriculum designers, subject experts, language policy makers and others who want to carry out further research in the field of multilingual classroom teaching.

1.5 Delimitations of the study

The limitations of the study were as follows.

- i) The study was limited to thirty government aided schools.
- ii) The study was limited to thirty English language teachers and ten head teachers.
- iii) The study was limited to only multilingual classrooms.
- iv) The study was limited to Kailali district.
- v) Questionnaire was the tool for data collection.

1.8 Operational Definitions of the Key Terms

Multilingualism: It is the context where Nepali, Rana Tharu, Dagauna Tharu, Magar languages are spoken.

Ethnic identity: Information about speaker's ethnicity that is signaled by the language that the speakers use.

Language conflict: The attention in the speakers towards the choice of language.

Multilingual classroom: It is a situation of linguistic diversity among the students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of reviewed studies and their implications on the study. In the same way, conceptual framework is also included under this chapter.

2.1 Review of Theoretical Literature

The term multilingualism covers a range of meanings. Since in the past, most studies have concentrated on second language learning or bilingualism both terms are still used as cover terms for multilingualism. Multilingualism is used to refer to the societal use of more languages. Thus, finding a definition of multilingualism can be described as one of the most daunting research questions of current linguistics. Understanding of multilingual classroom is a situation of linguistic diversity among learners. Here, I reviewed some of the books, journals, unpublished theses and articles that were related to the teaching of English in multilingual classroom setting.

2.1.1 ELT Scenario in Nepal

Language is a powerful means for human communication; it helps to express our abstract desires, emotions, feelings, sorrows, joys and so on. Because of the wide spread knowledge in the different field, it is necessary to know the language to gain that knowledge. The world is the storehouse of languages. There is a linguistic diversity in the world due to those languages. Among them, English is the most widely used language. It is an international language and also a lingua franca. Actually, the use and importance of English has been spreading across the world. That's why, it has now acquired the title of the world's leading language, i.e., 'global language' because it is used for business, science and politics (Crystal, 2003, p.1). Again Crystal (2009) writes "Most reference books published since the 1980s give a figure of between 6000 and

7000, but estimates have varied in recent decades between 3000 to 10000.” Among them English is widely used to publish those reference materials. So, this also shows that English is an important and highly used language in the world.

At presents, because of the expansion of the field of information technology where English is mostly used that stands it as an inevitable language to acquaintance with that technology that’s why at present it is necessary to learn and teach English language for the sake of knowledge.

Today English seems to act as lingua franca in the world. Studying English has become a priority for students seeking to secure a good future in this rapidly changing world. Because of the spread of information technology world has become a single nation but diversified in terms of language, culture, and ethnicity and so on. In such a situation we need a common language to communicate among the people. So that English helps us to communicate with the people of different linguistic background so that, it is also known as a link language in the world. Because of its role as an international and as a lingua franca, it has been taught as a second and foreign language in different parts of the world. The European Union nations have adopted the multilingual policy in which the citizen of those countries should know the English. This also shows how important an English language is at present in the world.

English language teaching, in the context of Nepal, it is not old. English has been given importance as an international language in our context too. It is taught as a compulsory subject from primary to bachelor level and also as an optional and specialized subject. In addition to this, a number of English medium schools have been established in private sector under the supervision and control of the Ministry of Education.

If we talk about the history of English language teaching in Nepal, it goes back to Jung Bahadur Rana, the first Rana prime minister of Nepal who had established Durbar high school in 1910 recently after earning the experience

from his Britain visit but that was only for Ranas. Regarding this Awasthi (2003) writes,

Formally English entered in Nepalese education in 1857 when the Prime Minister Jung Bahadur Rana opened Durbar High School in Kathmandu. However, it was not introduced in the higher education until 1918 when Tri-Chandra College was established. The introduction of English language teaching in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP) until then the English language teachers were not trained. It started only in 1971 when the faculty of education (FOE) of Tribhuvan University initiated B.ED Program in English education (p.22).

There are some non-governmental organizations helping to develop the English language voluntarily. There is Nepal English Language Teachers' Association (NELTA) working for the sake of the English language. They are established with the purpose of improving English of all the people related to this sector. These organizations have been conducting different workshops, seminars, and so on related to ELT, for example NELTA has been conducting international conference annually where different renowned scholars related to ELT participate including nationals and foreigners. Different newspapers, magazines, journals etc have been publishing by different organizations. For example, different branches of NELTA are publishing the journals in district level besides in national level by Central Committee. Their role is to make English language accessible to the peoples of disadvantaged communities, provide facilities at reduced cost to the people living in the remote areas. Besides these organizations, there are other more organizations like British Council, American Embassy, and BBC etc. They are oriented to promote the knowledge of English on them

2.1.2 Multilingualism and Monolingualism

Language is the expression of the all things evolved through communication among members of the community and the culture it represents. Language, like culture, is community specific and is intricately interwoven with the culture it represents. Language helps member of the community to establish, assert and their identity as individual and up a group, bringing among them a sense of solidarity. So, the situation where people come up with more than two languages is multilingualism.

Simply, multilingualism refers to the condition in which more than two languages are used in the same setting for similar, purposes. So, it refers to the possession of more than two languages by a person or a community. A community is multilingual when the members of that community can communicate more than two languages or more than two languages spoken in that community. According to Shridhar (1996)

Multilingualism involving balanced native like command of all the languages in the repertoire is rather common. Typically, multilingual have varying degree of command of the different repertoires. The difference in competence in the various languages might range from command of few lexical items formulaic expressions such as greeting, and rudimentary conversational skills all the way to excellent command of grammar and vocabulary and specialized register and styles (as cited in Wardhaugh, 2002, p.95).

Similarly, Council of Europe (2007, a: 17) defines multilingualism as “the ability of societies, institutions, groups and individuals to engage on a regular basis, with more than one language their day-to-day lives.”

From the above mentioned definition we can say that the multilingual does not necessarily have the exactly the same ability in the languages they have known. So, they have varying degrees of competence in different languages mainly in terms of ability to use the languages.

On the other hand, as regards to monolinguals, Spolsky (1998 p. 51) says "Monolingual speech community are rare; monolingual countries are even rarer". Similarly, Wardhaugh (2002) also mentions monolingual as "a misfit who lacks an important skill in a society i.e. the skill of being able to interact freely with the speakers of other languages."

We can say that multilingualism is a field of research in the world. We cannot find any places that are monolingual in nature. Thinking about the monolingual community is ideal one because no society, nation or country is the exceptional because of the migration, educational purpose, trade and colonialism.

2.1.3 Types of Multilingualism

Multilingualism refers to the condition in which more than two languages are used in the same setting for similar purpose.

2.1.3.1 Individual multilingualism

People who can speak only one language are regarded up monolingual. For Wardhaugh (2002) monolingual speakers are 'misfit' who lacks an important skill in a society. Individual multilingualism is basically "the feature of the speakers who know more than two languages" (Clyne, 1998 as cited in Coulmas, 1998, p. 307). For example if a Nepali speaker learns to speak both Tharu and English, she/he is an individual multilingual.

2.1.3.2 Societal Multilingualism

Societal multilingualism refers to the language profile of the society. It is created by "contextual factors such as international migration, colonialism,

international borders and the spread of international languages" (Clyne, 1998 as cited in Coulmas, 1998, p. 308). According to Trudgill (1983, p 129) "Multilingualism is the norm in the world and monolinguals an exception".

So, most of the societies are multilingual or we can say heterogeneous in terms of language they speak.

2.1.4 Consequences/Problems of Multilingualism

There are various reasons how communities become multilingual one of them is the result of migration, when speakers of one language settle in an area where another language is used and over the year continue to maintain their own language, the result is multilingualism.

So, various sociolinguistic studies have been emphasized both the frequency and consequences of multilingualism. Wardhaugh (2002, p.97) mentions that multilingualism can produce 'Language Loss' but sometimes it leads to 'diffusion, i.e. certain feature spread from one language to the other as a result of the contact situation.

Pokharel (2010, p.74) has mentioned some of the consequences/problems that are directly and indirectly connected with the situation of multilingualism can be listed as follows:

Lingua Franca

A multilingual society inherently needs a contact language of communication for the people of different mother tongue. As in our country Nepali language is functioning as a link language among the different language community.

Language Shift

People tend to overindulge in the dominant language. So, they shift from the less powerful to the languages with socially significant one.

Language Loss

In some cases, immigrant languages have disappeared as their speakers adopted the language of the new environment.

Language Planning

In multilingual nations or societies, it is very much difficult to plan about the language because of the issues of language and dialect, which language should be given official status, which language to be standardized and so on. Now a day, the same things about planning the language is happening in Nepal.

Medium of instruction in Education

It is also the consequence or problem of multilingualism because whether the learners should be given education in their mother tongue or not. Regarding the medium of instruction UNESCO (2003) supports mother tongue education as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers. Similarly, it also supports language as an essential component of inter-cultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights.

Linguistic Marginalization

The speakers with different mother tongue backgrounds are often of disadvantage due to the spread of dominant language.

2.1.5 Linguistic Diversity and Multiculturalism

Linguistic diversity and multilingualism may be desirable or perhaps we can say inevitable. Linguistic diversity in the world today is an issue of growing social importance because a majority of all living languages are threatened in their continued existence. Multilingualism is a common and increasing

phenomenon in present day society because the world is a storehouse of languages. In this regards Crystal (2009) writes

Most reference books published since the 1980s give a figure of between 6000 to 7000, but estimates have varied in recent decades between 3000 and 10,000". These estimates also suggest that at least half of them are in danger of disappearing in the coming years. Most of the county and regions display a wealth of linguistic diversity for example, Indonesia, with over 700 languages and Papua New Guinea with over 800 languages. The actual distribution of linguistic distribution is uneven. Over 70 per cent of all languages in the world are found in just 20 nation states among them most of them are the poorest countries in the world (p.3).

The multilingual situation is a result of migration, movement of people due to the world war second, spread of colonialism, the volunteer programmers, travel and tourism etc.

Wardhaugh (2000,p.94) writes monolingual individual as, "a misfit, lacking an important skill in society, the skill of being able to interact freely with the speaker of other language with whom regular contact is made in the ordinary business of living."

Sometimes socio cultural practices invites multilingual situations like the marriage system in Tukan community as given in Wardhaugh (2002) where the husband and wife should speak the separate languages of their own. In that situation a newly born child becomes a multilingual by being exposed to father's language, mother's language, mother's language and other's language spoken around them.

Thus, we can say that language and culture are not separated. Language is the expression of culture it represents. Culture is community specific; it is the peculiarities of the people. And, the language also differs according to the culture they have adopted. So that we can say multilingualism and multiculturalism go side by side because they are desirable and inevitable in the present day world.

2.1.6 Teaching Monolingual Versus Multilingual Classes

Multilingual classes consist of students speaking different languages and are most often found in English speaking countries where students have come with an aim to learn English. Similar classroom conditions could be found in Nepalese schools also where students come to the class for learning English. And they are from diverse linguistic, different cultural and ethnic background. Those students who are attending multilingual classes usually have no common language between them, this type of classes have a link language that helps to their communicate each other.

So, regarding the advantages and disadvantages of attending multilingual classes, Poudel (2010) opines

It has advantages that students are forced to speak English between themselves and also with their teachers too. Unlike advantages it has also disadvantages i.e. it creates division in the class because students speaking different languages will work at different speed. Similarly, students from different backgrounds also come across with different problems in the English language that can be of pronunciation, spelling or layout and so on (p. 124).

Unlike Multilingual classroom teaching, monolingual classes are that where the students are from the same background of study, they speak the same first

language or home language and most would have similar cultures. In this types of classes students are able to inter communicate using their mother tongue or home language. In this regards, again Poudel (ibid) writes the advantages and disadvantages regarding the monolingual classes are

Teachers do not have to deal with individual problems because of the students' common background and they have somehow similar kinds of problems. Students have same mother tongue that helps them to steps an exercise for group work or pair work. Similarly, regarding disadvantages, in the native country, students may often be in the class out of compulsion, not out of want, which products an environment of contempt, result in slow learning. Thus communicating in their first language hinders their English language learning.

Thus, in such multilingual classes the English languages teachers are facing different kinds of challenges. It is also challenging for them because the classrooms are large and heterogeneous. So, we need a skilled teacher to deal with these kinds of problems if not it will create a great division between the more able students and less able students. That's why a language teacher should deal these problems with tactfully.

2.1.7 Role of English in Multilingual Classroom

Although a number of activities seem to have been initiated to fight the imperialism of English in the world, for the majority of the population, it is clear-cut that English presents the world's lingua franca, and hence cannot be ignored. Therefore, including English in the curriculum of school in a non-English speaking environment seems to be necessary and is also welcomed by curriculum designers, parents and students. But this does not imply that students should stop learning other languages, for some critics of this development have claimed so many times in reaction to the predominance of

English. On contrary, recent statistics show that English will be learned together with other languages, at least in the European context (Gradol 2004, p.12). Yet, there are a number of scholars who see considerable danger in the fact that English is learned as a first foreign language. For instance, Krumm (2005) argues that pupils are not motivated to study other languages if they start with English language and that multilingualism can be achieved more effectively if pupils start learning other language before having contact with English (as cited in Jessner 2008, p. 42).

In contrast, Vollmer (2001) suggested that early English learning should be organized in such manner that multilingualism through or with English will be fostered. English is required to stimulate a curiosity about learning other languages, together with multicultural awareness and awareness of the limitations and relativity of one's own language dependent life style.

Thus, English needs to activate and support cognitive processes for further language learning and it could serve as cognitive foundation essentially to the development of linguistic awareness in multilingual learners. In other words, English should function as ice breaker to create openness to linguistic diversity.

2.1.8 Multilingual Classroom Management Strategies

Classroom management is how the teacher delivers the contents, as well as the environment of classroom in which students learn. It does not really matter to the teacher where he is, where is he from, how old his students are and what subject he is covering. Classroom management is an important part of being a successful teacher. One of the biggest challenges for all teachers is how to handle classroom while teaching. Classroom management is one of the unnoticed aspects of teaching English language but it is one of the most important factors that can determine how effective a teacher is in the subject. Teacher may have great lesson plan and all the materials needed but without the proper classroom management, it will be difficult to succeed in the classroom. English language classrooms are essential to be managed because of

the diversity of the class. Classroom management skills are essential for anyone wishing to be a successful teacher and a language instructor.

Based on the Meador (2013), the following are the multilingual ELT classroom management strategies used by the teacher to handle or manage the classroom situation well for teaching and learning process.

i) Enter Class with a well Planned Lesson

A teacher has to be well prepared about the lesson he is going to teach before he enters into the class. This makes him to feel confident and well prepared. And, it helps him to stay on track and avoid tangents that might get off topic or confuse students.

ii) Feel (or fake) Calmness and Confidence

Teacher should be calm in the classroom even if there are disruptive kinds of behaviour shown by the students. He should practice a lot about the contents he is going to present will help him to develop confidence about the teaching items.

iii) Confront Problems Immediately

Unfortunately, no matter how prepared a teacher is and how efficiently he structures his classroom, he will eventually encounter some difficult students. For any number of factors, some people just are not too keen to learning or may be even find teaching contents too easy. Unfortunately, these students that act out can quickly become a distraction to even highly motivated students. If the teacher ignores problems and sweep them under the rug or is passive in difficult situation, they will just build up and eventually boil over, so it is best to confront his difficult students early.

iv) Ask other Teachers and School Staff for Help

The teacher first certainly tries to diffuse problematic situation by himself, if unacceptable behaviour continues and becomes a serious problem, he should

not be afraid to bring his boss/supervisor into the situation before, it truly gets out of hand. In some cases, talking to the students parents might be an appropriate course of action.

v) Prevent Potential Problems in Advance

The most of the ESL classrooms have higher variation of ability and it can be a big challenge to find materials that suit both advance and less adept students. So, the best classroom management strategy is really prevention. If he can identify easily distracted students early in the classroom and give them extra help when needed, he can probably eliminate most problematic behaviour before it occurs.

vi) Have a Positive Attitude

It may seem like a simple concept, there are many teachers who do not approach their students in the class with a positive attitude on a day to day basis. Students will feed off of a teacher's overall attitude. A teacher with a positive attitude will often have students who have positive attitude.

vii) Set your Expectations Early

Teachers should not go into the school time trying to be their students' friend. Teachers are teachers and students are the students and those roles should be clearly defined from the beginning. Students need to be aware at all time that teacher is the authority figure.

viii) Develop a Good Rapport with Students

Even though teachers are the authoritarian in the classroom, it is extremely important to build an individual relationship with their students from the beginning. Teachers should take extra time to find out a little about each students likes and dislikes.

ix) Have Clearly Defined Consequences

It is important that teachers establish consequences for their classroom. Some teachers set up the consequences themselves and others have the students assist with writing the consequences so that they take ownership in them.

For dealing with the most challenging of students, teachers can apply different strategies. It is not hard and fast that the only one strategy may fit to the all teachers. The above mentioned strategies are the common one that can be used by the teachers regardless of their subject to be taught in the classroom.

x) Create a Student-Centered Environment

Creating a student centered environment means putting the students' needs ahead in teaching and in practicing language, the students are the focus, not the teacher.

xi) Incorporate Interests

Teachers should find out what motivate their students, what interests them and what will get them talking in English. Teachers try to know their goals and hopes.

xii) A Global Perspective

Exploring other cultures fits wonderfully into the framework of the EFL classroom. This especially holds true in multi-cultural classes where students can share their own cultural perspectives while learning about classmates.

xiii) Display Work

Students work hard in the classes, so be sure to provide opportunity to display their work prominently. When students create poster boards, presentations, stories or any things else that shows their progress as English speakers.

xiv) Tap into Experiences

EFL/ESL students of every age and every level have past experiences that you can utilize to make learning more meaningful for them. It teachers allow their students to share their previous knowledge so they can grow into better speakers and gain confidence in English language.

2.1.9 Challenges of teaching English in Multilingual Class

A classroom is a miniature society that reflects all the characteristics of that society where the school is located. So, there are students of different languages background that make classroom heterogeneous in terms of language, culture, ethnicity and students' level of English in the classroom. That's why we can say multilingual classes are heterogeneous in nature. So, the challenges of heterogeneous classes are also the challenges of multilingual classes too. Regarding the challenges of heterogeneous classes Ur (1996) and Harmer (2008) write the following things:

i) Discipline

Discipline in the classroom is one of the most important aspects of teaching and learning activities. So in heterogeneous class, it is difficult to the teacher to maintain discipline in the classroom in course of teaching and learning.

ii) Correcting Written Assignment

Heterogeneous classroom are seemed to be large in nature so with the case of multilingual users too. So it is difficult to the teacher to check the homework or class assignment given to the students.

iii) Interest

Multilingual classes are heterogeneous in nature and this heterogeneity creates problems to the teacher to create interest in all the students. If he is unable to

create such interest towards learning it will definitely hamper the learning of English in the learners' part.

iv) Effective Learning for All

It is difficult for the teacher to make his teaching effective for all the students because of the students' diversity of language, culture and so on. Either the task provided by the teachers is too difficult or too easy for many of the students.

v) Materials

One of the challenges faced by the teacher is to find out the suitable materials for all the students. The textbooks are homogeneous i.e. rigidly aimed at one kind of learners.

vi) Individual Awareness

It is also challenging to the teachers get to know and follow the progress of all the individuals in their class.

vii) Participation

Equal participation of the students in the classroom activities is difficult for the teachers in the heterogeneous classes. Only few of the students are active and take part in the teaching and learning activities.

viii) Large Class Size

Classes in terai region are seen large in their size. In such large classes teachers face challenges in course of teaching language. They face challenges in assigning homework, checking homework, maintain discipline in the classroom and so on.

ix) Use of Mother Tongue

One of the challenges of ELT multi-lingual class is use of mother tongue in the classroom by the students. In such classes students use their own native

language in the classroom in course of teaching which hinders the learning of English language.

x) Giving Feedback

It is also challenging to ELT teachers to provide feedback to their students' language learning activities. In ELT classes students from diverse language background and make mistakes in different aspects of language so it makes difficult to teachers to provide right kind of feedback to them.

xi) Mixed Ability Class

In ELT classes, students have different level of proficiency in language learning. In such linguistically diverse classes some students are highly motivated and some are not, some are bright and other are not. Such kinds of things create challenges to the teachers to manage and handle of the classes.

Apart from the above mentioned challenges multilingual classes have some language related problems that occur in course of teaching English. In this regards, Poudel (2011) writes the challenges of teaching English in multilingual classes are:

- i) Communication related problems
- ii) Interaction related problems
- iii) Comprehension related problems
- iv) Structural organization related problems
- v) Content delivery related problems

2.1.10 Opportunities of Teaching English in Multilingual Class

Multilingual classes not only bring the challenges with them but also bring the rich pool of opportunities in the classroom for language teachers as well as language learners too. English language can foster intercultural communication among the children from diverse cultural as well as linguistic backgrounds.

Teachers of English should capitalize multicultural experiences that children bring into the classroom while teaching English. Teaching of English should be contextual and we need to educate children about the nature of English in relation to society. The following are the opportunities for teachers as well as learners too.

- i) Culture enrichment of the teachers.
- ii) They can students as the teaching materials in the classroom.
- iii) Students also get chances to know other languages that are spoken by their colleagues.
- iv) Collaborative learning can foster among the students.
- v) Teachers get chances to develop professionally by using different innovative techniques and conducting researches in multilingual class teaching.

2.1.11 Linguistic Diversity and Language Management

Linguistic diversity and multiculturalism may be desirable and perhaps inevitable, but it must be admitted that this situation is inherently prone to a number of problems real, potential or virtual, Ethno-linguistic identities if not channeled and bridled by a spirit of nationalism it may become the source of misguided ethno linguistic loyalties that undermine nationalism occasioning, dissention, tension and conflict resulting even still in what Calved (1988) has called 'guerres des langues' (the war of languages) (as cited in Chumbow, 2008).

However, as pointed out by Fishman (1986) such language wars' have little to do with language per se but result from the mismanagement of ethno linguistic diversity and multiculturalism. In other words, language related economic and political inequalities that characterize and polarize ethno linguistic communities within the nation state'.

Thus, the proper management of language in multilingual setting in accordance with well-known policy principles is therefore indispensable in stemming the

potential tide of ethnic polarization within the nation's fabric and ensuring linguistic rights, national integration and national development of all the different community.

At present, the indigenous or ethnic communities are raising their voices for their linguistic rights and want to preserve their linguistic identity in Nepal. It is also the result of mismanagement of language policy or we can say one language policy all over the country. But, the interim constitution of Nepal (2007) has addressed to some what extent this kind of issues and makes the following provisions for addressing the linguistic diversity of the country and minimizes the conflict related to language:

- i) All the languages spoken as the mother langue in Nepal are national languages of Nepal.
- ii) The Nepali language in Devanagari script shall be the official language.
- iii) Notwithstanding anything contained in clause (2) it shall not be deemed to have hindered to use the mother tongue language in local bodies or offices. State shall translate the languages as used to an official (the interim constitution of Nepal (2007) part 1, Article 5). So the allowance of local languages in the government offices and in the educational institutions is further strengthening multilingualism.

2.1.12 The Linguistic Diversity of Nepal

The great biological diversity of present day Nepal is matched by its cultural and linguistic diversity. Regarding the linguistic diversity of Nepal, Yadava (2007) explains,

Nepal is a mosaic of linguistic diversity. However previous centralized regimes established assimilations policies which entrusted a single language, Nepali, with all power and prestige while minority languages were looked upon as inferior and were suppressed. With the growing

awareness of individual rights there has been focus of minority accommodation. It is with these perspectives that we have proposed...a policy for transitional bilingual education. (p.17)

The disparity between the language totals published by Ethnologue, which records 123 languages and the government of Nepal that lists only 92, as well as there is the nativities and mother tongues which is also a interesting and important. But this disparity is over because the population census of Nepal 2011 has clearly mentioned that there are 125 caste and ethnic groups who speak 123 languages as their mother tongue and a few not reported.

So we can say that Nepal is multiethnic and multi lingua nation according to the census data collected 2011, Nepal's 123 languages (including Kusunda a genetic isolate) belong to four language families, an impressively large number for a country with small area like Nepal. The Indo-Aryan group of the Indo-European language family is the largest group in terms of speaker numbers in Nepal, at around 80 per cent of total population i.e. 26,494,504. The Tibeto-Burman group within the Sino-Tibetan family of language is represented by 57 languages in Nepal, the largest number of distinct mother tongue of any linguistic grouping, but with noticeably less speakers than the Indo-Aryan, group. Similarly, two other language families are also found in Nepal: the Austric branch of the astro-Asiatic family and the Dravidian family, each represented by a small numbers of languages in the southern part of the country.

However, some of the languages like Kusunda and genetically isolated are on the verge of extinction owing lack of proper caring while some have already disappeared. So, we can say that disappearance of language means the loss of beauty, wealth and culture of that nation.

2.2 Review of Empirical Literature

The international and national research on bilingual and multilingual classroom education is vast in scope and goes back several decades. But only the most salient findings with regards to my research will be mentioned here in the hope that they may provide a sufficient sounding-board for the research.

Pliiddemann et al. (1988) conducted a research on "Problem and Possibilities in Multilingual Classroom in Western Cape". The main objective were to identify existing teaching situation in primary class room and to identify coping strategies used by teachers in multilingual class room in primary level in the western cape with a particular focus on township to identify the problem that arises in multilingual classroom; to propose the preliminary trials strategies that are likely to succeed in addressing those problems. The researcher used purposive non-random sampling procedure to select the schools that are diversified in terms of language geographical location. The tool for collecting data were non participant classroom observation with the help of class room observation schedule and detailed field notes, interview with teachers, language profile questionnaire filled by the principal and video recording of the teacher's relation. From the research they concluded that there occurred the communication breakdown problem between both teachers and students in course of teaching and learning, discipline and control to the students, fear of cultural domination in the students. Regarding the coping strategy they concluded that peering interpreting that bridges the largest gap in oral interaction in the class room, language support program to weaker students and translation in their mother tongue.

Mannass (2010) also conducted a research entitled "Teaching Reading in Multilingual Classes". The main objectives of the research were to observe and analyze different teaching methodology employed by the grade three teachers in teaching reading in multilingual classroom, to identify challenges experienced by teachers in promoting reading to learners whose home language

is not English and to observe and describe reading environment in selected grade three classes. He followed purposive sampling procedure to select the subject of research i.e. three teachers and seventy-two learners. He used questionnaire, interview, script and text analysis and class room observation were the tools for collecting data. The researcher concludes that the administrative duties impact negatively on their teaching of reading, large classes prevent individual attention during reading lessons and lack of support and inadequate teacher training impact negatively on the teaching of reading and regarding the strategies used by the teachers to overcome the problems he found that the code switching is teaching resource in multilingual class room, teachers experience and beliefs influence their teaching strategy and teaching reading in context improves learners reading and writing skills.

Dhillon and Wangiru (2013) published an article entitled "Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of Urban Primary School in Kenya" in the *International Journal of English Linguistics*. The article focused on the challenges and strategies for the teaching and learning English as a second language in primary level. They used questionnaires as a main tool containing both open and close ended, responses from teachers were obtained through follow up semi structured interview. The articles revealed that numerous challenges encountered by both ESL teachers and learners with the multilingual environment of Kenya like; most learners commonly used mother tongue in schools thus it effected learning of English, mixing of language by teachers during English lessons and pupils have difficulties with English sounds that are not found in their mother tongue.

Poudel (2010) conducted research on "Teaching English in Multilingual classroom of Higher Education". The main objectives were to identify the problems and challenges of multilingual classroom, too find out how the teachers behave linguistically in the classroom while teaching English and to find out the relation/attitudes of the students towards their teachers' using of language in the classroom and out of the classroom. The researcher employed

judgmental non random sampling procedure to select teachers who have been teaching English at the intermediate and bachelor level from four different colleges of Kathmandu valley. The tool for collecting data were questionnaire, containing both open and close ended, classroom observation and a focus group discussion was conducted. To validate the data gathered the triangulation was made among the teachers' responses in the questionnaires, their class observation and finally the focus group discussion activities. From this research he concluded that even at this level, the students are deprived of the convenience to the right to get education in their own language. The teacher felt comfortable in Nepali and the students also felt comfortable in their own language of teaching and learning but the goal of teaching is to make them competent in English. Furthermore, he wrote that the interference of learners' mother tongue seems to be the factors for poor performance in English and it is very difficult for the teacher to devise the right type of teaching methodology because of the multilingual background of the students.

Phyak (2009) conducted a research on "Exploring Ethno Linguistic Identify in Multilingual Context of Nepal". In the study, he has analyzed the choice of language by multilingual speakers in connection with their ethnic identify. He explored how indigenous people posit their ethnic identity in the multilingual context of Nepal and looked at the reasons behind the shift, loss and maintenance of the ethno linguistic identity. He selected five Limbus, who could speak Limbu , Nepali and English, as participants of the study. He used individual interview for data collection. He concluded that in the multilingual context of Nepal the indigenous minority language speakers construct multiple identities through different languages in different context for different purposes.

Similarly, Wagle (2012) carried out a research entitled "Challenges Faced by English Teachers at Primary Level." The objective of this study was to find out challenges of primary English teachers and the causes of problems at primary level of Syangja district. The primary level English teachers of Syangja district

were the study population of this research. Questionnaire and observation were the tools for collecting data. From this study, she found out that conducting extra-curricular activities, use of mother tongue in the classroom, multilingual classes, mixed ability classes, problems to handle new ELT technology and lack of exposure to both teachers and learners were the challenges to the primary level English language teachers.

Moreover, this research study also concerned with the classroom management strategies used by the teachers in order to manage their students in multilingual classes. So, here the researcher also reviewed some of the researches conducted in the field of classroom management.

Ghimire (2011) conducted research on "Managing Multilevel Diversity ELT Classes." The research aimed to find out secondary level English teachers' awareness of diversity in ELT classes, explore the challenges of diverse ELT classes and strategies for coping with those challenges. He employed purposive non-random sampling procedure to select twenty schools from the Kathmandu valley. He used same procedure to select two teachers from each school.

Regarding the selection of the students, he selected eight schools out of twenty and five students from each school. Questionnaire was the tool for collecting data containing both open ended as well as closed ended questions. From the research he found that teachers were well aware about multilevel diversity of classroom and faced so many problems in course of teaching English in such kind of multilevel classes.

Khatri (2012) conducted research on "Classroom Management Techniques Used by ELT Teachers: A Comparative Study." The research aimed to find out classroom management techniques used by private and government aided lower secondary level English teachers in Palpa district. He followed non random sampling procedure to select the respondents i.e. six from private schools and six from government aided school. Questionnaire and classroom observation were tools for collecting primary data. The major findings of his

research were the government aided schools teachers used techniques like use of teaching materials, motivation, use of lesson plan, group division, managing physical facilities etc. where as private schools' teachers were found using learning by doing methods of teaching, interaction with students, use of punishment, use of gestures, use of group work, pair work etc. as the techniques of classroom management.

Likewise, Thani (2008) also conducted research in the same field. Her research title was "A Study on Classroom Management." In her research she mainly focused on the general concept of management. She explored that good classroom management is very much crucial part in language teaching and learning process. She mentioned that one single criterion is not enough for managing the class to the teachers.

Similarly, Bashyal (2010) carried out research on "Strategies of Classroom Management Used by Secondary Level English Teachers." The main objective of his research was to explore the major strategies adopted by the secondary level English teacher. He explored that encourage, feedback motivation etc were the major strategies used by the teachers for classroom management.

The preceding literatures reviewed indicate that there exist challenges in the multilingual classroom teaching and learning processes over the world. Further, the analysis of literature reveals that the language teachers have to be aware of the issues that are sensitive to learners' language. Therefore, most of the literature proposed the need of competent and qualified teachers to handle the challenges that arises during the teaching learning process in multilingual classroom.

2.3 Implication of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step of research. The most

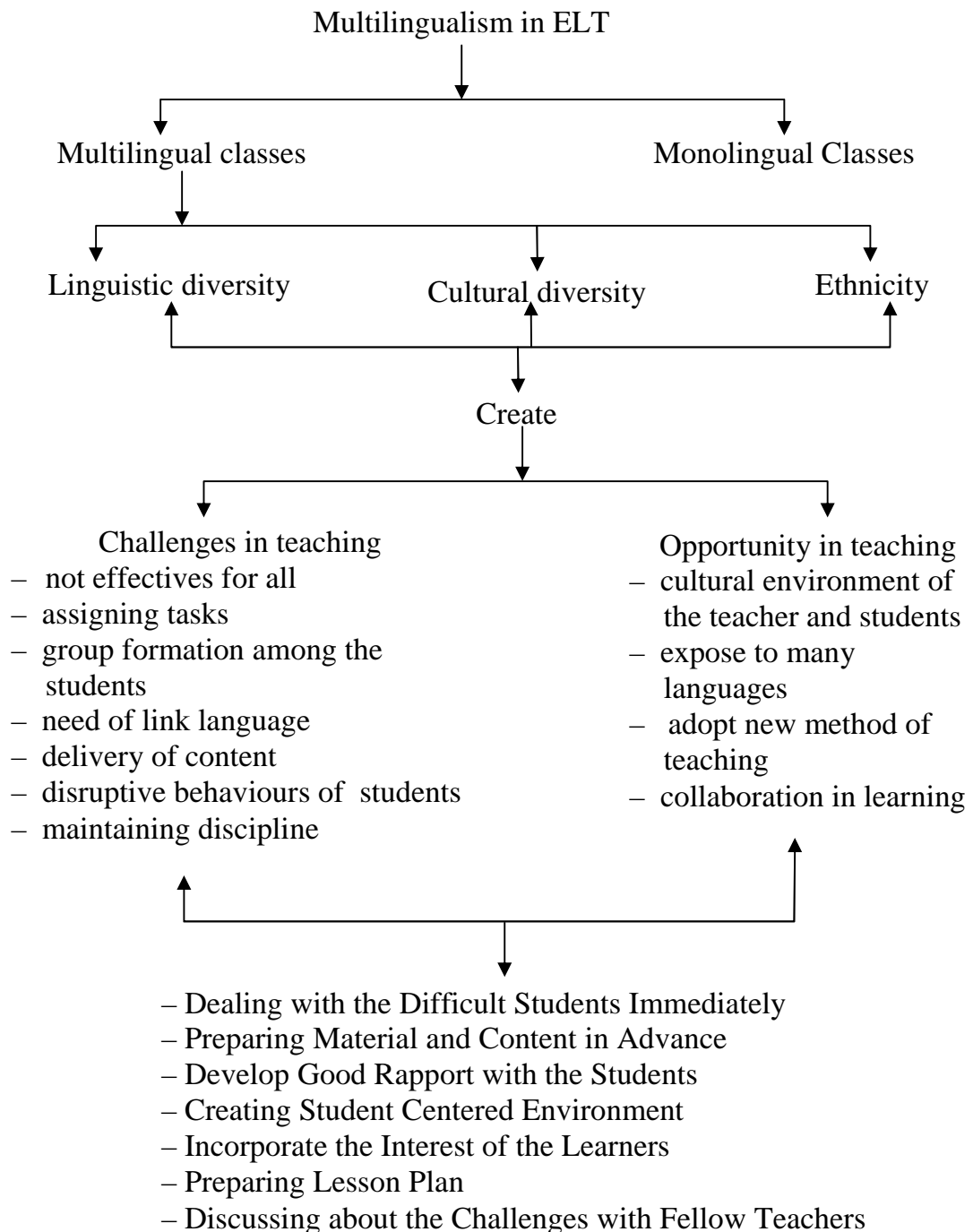
important function of the literature review is to ensure researcher read widely around the subject area in which he/she intend to research.

While reviewing the literature, I have gone through different existing literature, different articles, journals, magazines, bulletins and books. All of them are about teaching English in multilingual classroom, challenges of teaching English in such context, coping strategies with those challenges, classroom management strategies employed by the teacher in such multilingual situations. These studies are related to my study though the study areas were different from research to research.

After reviewing these research tasks, I got information of multilingualism, its consequences, mother tongue education some coping strategies with challenges that arise in the classroom and challenges of teaching English in such situation. In order to conduct those research works, they have used survey design. Therefore, after reviewing those researches, I got ideas about the process of survey design. In their research, they have used questionnaire, classroom observation and interview as the research tools for the data collection and which are also applicable in my research. So, they also help me regarding research tools. Thus, these research works become very helpful for me to accomplish my task since it helps me to broaden my insights and knowledge in the field of teaching English language in multilingual classroom. So the review of the related literature becomes significant for me to make my research more informative and reliable.

2.4 Conceptual Framework

The study on "Teaching English in Multilingual Classroom: Challenges and Opportunities" was based on following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF STUDY

The following methodology was adopted to fulfill the above mentioned objectives;

3.1 Research Design

The research design is aimed at gaining an overview of typical challenges and opportunities in multilingual classrooms at secondary level in the Kailali district. I identified language-related communication difficulties experienced by the teachers in the classroom and strategies employed by the teachers to overcome those challenges.

To explore the challenges of multilingual classroom teaching and learning, I used both qualitative and quantitative research methods. So, this kind of research is called mixed method research. In such kind of research, survey design is used to accomplish the objectives of the study. Survey design is a kind of research design which studies large and small populations or universes by selecting and studying samples chosen from the population but the findings can be generalized to the entire study population.

According to Cohen and Manion (1985)

Survey is the most commonly used descriptive method in education as research, and may vary in scope from large scale governmental investigation through to small scale studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and events at a single point in time (as cited in Nunan, 2010, p. 140)

Similarly, Rosiers (1988) defines survey research, as:

Survey research in education involves the collection of information from members of a group of students, teachers or other person associated with the education process and the analysis of this information to illumination importance of educational issues. Most surveys are based on sample of a specific target population. The research often wishes to generalize the results obtained from the samples to the population from which samples were drawn (as cited in Ojha and Bhandari, 2013, p.202).

Thus, from the above mentioned definitions, we can say that survey research can be carried out in educational field that can be conducted in large scale to find out the phenomenon, attitude and events in a particular time and it generalizes the findings from which samples are drawn.

In every research design, there are certain research processes are involved. According to Cohen et al. (2010, p. 209) the following processes are involved in survey research;

-) Define the problem.
-) Define the kind of survey (longitudinal, cross sectional, trend study, cohort study)
-) Formulate research question or hypothesis (if appropriate) : the null hypothesis and alternative hypothesis.
-) Decide the issue on which to focus.
-) Decide the information that is needed to address the issues.
-) Decide the sampling required.
-) Decide the instrumentation and metrics required.
-) General the data collection instruments.
-) Decide how the data will be collected.
-) Pilot the instruments and refine them.

-) Train the interviewer (if appropriate)
-) Collect the data.
-) Report the result

3.2 Population and Sample

All the secondary level English language teachers and all the head teachers of Kailali district were the study population of my research. Among them thirty teachers and ten head teachers were the samples for the research from the thirty different government aided schools.

3.3 Sampling Procedure

I selected thirty different government aided secondary level school and thirty English language teachers i.e. one teacher from each selected schools by applying purposive non random sampling procedure. Similarly, the same procedure was used in selecting ten head teachers.

3.4 Tools for Data Collection

I designed a different set of questionnaires for both teachers and head teachers. The questionnaires' contained both close as well as open ended questions. Closed ended questions were for teachers and open ended for head teachers.

3.5 Data Collection Procedures

I used the following procedures to collect primary sources of data for my research:

-) At first, I went to the selected schools and talked to concerned authority for permission to carry out research.
-) Then, I consulted the English language teachers and students, build the relationship with them and explained clearly the purpose of my research.

-) I requested them to take part in my research process and I distributed the questionnaire to them separately and again requested them to write the answer of given questionnaire.
-) And, I also assured them the confidentiality in terms of ethics of research.
-) Finally, I collected the data thanking the informants and school authority for their kind co-operation.

3.6 Data Analysis and Interpretation Procedure

The data collected for the research were analyzed and interpreted by using both simple statistical (e.g. pie charts, bar diagram, mean, mode, table, and so on) and descriptive tools and techniques.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter is mainly concerned with the analysis and interpretation of the data that were obtained from primary sources. Thirty English language teachers who were teaching in multilingual classes at secondary level and ten head teachers from the respective schools were the informants of this study. The questions mainly related to multilingualism in ELT classes, multilingual classroom management strategies, challenges and opportunities of multilingual classes and also related to the strategies the teacher used for coping with those challenges. For getting information about those mentioned areas, the researcher used open as well closed ended questions. Closed ended questions for the English language teachers who were teaching in multilingual classes at secondary level and open ended for head teachers of those respective schools.

4.1 Multilingualism in ELT Classes

In this section, teachers were asked questions about the definition of multilingual class, its coverage, diversity in this kind of class, multilingualism as a norm which is common in the society and everywhere. They were given closed ended questions. The items wise analysis and interpretation of data that are related to the multilingualism in ELT classes are presented below.

4.1.1 Defining ELT Multilingual Classes

The respondents were given the statement *A multilingual ELT class refers to the group of students who differ significantly in terms of language background, ethnicity, culture etc.* Regarding this statement all the teachers agreed with it. They are acquainted with it.

Head Teachers' view on Multilingual Class

In this regard T₃ told that *'It refers to the class where the students have their own linguistic and cultural identify.'* Here he also focused on the language that

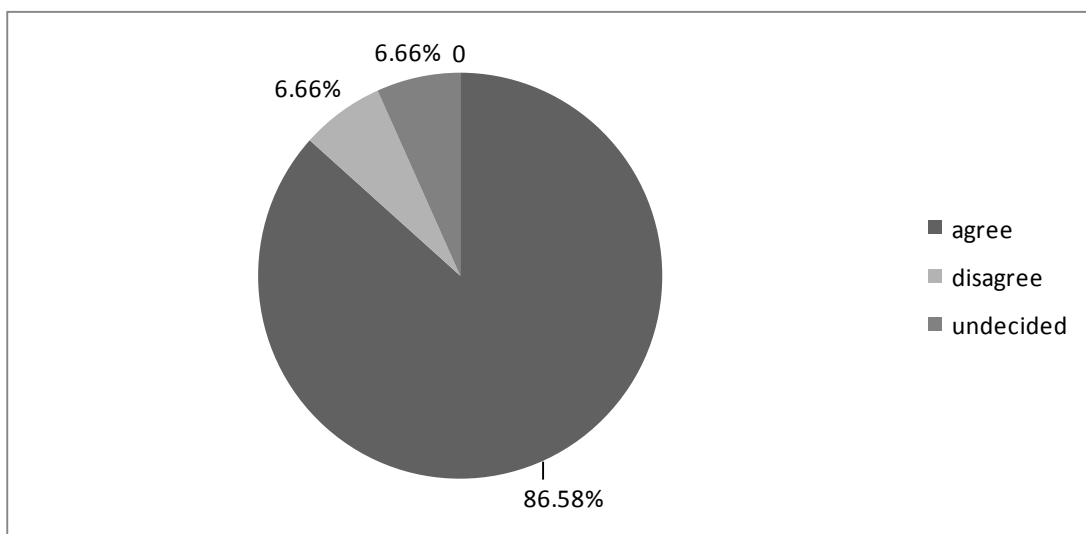
one individual to other. Likewise another T₇ viewed multilingual class as '*It is the class of multiple identity.*' In this definition he tries to add different aspects of language that makes different from other languages not only comes in isolation, it has brought its speakers with it, their geographical location, culture and ethnic identity.

4.1.2 Linguistic Diversity as a Norm

It is generally believed that there is a language difference among the students in multilingual classroom. The students are not only differed in languages but also in language cultures, their ethnicity and life style too. The actual statement was *Linguistic diversity in ELT multilingual classes is a norm.* The teachers responses have been shown as follows.

Figure: 1

Linguistic Diversity as a Norm



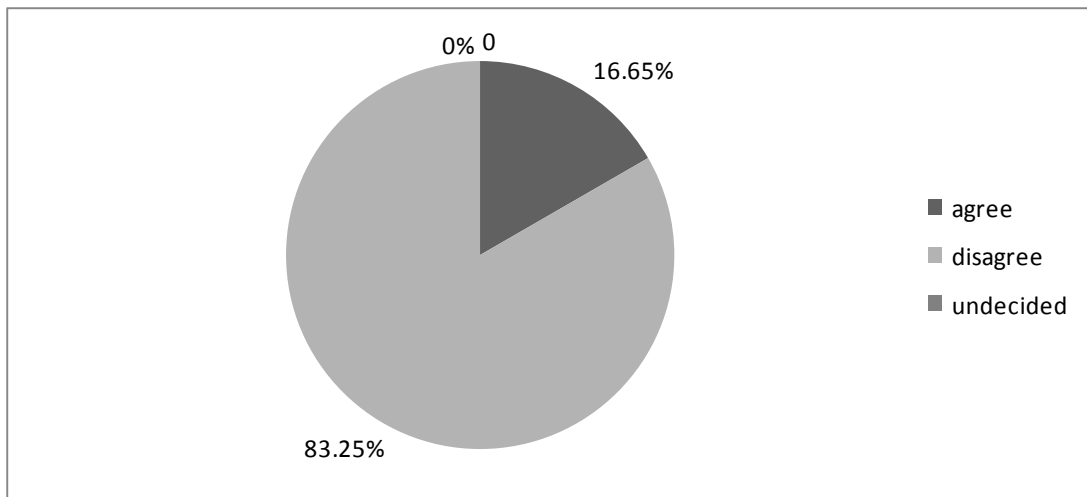
From the above diagram, 86.58 per cent of agreed, 6.66 per cent disagreed, 6.66 per cent respondents were undecided with the statement. It means majority of the teachers believed that linguistic diversity is a necessary phenomenon in the present day world.

4.1.3 Monolingual Classes in Terai Region

This statement intended to explore whether the teachers were aware of the fact that the classroom are multilingual in nature. This explored their awareness of multilingual class. The statement was *Thinking of monolingual classes in terai is common to us*. The following figure shows the responses obtained from the teachers.

Figure: 2

Monolingual Classes in Terai Region



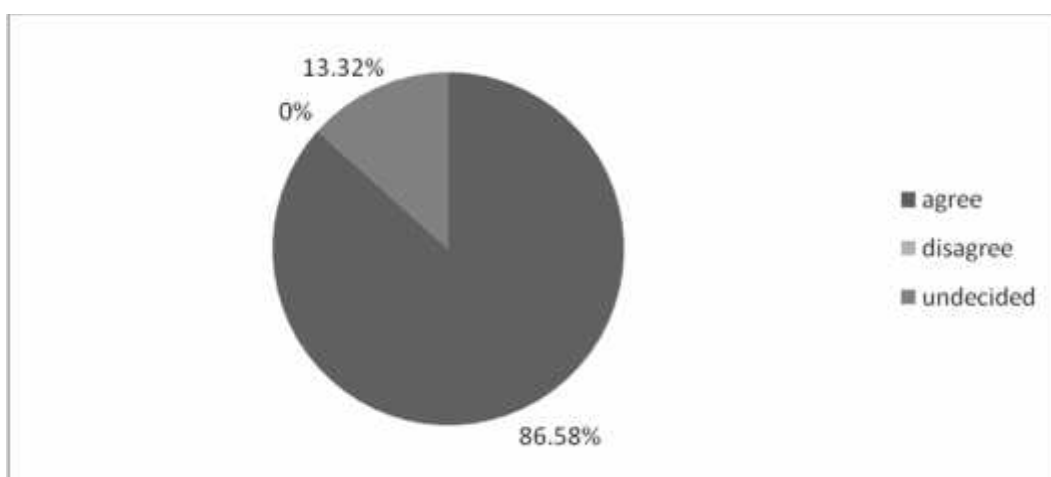
The figure above shows that among the total respondents, 83.25 per cent teachers marked as disagree and 16.65 per cent were agree with the statement. This shows that most of the teachers' view was that they could not think of monolingual class at present time in Terai.

4.1.4 Students' with Different Levels of English

In multilingual classes students are with different level of English, it means some of them are bright, medium and low achievers. So, this statement was meant to find out the teachers' awareness of students level of English. The actual statement was *There might also be the students of different level of English in multilingual classes*. The responses obtained for this statement are given in the following diagram.

Figure: 3

Students' with Different Level English



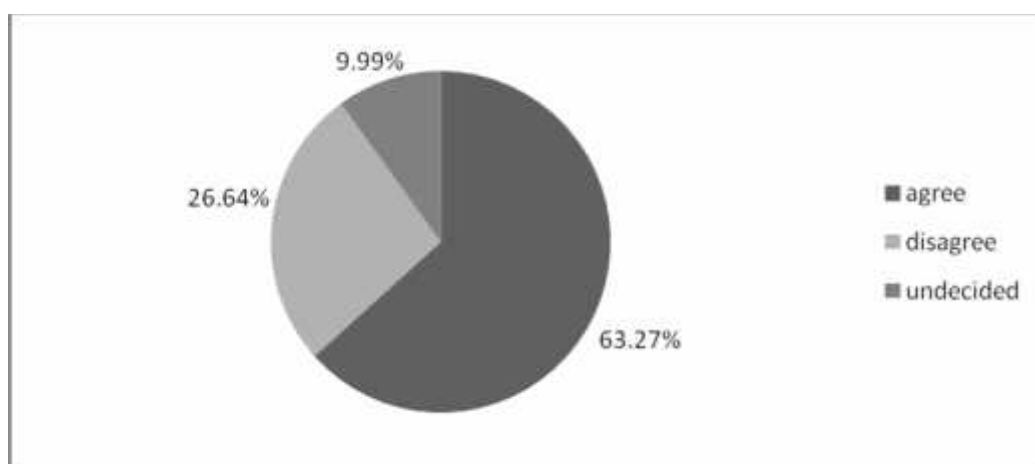
The above diagram shows that among the total respondents 86.58 per cent teachers agreed, none of them disagreed and 13.32 were seemed to be undecided with level of English of students in the multilingual classes. This shows that most of the teachers seemed to be aware the fact that there were the students with different levels of English in the classroom whom they have to deal with.

4.1.5 Teaching Linguistically Diversified Students

The respondents were requested to provide their responses on whether they could teach the students who are linguistically diversified in the English language teaching in the same class. The statement given was *students of different language, culture, ethnicity background can successfully be taught together in the same class*. The responses given by the respondents are presented in the following diagram.

Figure: 4

Teaching Linguistically Diversified Students



From the above mentioned diagram, it is revealed that 63.27 per cent teachers agreed, 26.64 disagreed and 9.99 were undecided. It shows that majority of the teachers found able to teach English in linguistically diversified classes in the same class.

4.2 Classroom Management Strategies Used by the Teacher in Multilingual Classes

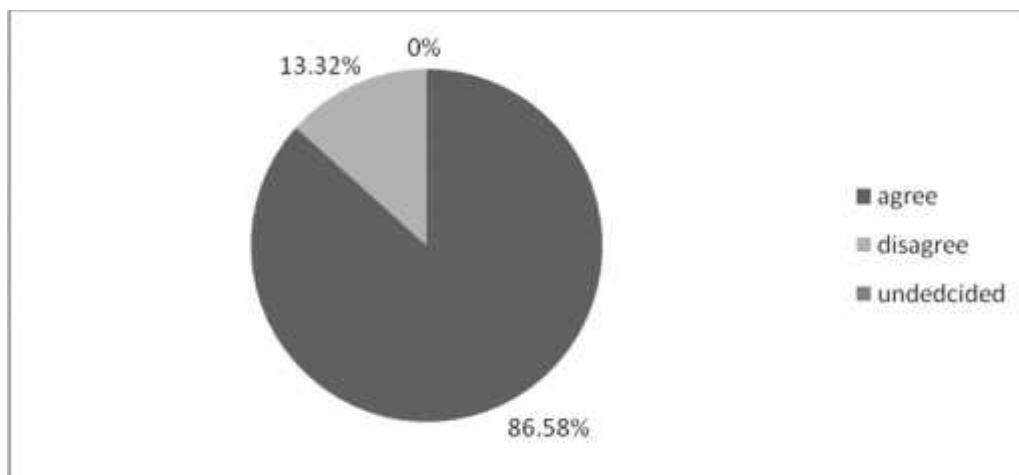
The responses provided by the respondents about the classroom management strategies they were using in managing their classroom are analyzed and interpreted item wise in the following way:

4.2.1 Dealing with Difficult Students Immediately

In order to find out the teachers' responses about dealing with the challenges to manage their classroom whether they deal with difficult students immediately or later in course of teaching, the question put to them was *You always deal with the difficult students immediately to manage your class*. The responses provided by the respondents are presented below:

Figure: 5

Dealing with difficult students Immediately



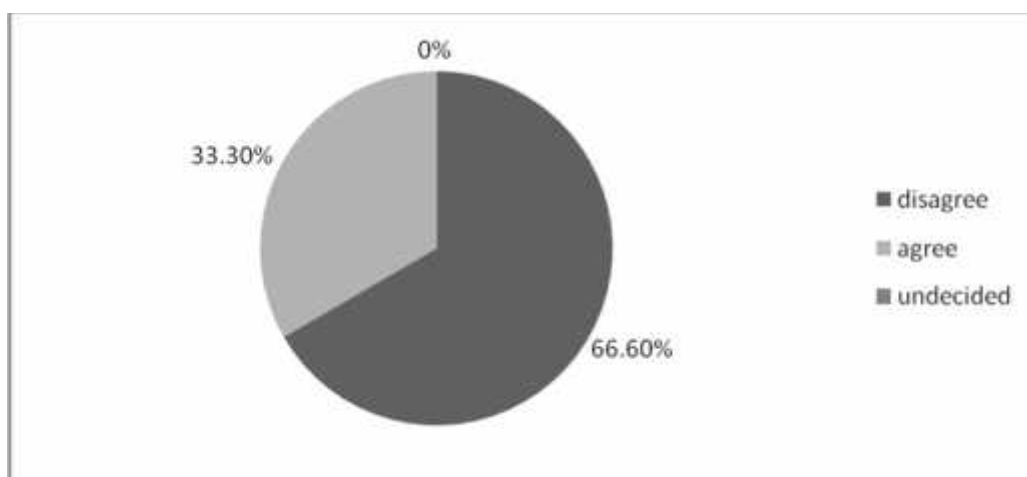
The above figure shows that 86.58 per cent teachers were found to agree, 13.32 per cent disagree and none of them were marked as undecided. So, most of the teachers found to confront the difficult students immediately to manage their classes from being disruptive from students' side.

4.2.2 Preparing Material and Content in Advance

In order to find out the teachers readiness to manage the classroom whether they come with full preparation in the class, the question given to them was *'You always prepare materials and contents that suit to the students from all language background.* The responses provided by the response are given below in the diagram:

Figure: 6

Preparing Material and Content in Advance



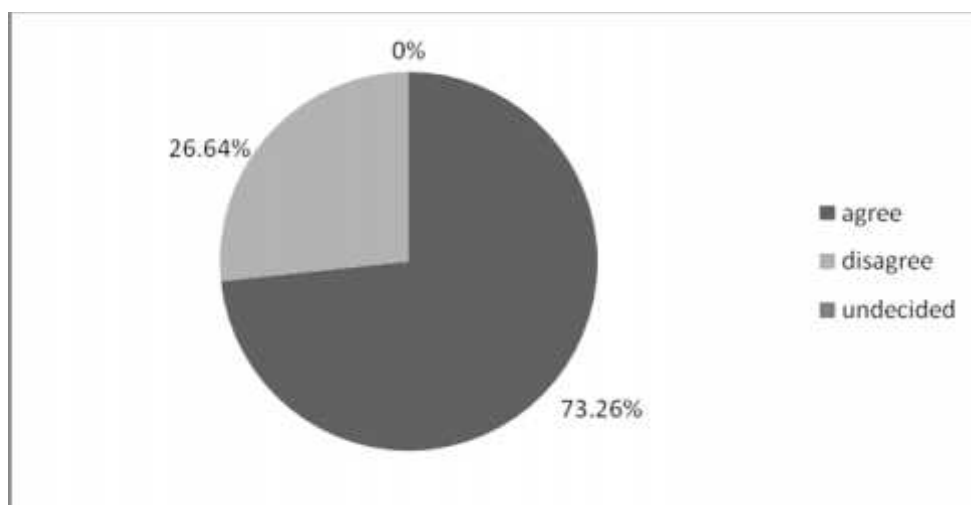
The above diagram clearly shows that majority of the teachers i.e. 66.6 per cent were found disagreed with the statement, 33.3 per cent marked as agree. It shows that teachers did not have the culture of studying about the contents of teaching and preparing materials for teaching in advance to prevent from unwanted short comings in course of teaching and managing their classes.

4.2.3 Develop Good Rapport with the Students

The statement given to respondents was *You develop good rapport with the students to manage your class for language teaching* whether they made good relationship with their students to manage their class. The responses have been presented below.

Figure: 7

Develop Good Rapport with the Students



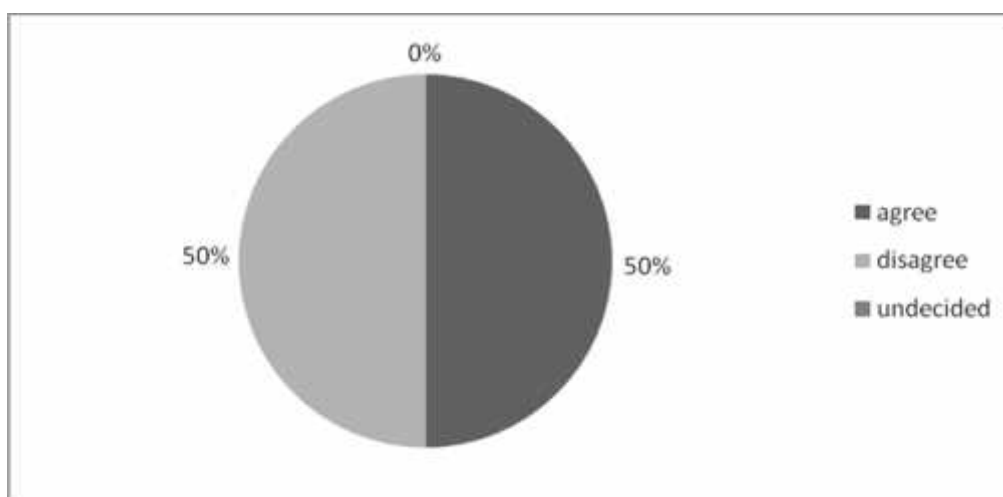
The above diagram shows that among the total respondents 73.26 per cent were agreed with the making rapport with students, 26.64 per cent seemed disagreed and none of them were found undecided with the given statement. It shows that developing good relationship in the classroom with students certainly helps to manage the classroom in the time of teaching and learning process.

4.2.4 Creating Student Centered Environment

Whether creating student centered environment that makes class well managed and prevent from making noise and disruptive behaviour in the classroom. The statement was *you always teach your students by creating student-centered environment in the classroom*. The responses given by the respondents are figured below:

Figure: 8

Creating Student Centered Environment



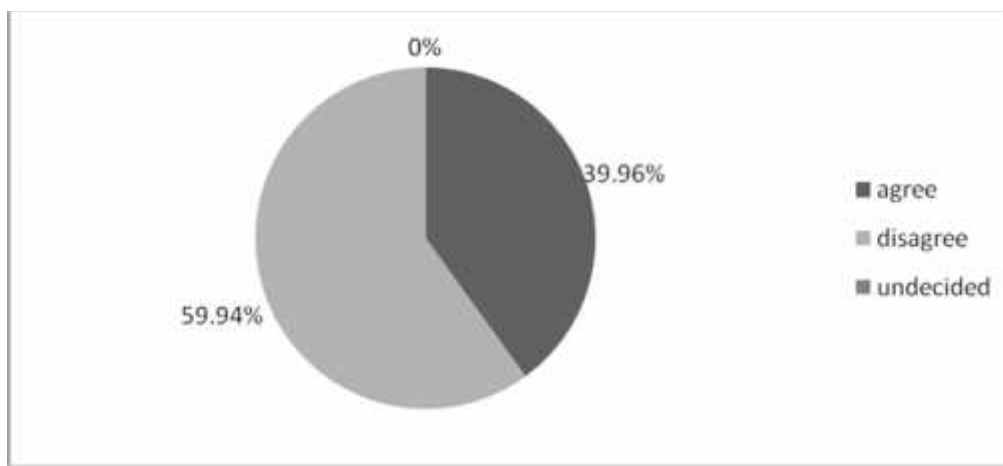
As shown in the figure among the total respondents i.e. 50 per cent of teachers agreed, 50 per cent disagreed about creating such environment. From this, we can say that teachers were found equally emphasizing the both methods of teaching i.e. students centered as well as teacher centered for managing their classes.

4.2.5 Being Good Citizen in the Society

The statement given to teachers was *You tell the importance and needs of the English language to the students helps you to manage the class*. The responses have been given below.

Figure: 9

Being Good Citizen in the Society



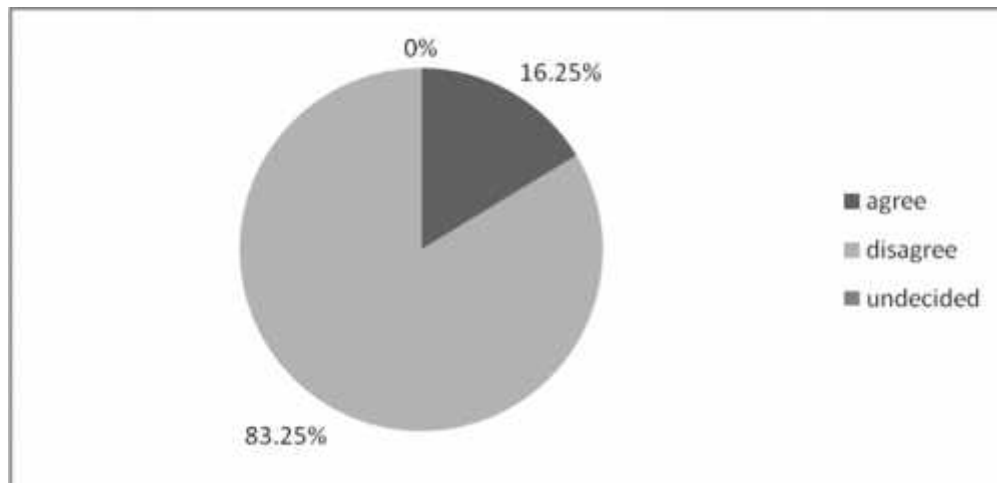
As given in the figure, among the total respondents 39.96 were found agree in telling importance of learning English to their students in order to manage their classes and 59.94 were found disagree. It shows that majority of the teachers were found not telling about the importance and needs of learning English at present day to their student.

4.2.6 Provide Opportunities to Present Students' Experiences

In response to whether *You make your students present their experiences in the classroom to manage your class*. The responses given were presented below:

Figure: 10

Provide Opportunities to Present their Experiences



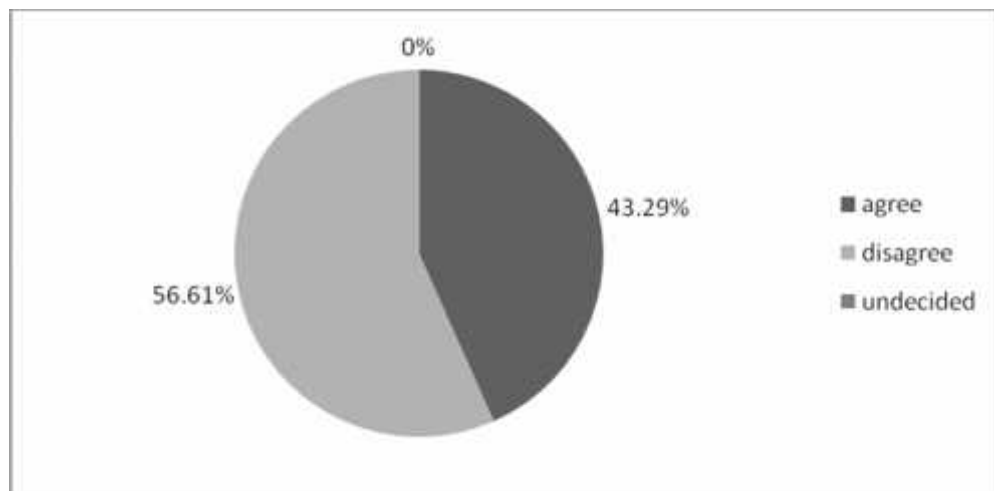
The diagram clearly shows that 83.25 per cent teachers disagreed in providing opportunities to their students for presenting their experiences, 16.25 per cent agree with statement. Now we can say that students were not given chances to present their past experiences in the classroom.

4.2.7 Incorporate the Interest of the Learners

In order to find out whether the English language teachers incorporated their students' motivation and interests to manage their class while teaching, the statement given to them was *you incorporate the interests of all the learners while managing and teaching in the class*. The responses provided by the teachers are presented below:

Figure: 11

Incorporate the Interest of the Learners



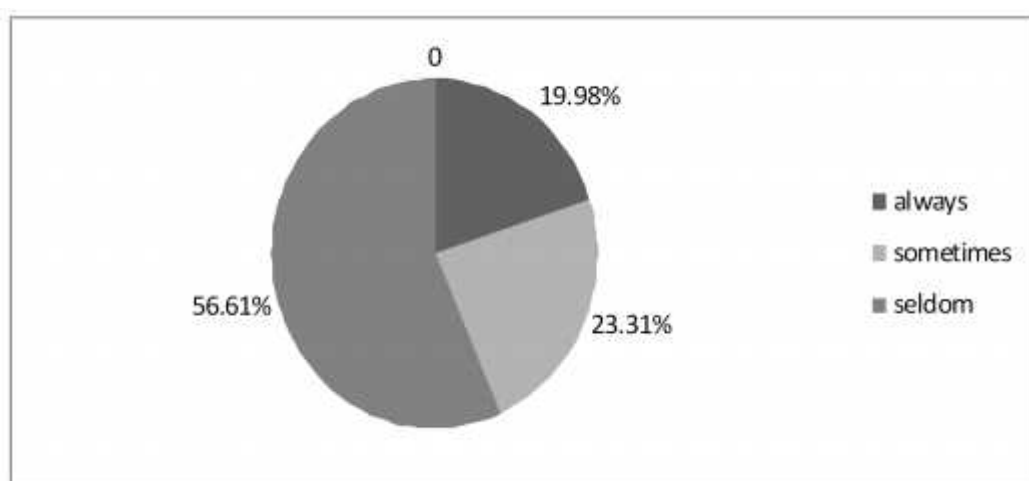
From the diagram above 56.61 per cent teachers were found disagree, 43.29 per cent agree with statement. It shows that teachers were somehow aware about the interest of the learners in learning English.

4.4.8 Preparing Lesson Plan

This question was put to the respondents in order to find out whether the teachers made lesson plan to make their teaching easy and minimize the challenges arise in course of teaching in such kind of linguistically diversified classes. The responses obtained from the teachers are given below in the diagram:

Figure: 12

Preparing Lesson Plan



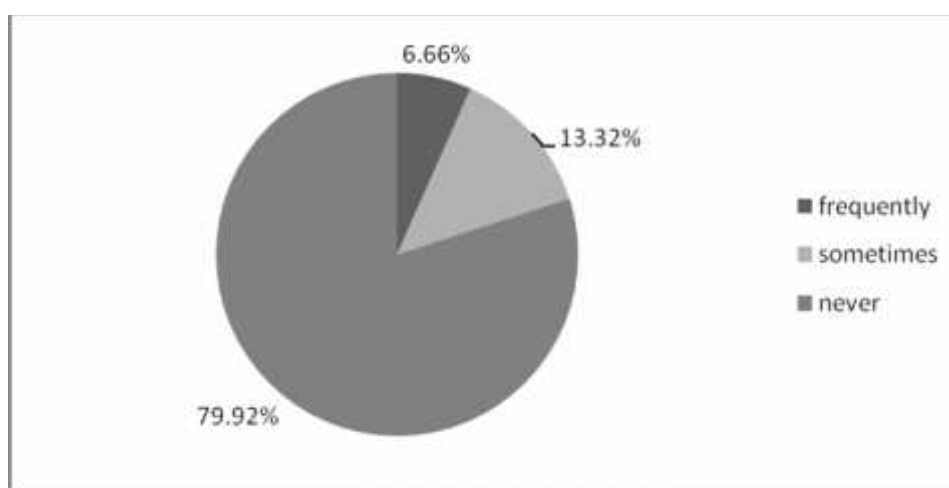
From the above diagram, 19.98 per cent of teachers were marked as making lesson plan always, 23.31 made plans sometimes only and 56.61 per cent made their lesson plan seldom in course of teaching. It reveals majority of the teachers did not make lesson plan for managing classroom. It means they were unaware about the impotence of planning lesson in managing their classes.

4.4.9 Discussing about the Challenges with Fellow Teachers

This question aimed to find out whether the English language teachers discuss about the challenges they faced with their fellow teachers. The actual question was *How often do you discuss about the challenges you have been facing in course of teaching language with your fellow teachers?* The data obtained from the teachers are given below in the diagram form:

Figure: 13

Discussing about the Challenges with Fellow Teachers



The above diagram shows that 79.92 per cent never discussed about the challenges that arise in classroom with their fellow teachers. It is clear that teachers did not share the challenges they have been facing with their fellow teachers. It means they were unaware of the fact that Sharing could lessen the burden of challenges.

4.3 Challenges of Teaching English in Multilingual Classroom

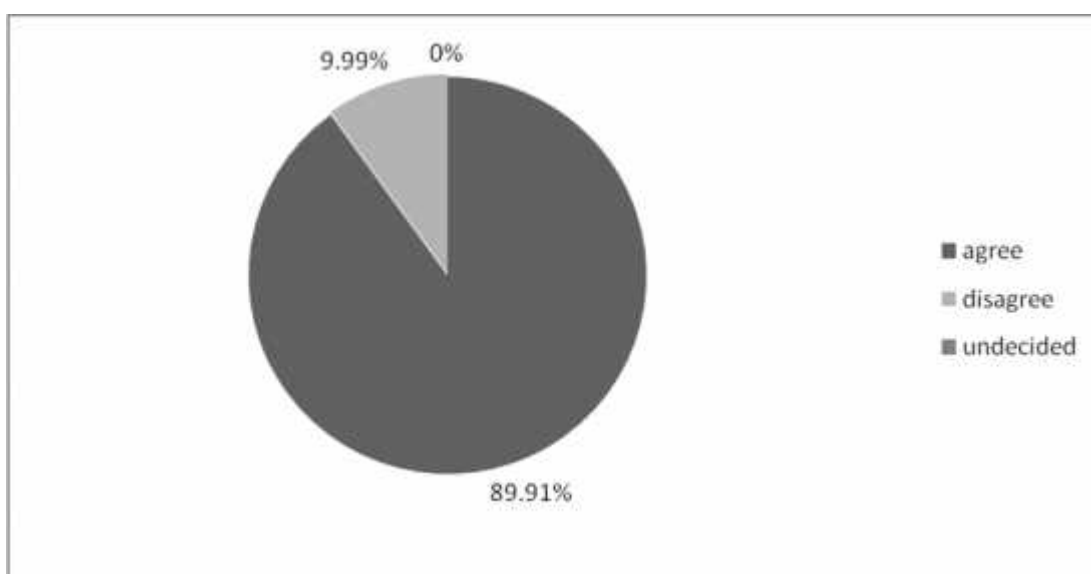
In this section, responses of the teachers related to the challenges are analyzed and interrelated. The item wise analysis and interpretation are given as follows.

4.3.1 Teachers Face Many Challenges

The respondents were given the statement *The teacher faces so many challenges while dealing with the multilingual classroom teaching*. The responses given by the teachers are given in the diagram below.

Figure: 14

Teachers Face Many Challenges



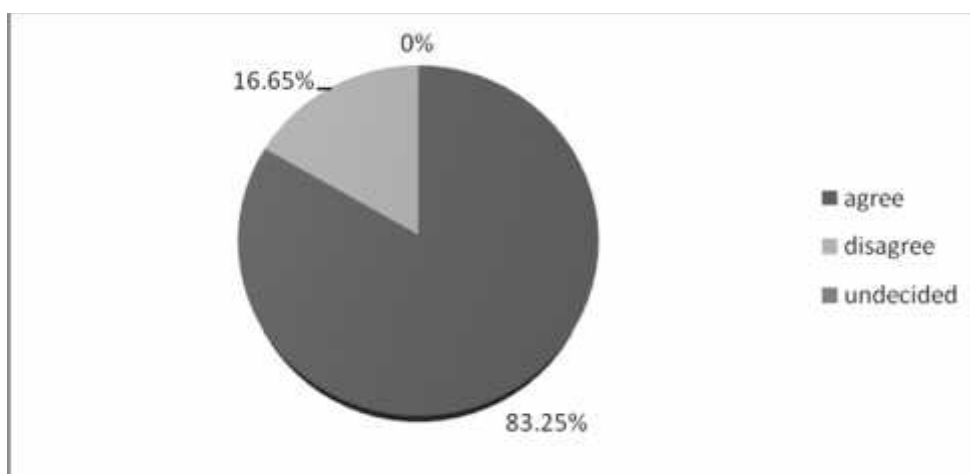
The diagram clearly indicates that 89.91 per cent agreed, 9.99 per cent were marked as disagree and none of them are marked as undecided about the challenges teaching English. So, it is clear that most of the teachers agreed that teaching English in multilingual classes has lot of challenges.

4.3.2 Making ELT Class Effective for All

The respondents were requested to show their responses towards the possibility of making the ELT class effective for all the students. The statement given to them was *To make ELT class effective for all the students is the main challenge in multilingual class*. The data obtained from the respondents is presented below.

Figure: 15

Making ELT Class Effective for All



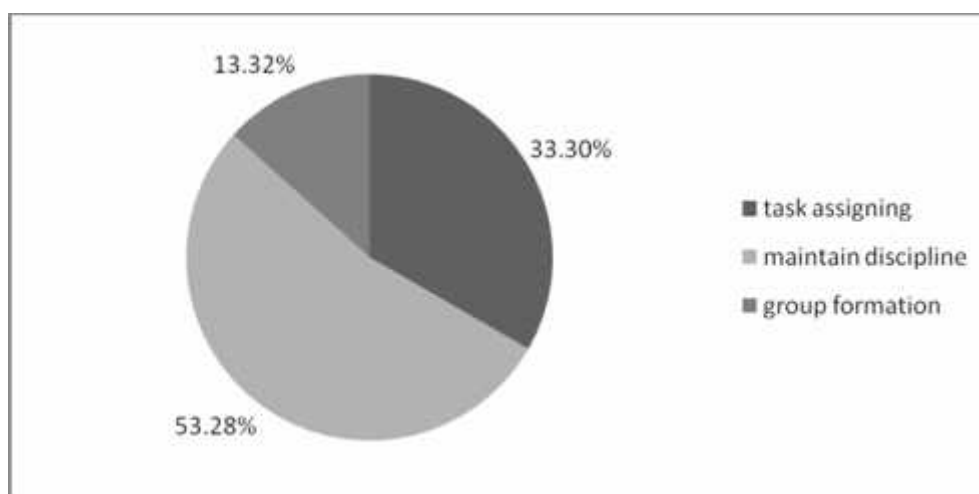
As shown in the figure, 83.25 were agreed, 16.65 were undecided with given statement i.e. related to making classroom teaching effective for all the students in the multilingual classroom. It shows most of the teachers were not able to make their classroom teaching effective for the students of different language background. This means teachers could not adopt appropriate teaching strategies to their students.

4.3.3 Challenges in Teaching English in Multilingual Classes

The respondents were given a question *Which of the following is the most challenging in course of teaching English in multilingual classroom?* The responses obtained from the teachers are presented below:

Figure: 16

Challenges in Teaching English in Multilingual Classes



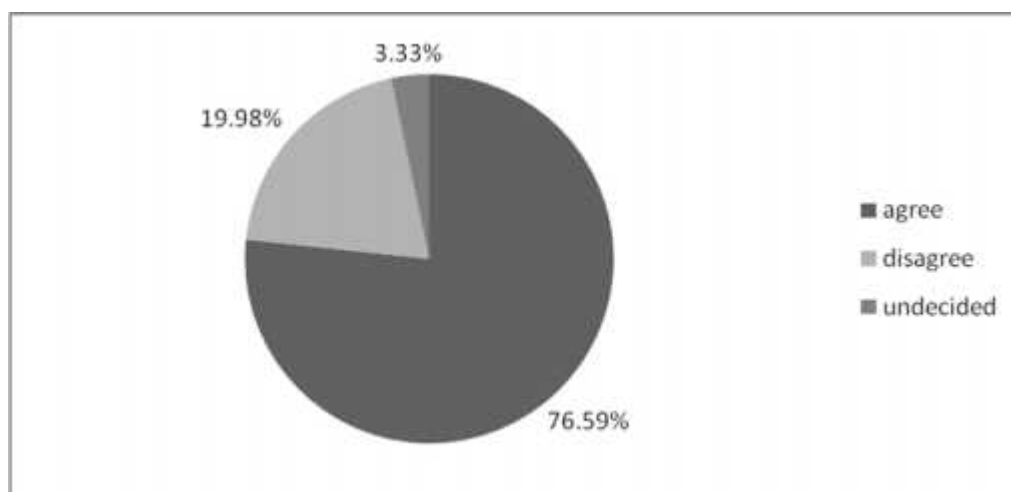
The above diagram shows that 33.30 per cent of teachers felt challenges in deciding appropriate level of instruction and task assigning, 53.28 per cent felt maintaining discipline in the classroom, similarly 13.32 per cent agreed in formation of group in the multilingual classroom teaching. From this data, teachers were mainly facing challenge in maintaining discipline among the students in the classroom in course teaching. It reveals that teachers were found unable to use appropriate classroom management strategies and teaching strategies to teach in linguistically diversified classes.

4.3.4 Deliver of Contents

To find out the difficulty in delivering of teaching contents those are particularly related to the specific language in the classroom. In our English curriculum there are certain text that are related with particular language community. It makes difficulty in understanding by the other language community. The actual statement given to them was *Do you feel difficulties in delivering the contents that are culture and language specific?* The responses given by the teachers were systematically presented below.

Figure: 17

Deliver of Contents



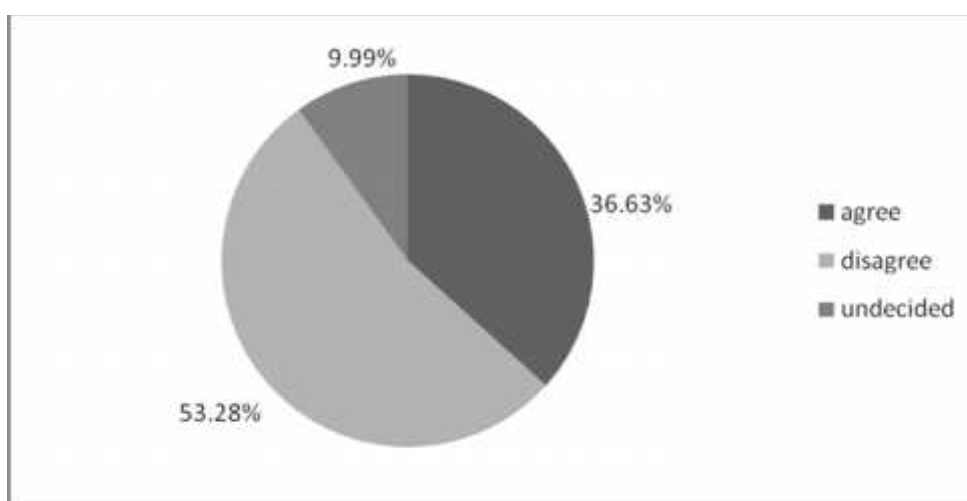
The diagram clearly shows 76.59 per cent marked as agree, 19.98 seemed to be disagreeing and 3.33 per cent respondents seemed to be undecided about the delivery of content. It reveals that majority of the teachers felt difficulty to deliver the contents in the classroom that were language and culture specific.

4.3.5 Students Equal Participation in Learning

Regarding the participation of the learner in the language learning activities, the teachers were asked to respond to the statement whether they *ensure all language background students' equal participation in learning activities*. The following diagram shows responses.

Figure: 18

Students Equal Participation in Learning



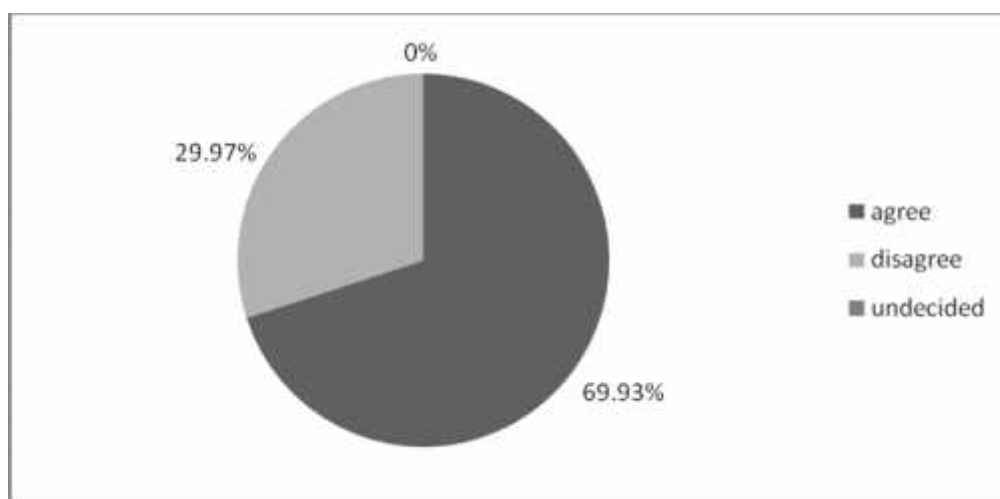
From the above diagram, 53.28 per cent marked as disagree, 36.63 per cent marked as agree, 9.99 per cent marked as undecided with the statement. Most of the students did not get the equal opportunities in course of teaching. It means teachers were unable to ensure balanced kind of participation of students in their teaching time.

4.3.7 Disruptive behaviour of the Students

The statement under this topic aimed at finding out whether the teachers faced the disruptive kinds of behaviour made by students in the time of teaching and learning process. The given statement was *Disruptive kinds of behaviours are seen in course of teaching English in multilingual classroom*. The responses obtained from the respondents are presented below with the help of diagram:

Figure: 19

Disruptive behaviour of the Students



The above diagram shows that 69.93 per cent agree, 29.97 per cent disagree and none of responses marked as undecided with statement given to them.

From this we can say that most of the teachers in ELT multilingual classes face disruptive behaviour from the students' side. It means students made disruptive activities while teachers taught in the classroom.

4.3.8 Challenges Experienced by Teachers

Here, the teachers were requested to write the challenges of teaching English to the students who were in multilingual setting of the classroom that they had experienced in course of teaching. The challenges are thematically presented below:

- a) Low or uneven participation of learners :
 - Students who were from ethnic language community found less participated in teaching/learning activities even though they came first position in class.
 - Multilingual classes were large so that it is very difficult for them to ensure the equal participation of all the students.
- b) Maintaining discipline in the classroom :
 - Students talked each other and made noise in the classroom by talking in their own languages.
- c) Delivery of content to the all language background students at a time because of limited the time.
- d) Domination upon the minority language in the classroom.
 - Nepali and Doteli speaking students feel superior in the class even if they are in less number that creates conflict among them.
 - Sometimes, creates division among students about the language i.e. superiority and inferiority of language.
- e) Formation of group and assigning the task in the classroom is difficult because students are ready to make group of their own language community's colleague that is not appropriate due language proficiency and brightness of students.
 - Exclusion from the group those who are in minority.

Head Teachers' view on Challenges of Teaching in Multilingual Class

The view on question no. two most of the head teachers responses were approximately the same. The actual question was 'Have you ever discussed about the challenges of teaching English in your staff?' If yes, what kinds of challenges they have told you? Please, mention them below: The responses provided by them are thematically presented below:

Regarding the discussion about the challenges of teaching in multilingual situation, they were found discussing about the challenges of teaching in general or overall teaching situation of school. But teacher found put their own in the meeting, they are:

- a) Maintain discipline in the class
- b) Manage the class due to large in size
- c) Sometimes there was fight among the students due to the racial issues which again related to the language
- d) Ethnic language community students i.e. Tharu were found less motivated towards learning English.

4.4 Opportunities of Teaching English Language in Multilingual Classes

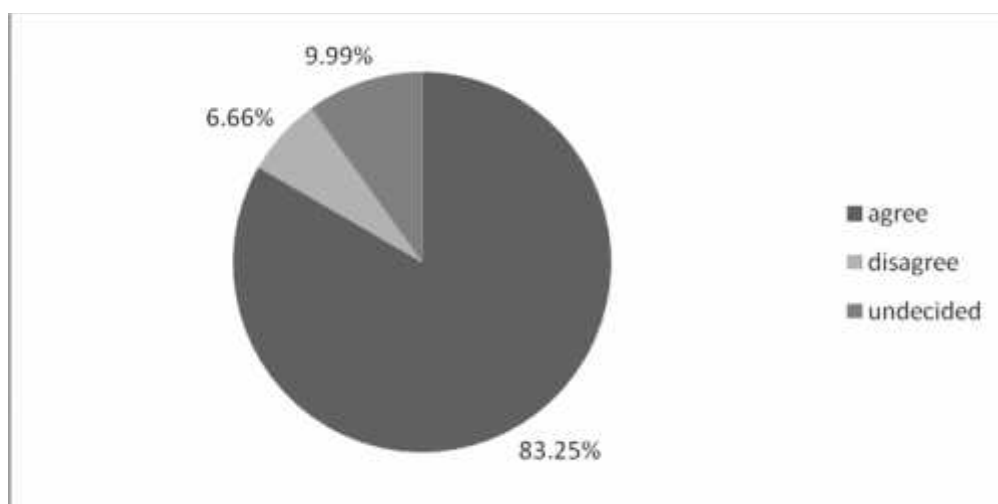
In this section of analysis and interpretation of data, related to opportunities they got from multilingual classroom. The item wise analysis and interpretation of the data obtained from the respondents are given below:

4.4.1 Creates Opportunities from Challenges

This statement was given to them to check the teachers' confidence, innovativeness, competence about handling the challenges that arise in course of their teaching and learning of English language in the linguistically diversified classes. Teachers are main resource to overcome those challenges that could be related to language, teaching content, maintaining discipline in the classroom. The actual statement given to them was '*A competent, qualified and confident teachers can create opportunities from the challenges*'. The data obtained from the respondents about this statement are presented below:

Figure: 20

Creates Opportunities from Challenges



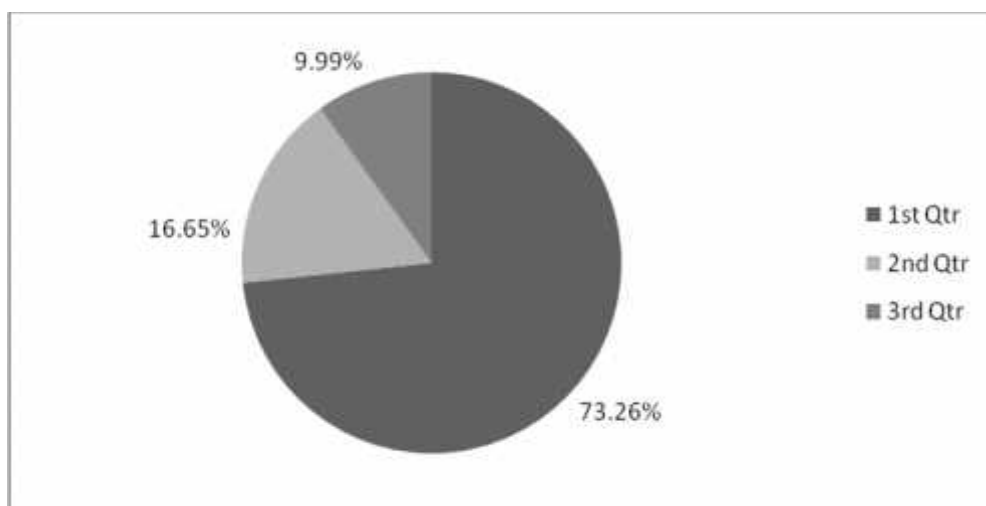
The above given diagram clearly reveals that 83.25 per cent teachers agreed with the statement, 6.66 per cent disagreed and 9.99 per cent were undecided. This shows that if teachers are competent and confident well enough they could create opportunities from the challenges for themselves and to their students also.

4.4.2 Creating Lively Context in Language Learning

This statement was put to check the teachers' response towards the creating lively context for learning, whether it helps to enhance the learning and teaching of English. The given statement was '*multilingual ELT classes create lively context for language learning and teaching.*' The data obtained from the respondents are presented below in the diagram:

Figure: 21

Creating Lively Context in Language Learning



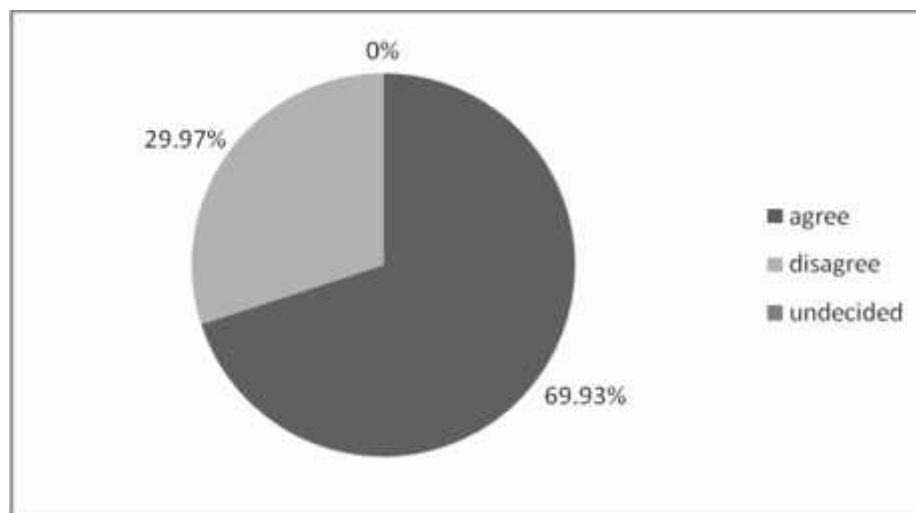
From the above diagram, 73.26 per cent of total respondents found to agree, 16.65 per cent disagree and rest of them i.e. 9.99 per cent undecided to the statement. It reveals that a qualified and competent teacher can change whole classroom into the active and lively context for learning language in multilingual situation.

4.4.3 Collaborative Learning for Learners

In order to find out whether linguistic diversity among the students foster language learning process with the help of collaboration in English language classes. The actual statement given to them was *Multilingual ELT class fosters collaborative learning environment*. The response given by the teachers are presented in the following figure.

Figure: 22

Collaborative Learning for Learners



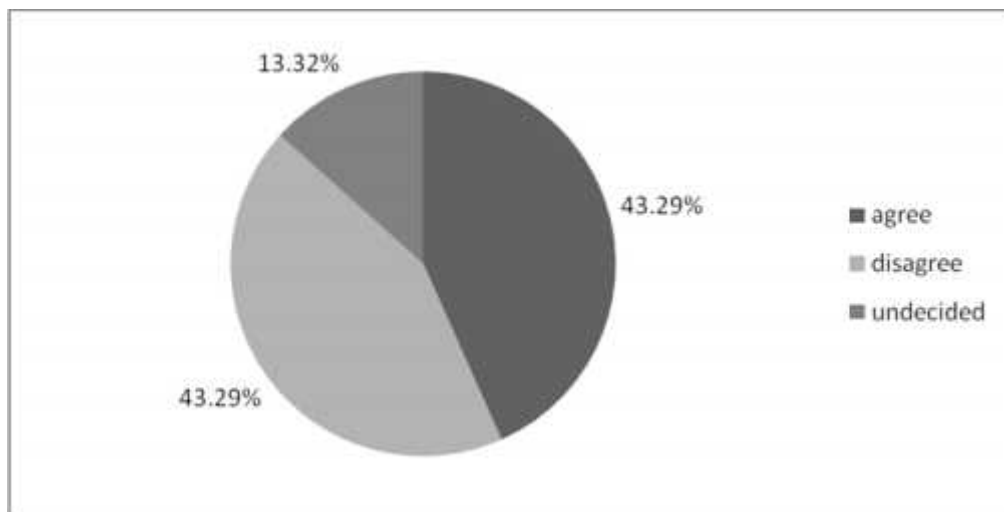
From above given diagram 69.93 per cent agreed, 29.97 per cent disagreed and none of the respondents marked as undecided with the statement. This depicts that multilingual classroom situation provides chances to the learners to learn language in collaboration with their colleagues as well as from the teachers.

4.4.4 English as a Lingua Franca

This statement was given to the respondents whether the English was serving as a medium of communication among the students of linguistically diversified classroom. It is generally believed that there is a link language to communicate each other that are from different language background. The statement given to them was *In some of the cases in multilingual classes English serves as lingua franca*. The respondents given by the respondents are presented below:

Figure: 23

English as a Lingua Franca



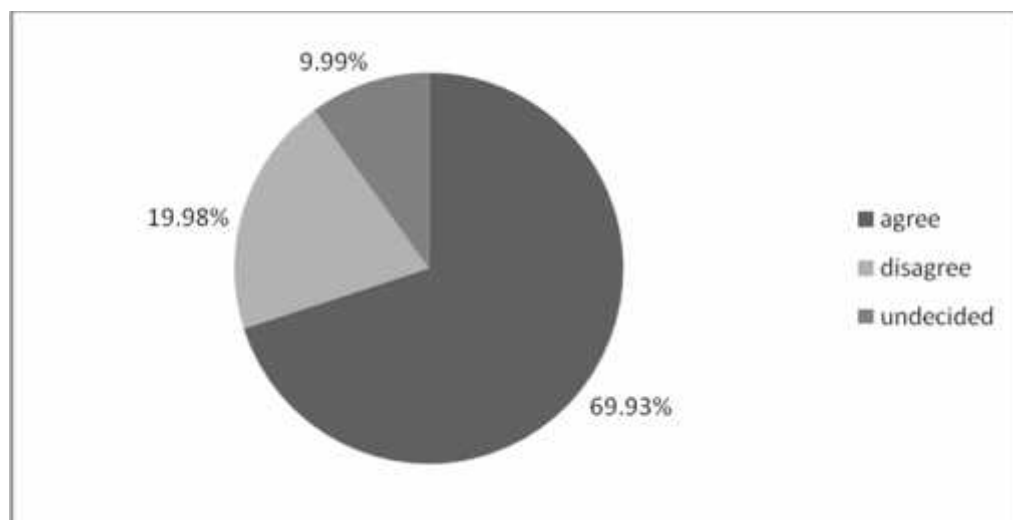
In the given diagram, 43.29 per cent marked as agree, 43.29 per cent marked as disagree and 13.32 marked as undecided with statement given to them. It means that most of the teachers were in dilemma whether English language function as lingua franca in such situation or they need the help of other language to make them communicate each other.

4.4.5 Professional Development of the Teacher

The respondents were given a statement *Teaching in multilingual class has helped you to develop professionally*. This statement was given in order to know whether such kinds of classes help the teachers develop professionally. The data obtained from the respondents are presented below:

Figure: 24

Professional Development of the Teacher



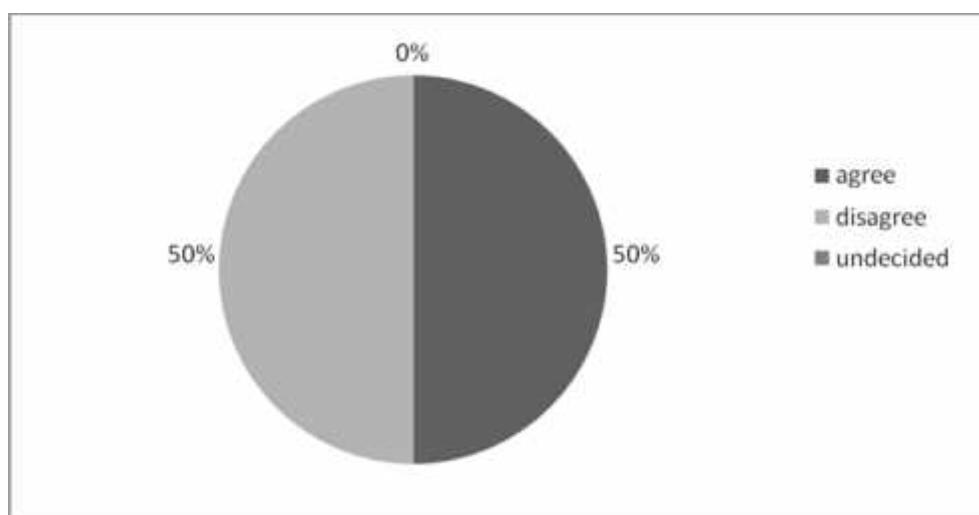
As the figure shows, among the thirty respondents 69.93 agreed, 19.98 disagreed and 9.99 undecided with the statement. So it can be said multilingual classes help teachers to grow professionally by engaging them in classroom research, use new method of teaching. It makes them as innovative teacher.

4.4.6 Developing Language Proficiency in English

It is generally said that if there is communication gap among the speakers they use the certain language to communicate that is their compulsion to use. So, here this statement was also given to find out whether the teachers and learners use English language to develop their language proficiency. The statement given to them was *Multilingual ELT class demands the use of English in the class that develops teachers and learners language proficiency in English.* The responses obtained from the teachers are presented below in the figure.

Figure: 25

Developing Language Proficiency in English



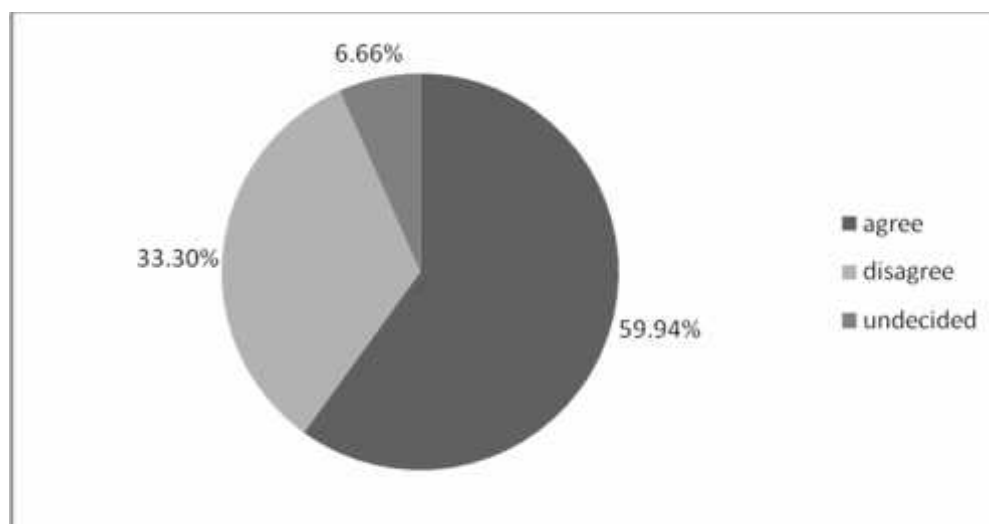
The above diagram shows 50 per cent respondents agreed with the given statement, 50 per cent disagreed and none of them undecided with that given statement. This clearly shows that the teachers are in dilemma whether teaching in such classes develops their own and their learners' English language proficiency.

4.4.7 Methods of Teaching Language

This statement was given to the teacher to find out the confirmation of using of direct and communicative method in linguistically diversified class. The statement was *Multilingual classroom teaching demands the use of direct and communicative method of language teaching*. The responses provided by the teachers are as follows:

Figure: 26

Methods of Teaching Language



The above diagram shows that 59.94 per cent of teachers agreed in using direct and communicative method. 33.3 per cent disagreed and 6.66 per cent were undecided with the statement. It means majority of teachers agreed in using direct and communicative method in the classroom which is also the goal of teaching i.e. minimization of translation method. It means multilingual helps teachers to create English zone in the classroom while teaching.

Head Teachers' view on Opportunities in Teaching Multilingual Classes

Similarly, the head teachers were found aware about the opportunities of teaching in multilingual class. Most of them told that multilingual class is not only the challenging but it also opens the gate for opportunities for them. The responses provided by them are thematically presented below in points:

- a) Teachers were exposed to different cultural background students that enrich their cultural awareness.
- b) They were also exposed to different language which makes them to know more about the other languages that spoken by the students.
- c) Linguistic diversity made them to adopt new kind of methodology. It makes them innovative regarding language teaching.

Strategies Suggested by Head Teachers

Likewise, the head teachers had also the similar kind of strategies that were supposed to adopt by teachers. But in case of disruptive behaviours of the students head teachers found in favour of giving punishment. Some of the strategies provided by them are presented below:

- a) Planning the lesson
- b) Focus should be given to minority language students
- c) Use of students centered method i.e. group work and pair work.
- d) Reward and punish should be used in classroom while teaching.

4.5 Summary of Findings

The main objective study was to find out the classroom management strategies for managing students and challenges faced by the teachers in teaching English in multilingual classes. The study further tried to explore the coping strategies used by the teachers to overcome with those challenges in course of teaching English. From the analysis and interpretation of data collected from the respondents, some of the findings are drawn as follows:

- a) All most all the secondary level English teachers were acquainted with linguistic diversity of school. They were found aware of linguistic diversity confined with ethnicity and language backgrounds of individuals.
- b) Most of the teachers found to be aware about the fact that linguistic diversity as a norm. They did not discriminate among the majority and minority language students.
- c) Most of the teachers seemed to be aware of fact that there were the students with different level of English in the classroom whom they have to deal with.
- d) Majority of the teachers were able to teach English successfully in linguistically diversified classes.
- e) Most of the teachers were found to confront the difficult students immediately to manage their classes from being disruptive from students' side.
- f) It was found that developing good relationship in the classroom with students certainly helps to manage the classroom in the time of teaching and learning process to the teachers.
- g) Teachers did not share the challenges they have been facing with their fellow teachers. It means they were unaware of the fact that sharing could lessen the burden of challenges but it was not found.
- h) Teachers were not able to make their classroom teaching effective for the students of different language background. It shows that they could not address the needs and interests of the learners.
- i) Teachers were mainly facing challenge in maintaining discipline among the students in the classroom in course teaching. It reveals they were found unable to use appropriate classroom management strategies and teaching strategies to teach in linguistically diversified classes.

- j) Teachers felt difficulty to deliver the contents in the classroom that were language and culture specific.
- k) It was also found that students made disruptive activities while teachers taught in the classroom.
- l) Most of the teachers were aware about the fact that multilingual ELT classes provide a lot of opportunities to them and their students. They thought that diversity of language provides cultural enrichment of teachers as well as students.
- m) Majority of teachers agreed in using direct and communicative method in the classroom which is also the goal of teaching i.e. minimization of translation method.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the findings obtained from the analysis and interpretation of data, the following conclusions and recommendations have been drawn:

5.1 Conclusion

Teaching is an art that needs spontaneity and creativity. Teachers are major agents to bring change in the educational, social, cultural and political changes in the society. But, it is also true that teachers are also struggling to bring higher achievement of the students. It means teaching and learning are not free from the challenges. So, it is the teacher who can change those challenges into learning opportunities to the students as well as themselves.

On the basis of findings and interpretation of data it is concluded that hundred per cent teachers were found were awarded about linguistic diversity of their classroom. They took it as the social norm which is found in the society. From the analysis of data, teachers are facing so many challenges to teach English language at secondary level in multilingual classes. Secondary level is known as the base of higher education so teacher has to keep in mind that they have to cope with those challenges by using different teaching and learning strategies. The teachers are mainly facing challenges in multilingual classes are; making their teaching effective for all, maintain discipline in class in course of teaching the lesson, control disruptive kinds of behaviour of students, formation group because of exclusion minority language students and so on. They were not only chased by the challenges but also get benefited by using their students as teaching aids that makes class lively and creative. In some of the multilingual classes demands the use of English among the student that develops the speaking proficiency of the students.

From the above mentioned things it can be concluded that language is not only a things that differs one person to another, it carries other aspects with it, they are; culture of the person, his identify, socio-economic status and ethnicity.

These all things are appeared in the multilingual classes which creates some kind of barriers in learning language. In such situation English need to activate and support cognitive processes for further language learning and develop linguistic awareness in multilingual classes. English should function as an ice breaker to create openness to linguistic diversity. In such classes teacher should be faired and not biased to the students who are in minority.

5.2 Recommendations

On the basis of my research findings, I have drawn out the following recommendations.

5.2.1 Policy Related

- a) Secondary level English teacher were found well aware about the multilingual classroom situation. So there should be the provision in teacher training in teaching multilingual class.
- b) At present time most of the classes are multilingual in nature the curriculum designers and text book writers should design and write books and design the curriculum that address the need of linguistically diversified learners.
- c) Syllabus designer should include the contents that reflect the linguistic diversity of Nepal.

5.2.2 Practice Related

- a) Since linguistic diversity is the social norm. It should be given value and appreciation in the classroom. The teachers should not discriminate the students with their caste, culture and ethnicity.
- b) It was found that teachers were assigning same learning task and using teaching materials that may not be appropriate to all the learners. So teachers should keep in mind that their teaching should address the needs of all the students.

- c) In most of cases it was found that there is the domination in the classroom by the majority language students in learning activities as well as physically that may create tension in the classroom. So this aspect should be kept in mind to provide some kind of affinity to them.
- d) Even though ethnic language community students are more in number, they did not actively participate in learning activities. Therefore, teachers make them participate in the classroom activities.
- e) Teachers were found using translation as method of teaching in which Nepali language is used most of the time which do not address the need of learning English. So that teachers should use direct and communicative method of language teaching. It is not the strategy to cope with the challenges of teaching English in multilingual class.
- f) Planning about the lesson is the best way to cope with challenges of teaching, manage their students in the classroom and it makes them prepare about the lesson that they will teach in the coming day. So it would be better them to prepare lesson plan for daily teaching.

5.2.3 Further Research

Because of the some constraints, I could not include other aspects of linguistic diversity of language classroom in this research. So, I would like to suggest the following recommendations for the further researchers to carry out other researches in this field.

- a) In this research I am unable to include the cultural diversity of the classroom. Under this, one can find out the impacts of cultural factors in learning and teaching language.
- b) Furthermore, one can carry out the research under ethnicity.
- c) They can carry out research on various aspects of linguistic diversity, they are home environment, socio-economic status of family, knowledge of other languages.

Appendix I

This questionnaire has been prepared to get the authentic data to achieve the objectives of the research entitled “Teaching English in Multilingual Classroom: challenges and opportunities” which is conducted under the supervision of **Dr. Laxmi Bahadur Maharjan, Professor**, Department of English Education, Faculty of Education T.U. Kirtipur, Kathmandu. I hope that your invaluable co- operation will be a great contribution in the accomplishment of my research work. The correct information provided by you will be of great help for the successful completion of this research.

Yadav Prashad Bhandari
Researcher

Questionnaire to the Teachers

Teacher’s name:

School’s name:

Number of students: - Teaching experience:-

Languages spoken in the school:-

Please tick the alternative you feel the most important.

1. A multilingual ELT class refers to group of students who differs significantly in terms of language background, ethnicity, culture etc.
a) agree b) disagree c) undecided
2. Linguistic diversity in ELT Multilingual classes is a norm.
a) agree b) disagree c) undecided
3. Thinking of monolingual classes in Terai region is common to us.
a) agree b) disagree c) undecided
4. There might also be the students of different level of English in multilingual classes.
a) agree b) disagree c) undecided

5. Students of different language, culture, and ethnicity background can successfully be taught together in the same class.
a) agree b) disagree c) undecided
6. You always deal with the difficult students immediately to manage your class
a) agree b) disagree c) undecided
7. You always prepare materials and content that suit to the students from all language background students in advance.
a) agree b) disagree c) undecided
8. You develop good rapport with the students to manage your class for language teaching.
a) agree b) disagree c) undecided
9. You always teach your students by creating student-centered environment in the classroom.
a) agree b) disagree c) undecided
10. You tell the importance and needs of the English language to the students helps you to manage the class.
a) agree b) disagree c) undecided
11. You make your students present their experiences in the classroom to manage your class
a) agree b) disagree c) undecided
12. You incorporate the interests of all the learners while managing and teaching in the class
a) agree b) disagree c) undecided
13. How often do you prepare lesson plan in order to address the short comings that are related to teaching and management of your classes?
a) frequently b) sometimes c) never
14. How often do you discuss about the challenges you have been facing in course of teaching language with your fellow teachers?
a) frequently b) sometimes c) never

15. The teacher faces so many challenges while dealing with the multilingual classroom teaching.
- a) agree b) disagree c) undecided
16. To make ELT class effective for all the students is the main challenge in multilingual class.
- a) agree b) disagree c) undecided
17. Which one of the following is the most challenging in course of teaching English in multilingual class?
- a) deciding appropriate level of instruction and task assigning
b) maintaining discipline in the classroom
c) formation of group d).....
18. Do you feel difficulty in delivering the contents that are culture and language specific?
- a) agree b) disagree c) undecided
19. You ensure all the students' equal participation in learning activities:
- a) agree b) disagree c) undecided
20. Disruptive kinds of behaviors are seen in course of teaching English in multilingual classes.
- a) agree b) disagree c) undecided
21. You are teaching English in multilingual class:
- a) Yes b) No
- If yes, please mention the challenges you are facing while teaching
.....
.....
.....
.....
.....
22. Competent, qualified and confident teachers can create opportunities from challenges.
- a) agree b) disagree c) undecided

- 23 Multilingual ELT class creates lively context for language learning and teaching.
 a) agree b) disagree c) undecided
- 24 Multilingual ELT class fosters collaborative learning environment for learners.
 a) agree b) disagree c) undecided
- 25 In some of the cases in multilingual classes English serves as lingua franca.
 a) agree b) disagree c) undecided
- 26 Teaching multilingual class has helped you to develop professionally.
 a) agree b) disagree c) undecided
- 27 Multilingual ELT class demands the use of English only which develops learners’ language proficiency in English.
 a) agree b) disagree c) undecided
- 28 Multilingual classroom teaching demands the use of direct and communicative method of language teaching.
 a) agree b) disagree c) undecided

Thank you

Appendix II

Questionnaire to the Principal

Teacher's name:-

School's name:-

1. What do mean by multilingual classroom teaching?

.....
.....
.....
.....
.....

2. Have you ever discussed about the challenges of teaching English in your staff meeting?

If yes, what kind of challenges you have discussed there? Please mention them below;

.....
.....
.....
.....
.....

3. What kind of opportunities you have seen of teaching English in multilingual class for your language teacher?

.....
.....
.....
.....
.....

4. Have you suggested any strategies to overcome that challenge s to your teacher?

a) Yes

b) No

If yes, please mention the strategies you have suggested

.....
.....
.....
.....
.....

Appendix III

Head teachers' name

1. Bhojraj Joshi
2. Bed Prasad ojha
3. Nandaraj Bhatta
4. Gopal K.C.
5. Ramchandra Ojha
6. Keshabraaj Binadi
7. Padam Singh Kunwar
8. Purna Singh
9. Padamraj Joshi
10. Kashinath Joshi

Appendix IV
English language teachers' name

1. Yograj Acharya
2. Yadav Dahal
3. K.D Bhatta
4. Premraj Bhatta
5. Keshab Bohara
6. Gyanendra Kadayat
7. Harish Ojha
8. Tilak Pandey
9. Ganesh Joshi
10. Laxman Datta Bhatta
11. Chetraj Bhatta
12. Bed Prasad Ojha
13. Ganesh B.K
14. Shiddharaj Joshi
15. Rabindra bahadur patali
16. Baburam Dahal
17. Ram Prasad Chaudhary
18. Mohan Bhandari
19. Keshabraaj Joshi
20. Jaydev Awasthi
21. Govinda Raj Joshi
22. Balkrishna Chaudhary
23. Bhajaura Rana
24. Suman Shrestha
25. Ramesh Chaudhary
26. Bharat Joshi
27. Suvash Chandra Bhandari
28. Rajendra Bohara
29. Ramsworup Chaudhari
30. Deepak Raj Joshi

Appendix V

Language Profile of Class Ten

S.N.	Name of School	Languages				
		NT	RT	DT	MT	Others
1	Kalika HSS Rajipur, Kailali	32		20	7	
2	Basudevi HSS, Dhangadi	27	12	22	3	
3	Panchodaya HSS, Dhangadi	36	15	32	11	
4	Shaileshwori HSS, Bdeha	51	5	20	2	
5	Sharada HSS, Shreepur	32	14	35		
6	Samaiji SS, Majgaun	22		30	5	
7	Trinagar HSS, Dhangadi	47	13	17	3	4
8	Tribhuvan HSS, Dhangadi	30	17	15	5	
9	Janata HSS, Kailaligaun	20	37	10		
10	Dhangadi HSS, Dhangadi	41	20	23	3	
11	Durgalaxmi HSS, Attariya	43		19	21	
12	Saraswoti HSS, Sehari	35	32	29	6	
13	Janapratvat SS, Malakheti	46		19	7	
14	Behadababa HSS, Urma	49	7	17	15	
15	Sharada HSS, Dhangadi	27	15	22	6	
16	Navdurga SS, Dhangadi	31	9	27	10	5
17	Saraswoti HSS, Geta	53	34	31	14	
18	Malika HSS, Chaumalaa	42		36	4	1
19	Rashtriya SS, Dhangadi	28	6	21		
20	Phulabari HSS, Phulabari	47		18	12	
21	Saraswoti SS, Manahera	27	15	22	9	
22	Janata SS, Jugeda	22	27	12	17	
23	Guheswori SS, Attariya	33	3	17		
24	Janakalyan HSS, Jugeda	20	22	17	10	
25	Bhawani SS, Gauripur	21		19	5	
26	Sharada SS, 'C' Gaun Jugeda	20	16	13	19	
27	Rashtriya SS, Beli	15	13	17	7	
28	Thekraj SS, Ghodsuwa	27	35	32	4	
29	Siddhababa SS, Geti	18	38	10		
30	Dipendra Charpate SS	10	3	38	8	

NT= Nepali, DT= Dagaura Tharu, RT= Rana Tharu, MT= Magar

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