

# **TEACHING ENGLISH IN MULTILINGUAL CLASSROOM: CHALLENGES AND OPPORTUNITIES**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Yadav Prashad Bhandari**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2015**

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2015**

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**Date of Approval of the Thesis  
Proposal Approval: 17/08/2014  
Thesis Submission: 07/09/2015**

## **DECLARATION**

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 06/09/2015

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Yadav Prashad Bhandari** has prepared this thesis entitled **Teaching English in Multilingual Classroom: Challenges and Opportunities** under my guidance and supervision.

I recommend the thesis for acceptance.

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# DEDICATION

Dedicated  
to  
My late grandfather who was the source of  
inspiration in my academic career.



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**Yadav Prashad Bhandari**

## **ABSTRACT**

This research entitled 'Teaching English in Multilingual Classroom: Challenges and Opportunities' was an attempt to find out the challenges faced by the teachers in teaching English in multilingual classes. The respondents for this research were selected by using non random purposive sampling procedure. The primary data were collected from thirty English language teachers and ten head teachers of those thirty selected schools. Questionnaires was the main tool for collecting data. The English language teachers were given closed ended questions and head teachers were given open ended questions. The major finding of this research study was that the teachers dealt with disruptive students immediately and built rapport with their students in course of teaching English as the main classroom management strategies.

This thesis has been divided into five different chapters. The first chapter deals with general background of the study, statement of the problem, rationale of the study, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter consists of the review of the theoretical literature, review empirical research, implications of the review for the study and conceptual framework for the study. The third chapter deals with the methodological aspect under which design of the study, population and sample, sampling procedures, data collection tools, data collection procedure and data analysis and interpretation procedure have been included. The fourth chapter focuses on the results and discussions. And the fifth chapter of the study consists of summary, conclusions and implications of the study in policy making level and practice level with some directions for the further research.

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## ACRONYMS AND ABBREVIATIONS

BBC	:	British Broadcasting Corporation
B.Ed.	:	Bachelor in Education
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	for example (exempli gratia)
Eds	:	editors
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESL	:	English as Second Language
etc	:	excetra
FOE	:	Faculty of Education
i.e.	:	that is
M.Ed.	:	Master's in Education
Mr.	:	Mister
Ms	:	Miss
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
P.	:	Pages
Prof.	:	Professor
Regd.	:	Registration
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
Vol.	:	Volume
www	:	World Wide Web