

**TEACHING ENGLISH IN MULTILINGUAL
CLASSROOMS: CHALLENGES FACED AND
STRATEGIES EMPLOYED**

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

**Submitted by
Nabaraj Oli**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Nabaraj Oli** has prepared the thesis entitled **Teaching English in Multilingual Classrooms: Challenges Faced and Strategies Employed** under my guidance and supervision.

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DEDICATION

*I dedicate this thesis to my grandparents, parents and sisters who
have been a great sources of inspiration and support.*

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: 22-07-2019

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Nabaraj Oli

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ABSTRACT

The present study entitled "**Teaching English in Multilingual Classrooms: Challenges Faced and Strategies Employed**" has main objectives to identify the challenges faced by English language teachers in multilingual classroom and to explore the possible strategies they use to deal with them. The design of this study was case study. The data were collected by using semi-structured interview and classroom observation. The total sample were four English language teachers from secondary and basic schools of Tehrathum district, Aathrai Rural Municipality. To take the sample for the study, I adopted non-random convenience sampling procedures. I analyzed and interpreted the collected data from descriptive point of view. After the analysis and interpretations of data, it has been found that managing teaching materials, learner's interest, medium of instruction, mixed ability class, learner's participation, and individual awareness and discipline are the main challenges. The strategies they used to face challenges are feel confident, develop rapport, teach with well-planned lesson, create student centered environment, use of ICT, body language, teaching materials, mother tongue as a medium of instruction.

This study consists of five chapters. Chapter one deals with introduction which includes background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. And, Chapter two deals with the review of the different literatures and conceptual framework of the research. Similarly, chapter three deals with the methodology adopted for the study in terms of sources of data, population of the study, sampling procedure, tools and process of data collection and ethical consideration. Likewise, chapter four contains the analysis and interpretation of the data collected from informants. Finally, chapter five deals with the findings, conclusion and recommendations of the study.

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LIST OF ABBREVIATIONS

B Ed	Bachelors of Education
BA	Bachelors of Arts
DoE	Department of Education
EFA	Education for All
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ICT	Information and Communication Technology
LPP	Language Planning and Policy
M Ed	Masters of Education
MA	Masters of Arts
MLE	Multilingual Education
MoE	Ministry of Education
MTB MLE	Mother Tongue Based Multilingual Education
SMC	School Management Committee
T1	First Respondent/Teacher
T2	Second Respondent/Teacher
T3	Third Respondent/Teacher
T4	Forth Respondent/Teacher
UNESCO	United Nations Educational Scientific and Cultural Organization