

CHAPTER ONE

INTRODUCTION

This study is about "**Teaching English in Multilingual Classrooms: Challenges Faced and Strategies Employed**". Multilingualism refers to the capacity of humans to communicate in different languages, either individually or collectively. Nowadays, multilingualism is a very common phenomenon all over the world. European Commission (2007) define multilingualism as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6). Similarly, Li (2008) defined multilingual individual as “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (p. 4). Multilingualism is the act of using or promoting multiple languages either by an individual speaker or by a community of speaker. Multilingual education refers to bilingual education, it employs the use of two or more languages as a medium of instruction in school education. This chapter includes background of the study, statement of the problem, objectives, research questions, significance, delimitation and operational definitions of the key terms.

1.1 Background of the Study

Multilingualism is a complex phenomenon that can be studied from different perspectives in disciplines such as linguistics, psycholinguistics, sociolinguistics, and education. Being concerned with education, multilingualism can be studied in classroom teaching and learning perspectives. A multilingual class is a class where the learners speak a variety of mother tongue. Multilingual education refers to "first-language-first" education that is, schooling which begins in the mother tongue and transitions to additional languages. English language is a foreign language in Nepal. It is globally used language because of its prestigious status. It

is taught and learnt from pre-primary to university level in Nepal. Nepal is a multilingual country where 125 ethnic group are inhabitants and 123 languages are spoken as mother tongue (census report 2068) that are brought in the classroom which makes English language teaching (ELT) classrooms multilingual. According to Cenoz and Genesee (1998, p.16 as cited in Gass and Selinker, 2010, p. 21).

Multilingual acquisition and multilingualism are complex phenomena. They implicate all the factors and processes associated with second language acquisition and bilingualism as well as unique and potentially more complex factors and effects associated with the interaction that are possible among the multiple languages being learnt and the processes of learning them.

Teaching English language in linguistically diverse classroom is really challenging for teacher as well as student. Census report (2068) shows that Nepal is linguistically rich country. In such a country to address all languages used by individual learners within a classroom is difficult. Paudel (2010) define multilingualism as the condition in which more than two languages are used in the same setting for similar purposes, (p. 221). Multilingual speakers use different languages, either in isolation or mixed, according to their communicative needs and their interlocutors. In the context of Nepal linguistic diversity is in one hand and trend of English language teaching is in other hand. Regarding the status of English language Kachru (1992) draws three concentric circles: the inner circle, outer circle and the expanding circle.

He states that inner circle refers to the context of core countries in which English is spoken as their first language. Similarly, outer circle comprises the linguistic situation of those countries who have institutionalized English in

their regions as they have passed through the colonization. The last circle i.e., expanding circle represents the large linguistic context that includes the countries who treat English as a Foreign Language (EFL) and use extensively.

Being concerned with Kachru's concentric division Nepal falls in the expanding circle. This status shows that English language in Nepal is taught as foreign language because of its high demand in all over the world. Giri (2010) mentions "English soon became the symbol of status, power and privileges, and a means to divide people into the rulers and the ruled" (p. 93). He further states that English only came to formal education in the beginning of twentieth century. Nowadays in Nepal most of the schools have aroused their level of educational achievements in English language without being concerned with student's mother tongue.

Nepal is a linguistically diverse country. Every community is equipped with linguistic diversity. So, students from different linguistic background come and interact each-other in ELT classroom which is called multilingual classroom. In such a classroom students are from different culture, ideology, norms, values, beliefs, standard, languages and different learning styles which differ from one culture or language to another. Griffler (2017) argues that to participate fully in the world today students will more often need multilingual proficiency. Here, multilingual proficiency is refers to having knowledge of more than two or three languages. Moreover, Griffler (2017) says that English around the world has become a language of multi-linguals, with important implications of the language and important quality of the global English language has equally crucial ramifications for pedagogy. English language is a global language and key to open the door of success. Nowadays it is taught worldwide. Because of the wide spreading nature of the English language ethnic languages are in the condition of

disappearing. In such a situation, preserving and promoting ethnic languages is the duty of nation.

Being an international language, English language is spreading day by day and Nepal cannot remain untouched from the spreading nature of English language. In Nepal English language teaching date back from 1910 B.S. at this time English language is taught only for royal family but nowadays it is compulsory subject from pre-primary to university level and English is taught as a foreign language in Nepal. UNESCO (2003) mention that.

The way languages are taught is constantly changing, and may vary considerably from one country to another or even within the same country. Much depends on the prevailing concept of language and language teaching paradigms, as well as on the role that is assigned to the language that is taught.

The language of instruction in school is the medium of communication for the transmission of knowledge. Learning of language help up to access other values, culture, belief and ways of interpreting world.

In developing country like Nepal, the trend of teaching and learning English language is spreading day by day. Parents as well as students are interested to learn English language for their bright future. In the process of teaching and learning English language teacher as well as students face different problems because of their mother tongue. Their knowledge of mother tongue sometimes helps to learn other language when the pattern of language is similar and sometimes hinder to learn in case of the language pattern is different.

According to Adamo (2015) the teacher always finds herself/himself teaching a class consisting of pupils from different linguistic and cultural backgrounds. This means that communication in the classroom among learners and with the teacher is a daunting task. Addressing all students mother tongue in the classroom is challenging for all who are involved in teaching and learning activities. In a multilingual classroom students are from different linguistic and cultural background and their ability to learn languages is highly affected by their psychological, sociological as well physical factors. A multilingual class is a class where the learners speak a variety of first languages. Multilingual classroom can be compared with monolingual classroom where all the learner speak the same languages. Teaching English in monolingual classroom is easier than in multilingual classroom. In a multilingual classroom there can be much more use of target language because it will be the common language between the learners and as well as teacher. Learner's behavior and cultures can be very different which may create problems in a multilingual classroom in the process of teaching and learning target language. According to Patil (2008), teaching English is not only transmitting knowledge to the students; instead, it is to enable them to read, to speak and to write with fluency. However, in Nepal English language teaching is only perceived as to pass the entire academic level and get certificate due to the lack of proper knowledge of teaching techniques and materials to address the problems regarding multilingual classroom setting.

1.2 Statement of the Problem

Multilingualism and multilingual classroom setting is the matter of discussion in linguistically diverse country such as Nepal. From the classroom perspectives, most of the learners are from different linguistic background. Learners come to their classes with their own family background, personalities, biographies, language, and culture etc. that make classrooms divers and heterogeneous and cause teaching and learning activities challengeable and complex. In such a

situation students use their own mother tongue in the classroom which creates problems to run teaching and learning activities smoothly. In Nepal every community are multilingual it means no monolingual community exist. Classroom is such a place where different people comes and interact with their own cultural and linguistic identity, personality, values and belief. In Nepal English language is taught as a foreign language so there is no any students of native English speaking community. In such a situation, the learners use their own mother tongue in the classroom where either Nepali or English languages or both are used as medium of instruction that may be different from students' mother tongues. Nowadays most of the school of Nepal use English language as medium of instruction from basic level except Nepali subject. It has created a serious problem due to mother tongue interferences, every learner feel English language difficult and fail in day to day conversation as well as in examination. Students' related factors, i.e. age, gender, socio-economic background, personal needs and interests are very difficult to be addressed in the classroom that influence and hinder in teaching and learning activities. Due to this factor teaching and learning process becomes debatable for all the stakeholders like students, teachers, guardians, and school administrators. Teaching English language in multilingual classroom is really challenging for teacher. So, what challenges do the situations pose? Are teachers able to deal with the challenges? What types of strategies they employed to address those challenges?

1.3 Objectives of the Study

A research objective is a clear, concise, declarative statement which provides direction for achieving a program goal. The objectives of my research study are mentioned as below:

- To identify the challenges faced by English language teachers in multilingual classroom.

- To explore the possible strategies to deal with the challenges of multilingual classes.
- To suggest some pedagogical implications based on the findings of the study.

1.4 Research Question

A research question is a fundamental core of research project, study of review of literature. It focus the study, determine the methodology and guide all stages of inquiry, analysis and reporting. It is the statement that identifies phenomenon to be study. The research questions of my research study to fulfill the objectives of the study are mentioned as below:

- What are the challenges appear while teaching English language in multilingual classroom?
- What are the possible strategies to employ in multilingual classroom to address those challenges?

1.5 Significance of the Study

Many research have been conducted in the field of multilingual education and they provide very effective findings for multilingual education. Even, a lot of techniques and methods are explored for multilingual education and for addressing the problems aroused by multilingual classroom. But In the context of Nepal very few research have been done in the field of teaching English in multilingual classroom, this is the matter of discussion for the teacher's professional development as well as for students fluency and competency in English language. Thus, this research study was helpful and applicable for the all who are involving in teaching English language in multilingual classroom as well as all the students who are from different linguistic background and recently learning English language as a foreign language. It was also be applicable for English education

policy makers as well to make English education policy being appropriate for the teachers and students linguistic background. It provides a set of ideas and make aware about students language learning style and strategies who are from different linguistic and cultural background. This study also identifies the proper ways for how to address linguistically diverse classroom and students by using different teaching strategies, methods, techniques, approaches and supporting materials. This study was also helpful for the future researcher who are interested to conduct research work in multilingualism. At last, this research paper also helpful for those who are involving in designing and preparing textbook and teaching learning materials.

1.6 Delimitations the Study

This study was limited to the English language teacher who teach at basic and secondary level in public school of Tehathum district, Aathrai Rural Municipality. This study was confined to four English language teachers, two from basic and two from secondary level of Aathrai Rural Municipality. The researcher applied non-random convenience sampling procedure to select the participants. The research tools were observation and interview. Similarly, the study was consume two month time duration for data collection from the stage of rapport building to observation. This study was limited to identify the challenges faced by teacher in multilingual classroom, to explore the strategies employed to deals with those challenges and provide some pedagogical implications.

1.7 Operational Definition of Key Terms

Multilingual Classroom: here, multilingual classroom refers to such a classes of Tehrathum district Aathrai Ruler Municipality where students are from different language background such as Nepali, Limbu, Tamang and they learn English language.

Challenges: here challenges refers to an objections which are faced by ELT teacher while teaching in multilingual classroom.

Strategies: here strategies refers to art of planning and ways used by English language teacher to tackle the challenges and to achieve success especially in English language teaching in multilingual classroom.

Mother Tongue: here mother tongue refer to the student's first languages/home language e.g. Nepali, Limbu, Tamang etc.

Language: here language refers to student's first language i.e. mother tongue and additional language i.e. English language.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to the factors that directly and indirectly associated with English language teaching in multilingual classroom. The theoretical review of the related literature are mentioned below.

2.1.1 Monolingualism

Monolingualism refers to the state of understanding or having a knowledge to speak or write in only one language. Many writers on bilingualism and multilingualism make the point that there are estimated to be far more bilingual and multilingual speakers in the world than there are monolinguals (Baker & Prys-Jones, 1998; Hamers & Blanc, 2000; Crystal, 1987; Dewaele et al., 2003). There are over a hundred languages spoken in Nepal and it is clear that most people use several languages on a regular basis. General dictionary and special linguistics define monolingual differently: Macquarie Dictionary: “able to speak only one language”, similarly Crystal (1987: 425), “said of a person/community with only one language, also unilingual”. Monoglot is a term which is occasionally appear instead of monolingual which refers to speak, write or understand only one language. Even the most monolingual of speakers has access to different registers, and thus has experience of social and linguistic variation. However, if we wish to identify ‘monolingualism’ as a phenomenon, and distinguish ‘being monolingual’ from being bilingual’ we have to draw a line somewhere. According to Ellis (2002, 2003, 2004a, 2004b), as proposed by Hamers and Blanc (2000: 6)

Bilinguality is the psychological state of an individual who has access to more than one linguistic code as a means of social communication: the degree of access will vary along a number of dimensions which are psychological, cognitive, psycholinguistic, social psychological, sociological, sociolinguistic, sociocultural and linguistic.

Working from this definition, an individual is monolingual who does not have access to more than one linguistic code as a means of social communication. Monolingualism or unilingualism is the condition of being able to speak only a single language, as compared to multilingualism.

2.1.2 Multilingual Education in Nepal

Multilingual Education (MLE) is the use of two or more languages as language of instruction. To classify, language education as MLE more than two languages must be used as languages of instruction. Multilingual education has commonly been in practice in multilingual communities for facilitating child's learning in schools. In Nepalese context trends in multilingual educational programs have been found in practice. Community schools have been using Nepali, the official language, as medium of instruction, English as a subject and/or mother tongue as subject of instruction. Multilingual Education Program for All Non-Nepali Speaking Students of Primary Schools in Nepal (2007-09) launched by Department of Education (DoE) with Finnish support.

Different MLE related policies and strategies have been practiced in Nepal. After the restoration of democracy, The Constitution of the Kingdom of Nepal (1990) laid down some provisions regarding mother tongue based multilingual education (MTB MLE): The Nepali language in the Devanagari script is the language of the nation of Nepal. The Nepali language shall be the official language. Similarly, all

the languages spoken as the mother tongue in the various parts of Nepal are the national languages of Nepal. In addition, the constitution also made a provision for the use of mother tongues in primary education. It also guaranteed Nepalese as a fundamental right to preserve their culture, scripts and their languages.

Similarly, Seventh Amendment of the Education Act of Nepal (2001) said that Nepali language has been used as the medium of instruction in the community schools. The mother tongue can be used as a medium of instruction in the primary level. While teaching language as a subject, the medium of instruction can be the same language.

Likewise, Constitution of Nepal (2015) have made the provision regarding MTB MLE as “Every Nepalese community residing in Nepal shall have the right to get education in its mother tongue and, for that purpose, to open and operate schools and educational institutes, in accordance with law.” Another major provision in this constitution is the organization of Language Commission.

Multilingual Education Implementation Guidelines has been developed by Ministry of Education (MoE) in (2009) to provide a framework for implementing MTB MLE. However, all the MLE stakeholders (including Madheshi and some other minority language communities) were not represented in the National MLE Steering Committee, the apex body for making MLE policy and guidelines. There are no comprehensive legal provisions to introduce mother tongue-based education to children. The policy documents say nothing about teacher recruitment and teacher deployment to support primary education through mother tongue.

There have been made several international provisions for promoting MTB MLE. Despite the existing provisions, there still exist certain gaps, inadequacies and lack of explicitness in the constitutional and legal provisions guiding Language-in-education policy and practice. This MTB MLE framework provides guidance for

Central, State and Local level governance units to develop their own MTB MLE policy that is relevant to and appropriate for their context.

2.1.3 Language Policy and Planning

Discussion about language policy and planning are made around the globe every day, both formally by governments and informally by scholars and community leaders. These discussions influence the right to use and maintain languages, affect language status, and determine which languages are nurtured. Language policy and planning decisions have a major impact on language vitality and, ultimately, on the rights of the individual.

Cooper (1989), has defined three major types of language planning: status planning, corpus planning and acquisition planning. All three planning are interrelated with each other yet they address different social issues. Status planning refers to deliberate efforts to influence the allocation of function among a community's languages. It is linked to the officially used language, internationally used, language used in education, business and so on. Corpus planning involves activities such as coining new terms, reforming spelling, and modification of old ones or selection of alternative form in a spoken or written code. Finally, acquisition planning refers to organized efforts to promote the learning of language. It is concerned with teaching and use of language and their careful formulation. Some theories regarding language policy and planning are presented here:

i) Spolsky's Theory of Language Policy

Spolsky (2011) proposed a theory of language policy in his book *Language Management*. The goal of this theory of language policy is to take account of the choices made by individual speakers on the basis of rule-governed patterns organized by the speech community or communities. This theory is surrounded by

three assumptions. The first one is language policy as a social phenomenon constructed from different domains, including homes and schools. Second assumption presented on his book is language policy with the presence of three separate but interrelated components: language beliefs, language practice and language management. Similarly, third assumption focus on the influences of internal and external forces on language choice.

Spolasky proposed three different policy of language planning and policy they are beliefs, practice and management. Among this three language policy, beliefs referred to as ideology which explain the values held by member of speech community towards language and language use. On the other hand, practice refer to the selection of language that people actually made. It is often described in terms of sound, word and grammatical choice as well as societal rules within a community where varieties of language are used. This practices are shaped by the complex ecology of language. Finally, management is defined as any effort made to influence language practice and sometimes language planning periodically language management attempts to affect the language choice of the people. Management is most commonly associated with individuals and document processing legal authority.

i) Ricento and Hornberger's language policy and planning model

Ricento and Hornbergers (1996) proposed a language planning and policy (LPP) model. In this model they present LPP model in three different level: national, institutional and interpersonal. National level refers to language policy statement; the institutional level refers to parents as action in the community; and the interpersonal level refers to teacher as an actor in the classroom.

The LPP model considers language planning and policy implementation as a multidirectional process that consider both top-down and bottom-up priorities.

Which demonstrate movement and interaction between the national, institutional and interpersonal levels of the model in the language policy interpretation.

2.1.4 Language Policy and Planning in Nepal

Nepal is a country of linguistics and cultural diversity. Despite, its small size many languages are spoken in this country. In addition to the census report (2068) identified number of languages estimate that more than 123 languages are spoken in Nepal. The exiting linguistic diversity in the Nepalese communities' could be seen as jeopardizing communication between different speech communities. Some interrelation is found among the language and dialects of Nepali language spoken in different places. Nepali is learnt as a second language by the other speech communities for diverse purpose (to use in education, study, administration, business, mass media etc.). Thus, multilingualism has become a reality in Nepalese society. Multilingualism is a necessary for day to day communication in several places of Nepal.

Language are the component of social heritages. Effective utilization of resources can help in the preservation and promotion of the national culture, including an increase in the popularity of and access to education. After the restoration of democracy, The Constitution of the Kingdom of Nepal (1990) state that:

The state shall, while maintaining the cultural diversity of the country, pursue a policy of strengthening the national unity by promoting healthy and cordial social relations amongst the various religions, castes, tribes, communities and linguistic groups, and by helping in the promotion of their languages, literatures, scripts, arts and cultures.

Under this constitutional provision the development of Nepalese languages are taken as an aspect of language policy. The first education plan, Nepal National Education Planning Commission (1956) adopted a policy of language transfer, whereas second education plan proposed Nepali as (*Ek bhasa ek desh*) the medium of instruction in public school. It was only after the advent of democracy in 1990 that language issues in education came to the forefront. With the Jomtein Declaration (1990) and Dakar Framework for Action (2000), the Government of Nepal endorsed the Education for All (EFA) program (2004-09) to ensure equity in quality basic education for all Nepalese children.

A strategy is action adopted with regard to the usages of language or languages by relevant people is known as a language policy (Yadav, 2017). Language policies are purposefully designed to gained betterment in all aspect of lives. Language policy is multidimensional. Moreover, Yadav (2017) state, some factor that affect the farming of language policies are socio-linguistics setting, attitude of language speakers and strength of political set up. Positive attitude of the speakers towards their language change or modify the exiting language policy of that society. Language policies are always needed for effective working of the nation and the language policies cannot be studied without knowing about language planning. Language policy is needed at different levels e.g. official use of language, administration, law, mass media, use of language for international communication etc. Language planning helps to promote the use of particular language it can increase a sense of national consciousness and strengthening the political unity of the country.

2.1.5 Challenges of Teaching English in Multilingual Classes

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 language 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 aspect of teaching and learning activities. So in the 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 classrooms 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 interests in all the students. If he/she is unable to create such interest towards leaning 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 students because of the students' diversity of language, culture and so on. Either the task provided by the teacher is too difficult of too easy for many of the students.

v) Materials

One of the challenges faced by the language 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. The teacher is unable to keep record of all individual students because of large class size and workload.

vii) Participation

Equal participation of all 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. Without the active participation of all students teaching learning activities will not be effective to achieve the goal.

viii) Large Class Size

Generally, classes are large in their size. In such a 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 multilingual class is use of mother tongue in the classroom by students. In such classes students use their own language in the classroom in course of teaching which hinders the learning of English language.

x) Giving Feedback

It is also challenging to ELT teacher to provide feedback to their students' language learning activities. In ELT classes students are diverse language

background and make mistake in different aspect of language so it makes difficult to teachers to provide suitable feedback to them.

xi) Mixed Ability Class

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

Apart from above mentioned challenges multilingual classes have some language related problems that occur in course of teaching English. In this regards Paudel (2010) writes some 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

2.1.6 Multilingual Classroom Management Strategies

Classroom management is how the teacher delivers the contents, as well as the environment of the classroom in which students learn. It does not matter to the teacher where he/she is, where he/she from and students is and what subject he\she is covering. Classroom management is an important part of being a successful teacher. 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. Classroom management skills are essential for anyone wishing to be a successful teacher and a language instructor.

Teacher may have great lesson plan and materials needed but without proper classroom management, it will be difficult to succeed in the classroom.

Meador (2013) states the following multilingual 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 enters into the classroom. It makes him feel confidence and well prepared and helps him to stay on track. Teaching with well-planned lesson help student's as well as teacher to achieve the objectives of the lesson.

ii) Feel (or fake) Calmness and Confidence

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

iii) Ask to Other Teacher and Staff for Help

The teacher first certainly tries to defuse problematic situation by himself, if unacceptable behavior continues and become a serious problems, 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.

iv) Have a Positive Attitude

It may seem like a simple concept, there are many teacher who do not approach there in the class with the 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.

v) Set your Expectation early

Teachers should not go into the school trying to be their student's friend. Teachers are teachers and students are 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.

vi) Develop a Good Rapport with Students

Even 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 little about each students likes and dislikes.

vii) Create a Students 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.

viii) Incorporate Interests

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

ix) A Global Perspectives

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.

x) Display Work

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

xi) Tap into Experiences

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

2.1.7 Teaching Monolingual versus Multilingual Classes

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 type of classes students are able to inter communicate using their mother tongue or home language. In this regard Poudel (2010) writes the advantages and disadvantages regarding monolingual classes are.

Teachers do not have to deal with individual problems because of the students' common background and they have somehow similar kind of problems. Students have same mother tongue that helps them to step 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.

Unlike monolingual classroom teaching, multilingual classes consist of students speaking different language 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 linguist, cultural and ethnic background. Those students who are attending multilingual classes usually have no common languages between them, this type of classes have a link language that helps to communicate each other. Regarding the advantages and disadvantages of attending multilingual classes again Poudel (ibid) 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.

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

2.2 Review of Empirical Literature

Many research have been carried out in the field of multilingualism. Here, this section is attempt to review the literature especially related to English language teaching in multilingual setting. Some of the articles and researches have been reviewed considering them as related literature.

Adamo (2015) conducted a research article entitled “Teaching English in a Multilingual and Multicultural Context: The Nigeria Experience” with the objectives to identify the challenges in the multilingual classrooms, to identify the prospects of multilingual classrooms, to examine the attitudes of teachers to the multilingual situation in the classrooms and to suggest ways in which the prospects can be harnessed to a better advantage. To achieve these objectives the researcher used classroom observation, field notes of classroom observation, focus group discussion with teachers and interviews with 40 teachers as data collection tools. The researcher used both qualitative and quantitative methods to analyze the data and finally the researcher came with reasonable findings: the use of language in the classroom, teachers' views and voices, challenges in teaching in multilingual classes and prospects of multilingualism in the classroom.

Similarly, Rasheed, Zeeshan & Zaidi (2017) conducted a research article on “Challenges of Teaching English Language in a Multilingual Setting: An Investigation at Government Girls Secondary Schools of Quetta, Baluchistan, Pakistan”. The aim of the research article is presented on a question form so the research questions of the article are: what are the challenges faced by the female government secondary school English teachers teaching in their multilingual classrooms? And what strategies do the female government secondary school English teachers employ to overcome the challenges of multilingual classrooms? The participants for the study were 10 female secondary school teachers; they were selected by purposive sampling strategies. The qualifications of the participants ranged from Bachelor of Arts (BA) to Masters of Arts (MA), Bachelor of Education (B. Ed.) to Masters of Education (M. Ed) and three were M.Phil in Education. The research team used semi-structured interviews and classroom observation checklists to collect data. Interviews were transcribed and coded to find patterns and themes by using thematic analysis. The findings of the study revealed a number of challenges in teaching English language in a multilingual context.

The enormous challenge for the English teachers is linguistic diversity in the classrooms. The students in the multilingual classrooms lack confidence to use English language because they hesitate to commit mistakes. The curriculum may be inappropriate for helping students to improve their English proficiency. In the multilingual classrooms code-switching is commonly used by the teachers to instruct the students. The study suggests that; the teachers may be trained to cope with the challenges they face in their multilingual classrooms.

Nalunga (2013) carried out a research study on “Teaching and learning English in a multilingual classroom: A study of code switching in an EFL/ESL teaching/learning situation” with the aim of code-switching is an asset or a problem in a multilingual classroom. The researcher use classroom observation, interviews and a questionnaire as a data collection tools and qualitative and quantitative method to analyzed the data. The participant of the study are 40 student from diverse ethnic origins and social background among them 25 female and 15 male students, from 16 to 20 years of age with a total of fifteen different mother tongues. There were also three teacher one male and two female, they were interviewed by researcher and observe their classes. The researcher conduct semi-structured interview with the teacher to extract required information. The findings of the study show that code-switching is a natural phenomenon in L2 development and that code-switching has a positive impact on L2 development as it fulfils a significant number of functions in the classroom, including vocabulary and concept development, need for clarification and emphasis, provides a learning strategy for L2 acquisition, and generally helps students maintain and develop their L2.

Similarly, European Commission (2015) states that mother tongue makes student difficult to adjust in another multilanguage class. It vies invariably that there are many different terms used in the teaching to describe children who have learnt a different language before they enter education in a country whether that is at the

start of compulsory education because they have a different language at home or during compulsory education because they are recently code switching with another language was spoken. In all cases they are expected to learn the language which is used for instruction and assessment so that they access the curriculum and progress to higher education and employment. Similarly, it is also found that multilingual students were more successful in decoding the meaning of lexical and grammatical items from new Englishness than Anglo-American students but had difficulties in such tasks as they did not bring skills and attitudes open to negotiation.

Poudel (2010) conducted a research on “Teaching English in Multilingual Classroom of Higher Education”. The main objectives of the study were to identify the problems and challenges of multilingual classroom , to find out how the teachers behave linguistically in the classroom while teaching English , to find out the reactions/attitudes of the students towards their teachers’ use of language in the classroom and out of the classroom and to suggest some pedagogical implications. On the basis of the questionnaire and the responses of the teachers and students, the list of problems faced by the non-Nepali mother tongue speaking students were communication related problems, interaction related problems, comprehension related problems, structural organization related problems, content delivery related problems. And to deal with the problems, the ways they used for this were Inviting students for group discussion, formation of language groups (if possible) in the large classes, inviting them to translation activities, asking simple questions about their casual activities and suggesting them with instrumental motivation.

Similarly, Mensah (2015) carried out research on “Managing Linguistic Diversity within and Outside the Classroom in International Multilingual High School in Namibia”. The objectives of this study are how linguistic diversity is managed both within and outside of the classroom. He used purposive sampling procedure.

He used qualitative and missed method approach for data collection.

Questionnaire, interview and observation are data collection tools. The finding of this study reveals that school community is linguistically diverse because of two kind of bilingualism also exact at Windhoek International School. This study suggest to dynamic multilingual practice.

Furthermore, Plüddemann, Mati and Mahlalela-Thusi (2000) conducted research on “Problems and Possibilities in Multilingual Classrooms in the Western Cape”. The objectives of the research were to identify existing teaching and classroom management strategies used by teachers in multilingual classrooms in primary schools in the Western Cape, with a particular focus on township schools, to identify the problems that arise in multilingual classrooms in primary schools in the Western Cape Furthermore, for the purpose of dealing the problems, they have recommended the implication on these three aspects; at classroom level where language awareness, cultural awareness, the mother tongue are mentioned. Similarly, at school level where enrichment lessons, subject advisors, campaign for work are discussed. And finally, at teacher education level where pre-service and in-service courses, coherent new set of language requirements for teachers, partnership, learning support materials, and national terminology databank for the African languages have been recommended. From this research, they conclude that communication breakdown, discipline and control, fear of cultural domination occurs as the problems in multilingual classroom.

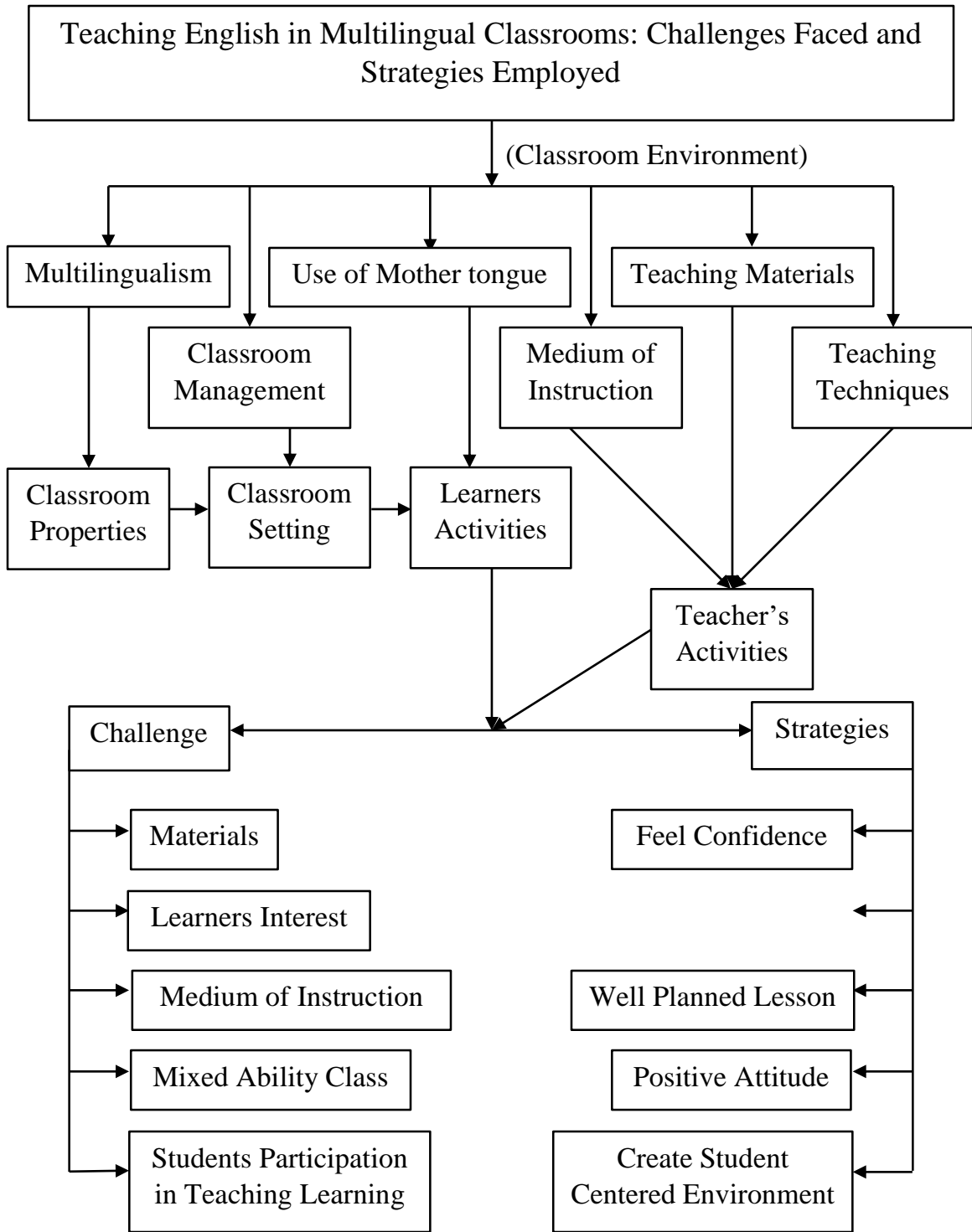
2.3 Implications of the Reviewed Literature

The above reviewed works are some extent related to my research study. After reviewing these works, they provide lot of ideas about multilingualism and English language teaching in multilingual classroom and also about the ways of organizing the different components of a research. Similarly, they have also provided the theoretical base to conduct my research. From above reviewed work,

the ideas were arisen to formulate the objectives and to construct the research questions to fulfill the objectives. It was also provided ideas to select the sample/participants, design, methodology, data collection tools, and to analyze the data. Finally, the aforementioned research works have been of great value to carry out my research.

2.4 Developing Conceptual Framework

The related literatures expose different aspects to be studied in relation to multilingualism and classroom teaching in multilingual setting. Here, the conceptual framework is the representation of the theories to understand the research work. It is a visual representation that explain the main things to be studied. The conceptual framework of this study is presented as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to overall plan for conducting a research work. In this chapter the researchers had discussed the design of the study that was followed, population, sampling procedures, data collection tools, process of data collection and mode of analysis and interpretation.

3.1 Design and Methods of the Study

The research design of my study was case study which is qualitative research design and the methods of the study were observation and semi-structured interview. Case study is the in-depth study of person or group of people in order to determine outcomes. It is a qualitative descriptive research method that is used to look at individuals, a small group of participants or group as a whole. In this design, researcher collect data about participants using direct observations, interviews, protocols, tests, examinations of records and collection of writing samples, and other primary and secondary sources.

A case study is a research methodology that has commonly used in social sciences. It is a research strategy and an empirical inquiry that investigates a phenomenon within its real life context. Sagadin (1991) states that a case study is used when we analyze and describe person individually, a group of people, individual institutions or a problem, process, phenomenon or event in a particular institution in detail. Similarly, Simons (2009) defined case study as an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life. The case may be a person, group, episode, process, community, society or any other unit of social life.

On the basis of this method, I used classroom observation, and semi-structured interview with teacher as a data collection tools. In this research, the researcher

spends three month time in the field interviewing, observing, and gathering documents about the group in order to understand their culture-sharing behaviors, beliefs, and language.

3.2 Population, Sample and Sampling Strategy

In this research study, the population referred to all English language teacher who were teaching at basic and secondary level in public school of Tehrathum district, Aathrai Rural Municipality. The sample of this study were four teachers from two school of Aathrai Rural Municipality. In the process of selecting the samples/participants for this study, I have applied non-random convenience sampling strategy in order to select them on the basis of their professional identity and unique characteristics that was suitable for this study to fulfill the objectives.

3.3 Research Tool

The research tools of this study were classroom observation and semi-structured interview. Classroom observation was mainly focus on classroom management, teaching learning strategies and student as well as teacher participation in classroom activities. Semi-structured interview is a meeting in which the interviewer asks some questions to the interviewee in order to explore interviewee experiences to extract required information from the participants to obtain the objectives of the research work. Interview was recorded on mobile and later it was transcribed and generate the theme.

3.4 Sources of Data

Both primary and secondary sources of data were used to complete this study. Four English language teaching classroom observation and semi-structured interview with four teacher from Tehrathum district, Aathrai Rural Municipality were primary sources of this study. Likewise, some books, journals and articles

were used as secondary source for this research study that helped to provide valuable ideas and techniques to collect, analysis and interpret the data on the basis of nature of the research study.

3.5 Data Collection Procedures

The data collection procedures of this study were field based procedures. I applied the following procedures to collect the required data for the study. At first, I set my mind for collecting data according to the nature of my research's objectives. Then, I went to the school and take permission from the head teacher and class teacher for classroom observation. After taking permission, I entered into the classroom with class teacher and sit there by listening to the teacher as well as observing students participation, and classroom activities performed by students and teacher. At the same time, I noted all the activities performed inside the classroom by teacher and as well as students and fill up observation form. Similarly, I recorded the interview of teacher with me, in the mobile recorder and then transcribed the recorded interview and generated theme by coding transcription in different themes. Finally, I described and analyzed the classroom observation form and themes generated from recorded interview.

3.6 Data Analysis Procedures

Data analysis process is a recursive process in case study research. In the process of data analysis in case study, field work/study and analysis go side by side. In the process of data analysis, first of all I managed the collected data in different themes. After managing data, I coded in different section and study them comparatively and again, manage them in different sub sections and generated themes. After that, on the basis of their similarities and differences, I identified their interrelationship and analyzed and interpreted. At last, I elaborated the themes in a systematic way.

3.7 Ethical Consideration

As it is the most essential and important part to consider the ethical aspects, the participants were informed every-information and plan about the study and the data collection time and place was determined on the basis of their approval. No activities were done that may harm the participants' reputation, physical, mental and psychological aspects. Similarly, as participants may wish, the secrecy of the information, it was maintained. The collected data, findings and conclusion were presented honestly and systematically with no reduplication. The collected data and findings were not used for other purposes. The plagiarism were avoided by showing citations and references. Moreover, every steps of the research was conducted under the guidance of supervisors from Central Department of English Education, Tribhuvan University, Kirtipur Kathmandu and final approval were provided by guidance committee.

CHAPTER: FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

In this chapter, collected data by using different research tools were analyzed and interpreted by following thematic and descriptive approach. The data were collected through semi-structured interview and classroom observation. After analyzing the data systematically, the result were interpreted logically.

4.1 Analysis of the Data and Interpretation of Results

This part discusses about the analysis and interpretation of the collected data through semi-structured interview and classroom observation. This study is case study of English language teacher who were teaching English language in a multilingual classroom. The main objectives of this research are to identify the challenges faced by English language teacher in multilingual classroom and to explore the possible strategies to deal with the challenges encountered in multilingual classes. This research was conducted to interpret the challenges and strategies in relation with classroom teaching learning activities as well as students participation and teacher performance. For this purpose, I went to field for classroom observation and take interview with two English language teacher one from basic level and one from secondary level. After classroom observation and interview with teacher the recorded data were transcribed and translated and coded in different themes. Here, the collected data were analyzed and interpreted in two different sub-topic.

4.1.1 Challenges Teachers Faced

In this sub-topic, different challenges faced by English language teacher while teaching English in multilingual classroom were analyzed and interpreted thematically and logically.

I) Managing Teaching Materials

Managing teaching materials based on learner's language background is really challenging because they are from different language, family and culture background. Use of teaching materials help learners to understand the text easily. In language teaching classroom the teacher use different kinds of materials for example visual materials: actual object, models, picture, charts, maps, flash card, flannel board similarly, audio materials: tape recorder, radio, gramophone as well as audio-visual materials like film strips television, film, projector and so on. The teacher can collect such materials from primary and secondary sources as well as they spend time to collect and prepare low cost and non-cost materials with the help of other staff. For managing such materials they get support from other staff and related authorities like school management committee (SMC) for this they can ask for co-operation with SMC and teaching staff.

Here is an excerpt from what the first respondent (T1) said:

I have face challenges in managing teaching materials because learners are from different linguistic background such as Limbu, Rai, Magar, Tamang. To manage the teaching materials for effective teaching in a multilingual classroom first of all I have to meet students personally to know what they actually said and myself spent time to collect and prepare materials in some cases ask for help with other staff and school administrations.

Similarly, another participants (T3) also put same opinion about managing teaching materials.

It shows that managing teaching materials based on learner's language background is challenging for teacher. Learners are from different linguistic background and

prepare materials based on their background is difficult for language teacher. It take more time to prepare.

In this regard other respondent (T2) said that:

I have face different types of challenges among them managing teaching materials is major one. I have manage teaching materials from primary and secondary sources. As a primary sources I have been using locally available real object in our surroundings similarly, as a secondary sources I have use some videos, picture according to the subject matter.

It also shows that managing teaching learning materials for teaching English language in a multilingual classroom is really challenging. To manage effective teaching materials they have to spend more time and somehow money.

Similarly, another participants (T4) said that

In classroom, there are students from Limbu, Tamang and Nepali mother tongue language background. So, while making teaching materials it is challenging task for teachers to make teaching, materials in all language which are mentioned above. It needs more money and time to make such materials.

Even the teacher themselves spend their time and money, they cannot prepared effective teaching materials because of insufficient knowledge about how to prepare teaching materials and how to use it effectively in the classroom.

II) Learner Interest

Learners are the center of teaching learning activities. Sometimes learners were not interested in teaching learning activities because what they have already learned and what they are going to learn is different. The teacher goal in a

language classroom is to create condition that enable students from various leaning performance and personalities to contribute. To reach this goal, the teacher need to take extra step to encourage students to participate them actively in teaching learning activities. To increase student's participation, the teacher should investigate their language background and learning style and sometime they tell jokes, sing a song, share experiences related to teaching learning and talk about burning issues. To increase student's participation, the teacher can use different techniques such as group work, peer work, role play, group discussion, and so on.

Here is an excerpt from what the first respondent (T1) said:

Learners are not interested in teaching learning activities because they are from different background and their need and interest also different. They feel that learning English is compulsion not interest. That's why they are not actively interested in teaching learning activities.

Similarly, another participants (T4) also put same opinion about managing teaching materials.

This participants said that learners were from different background and they were not interested in learning English. They feel that learning English is compulsion which decrease interest.

Similarly, here is a snippet from another respondent (T2):

Most of the time they are not interested in teaching learning activities. They feel that learning English language in the school is compulsion. They just think how to pass in exam and they prepared only for examination point of view. It shows that students are not interested in teaching learning activities.

It shows that, in the context of Nepal, English is compulsory for all learners that's why learners were only intended how to pass in exam rather than develop language proficiency and fluency. It creates challenges in developing learner's interest in learning English for all English language teacher.

In the same way, another respondent (T3) said that:

To make the learners interested in ELT classroom, I investigate their interest, background. I use different activities like role play, drama etc. to make student interested in classroom teaching. Sometimes I sing English song as well.

It shows that to make learner interested in classroom teaching learning, the teacher have to perform different activities.

III) Medium of Instruction

Which language should be used as a medium of instruction in the classroom is another problems for English language teacher who were teaching English in a multilingual classrooms. Selection of English language as a medium of instruction seems challengeable because of local language and mother tongue influences. In the classroom, the teacher used mostly English as a medium of instruction in the classroom. Students with good English language background feel easy and confidence with this medium of instruction but other feel difficult to understand the teaching items. In such situations the teacher use Nepali as a medium of instruction and in rare case they use learner's first language in the classroom as a medium of instruction.

Here is an excerpt from what the first respondent (T1) said:

I use English language maximum but sometime Nepali and then learner's first language as well. But in language teaching classroom

maximum use of English language creates challenges, because students cannot understand all the subject matter in English language due to their poor language proficiency.

In the same way another respondent (T2) also put same opinion about medium of instruction used in the language teaching classroom.

It shows that, maximum use of English language in the classroom creates challenges. Learners were from different language background and their understanding level also different. Medium of instruction should be decided on the basis of majority of language used by the learners in the classroom.

Similarly, here is a snippet from another respondent (T3):

In the classroom I mostly use English as a medium language and sometimes student's first language. Use of English language in the classroom creates challenges, because learners are from different language background. They feel easy to learn in their own language i.e. either Nepali or their mother tongue.

It shows that, medium of instruction used in the classrooms create challenges in all language teaching classrooms. Only few students have good language proficiency and they were able to understand but most of the students were unable to understand. In such situation medium of instruction should be decided on the basis of majority of the student's mother tongue.

Similarly, here is the excerpt from the another participant (T4)

Using English language as a medium of instruction cause difficulty in classroom. There are huge number of students which are from different linguistic background. So, they feel difficulty when the teacher use English language maximum as medium of instruction.

It shows that maximum use of English language in the classroom cause challenges because learners are from different language background.

IV) Mixed Ability Class

Mixed ability class refers to such a class where students are from different language learning levels. Mixed ability class also known as a heterogeneous class where students have various levels of language proficiency. Some factors which makes classroom heterogeneous are: maturity and age, multiple intelligences, learning style, language levels, learner's first language, and cultural background and so on. In the classroom students were from different linguistic, economic and family background so, they cannot understand the text in the same way. Some students were able to understand the text in one time and some students need more than one time with detail information and teaching materials and different strategies which creates challenges for teaching learning activities.

Here is an excerpt from what the first and second respondents (T1 and T2) said:

All the students are not equally able to learn. In the classroom learners were from different background and their interest also different. Some are interested in pronunciation, some in reading, some in writing and some in extra-curricular activities.

It shows that in the language teaching classroom, learners were from different background and their learning ability also different. Some were able in reading, some in writing, and some in speaking and so on. In such a classroom, to address all learners ability is challenging for teacher.

Similarly, here is a snippet from another respondent (T3):

In the classroom students are from different background and their interest also different. Some needs detail explanations with different

activities. It creates challenges for me how to present teaching items which is suitable for all students. Similarly, some students understand the content in one time but other cannot understand because of their linguistic diversity.

This respondent argued that in the language teaching classroom, learners have different kinds of ability. Some learners were able to understand in single saying and some needs more than one time with detail explanation. So, it is really challenging for all language teacher who were teaching in a multilingual classroom to treat equally all the teacher.

In this regard, another participant (T4) said:

Students have different ability in teaching learning activities. Some students are kinesthetic, linguistic, naturalist, interpersonal, intrapersonal etc. which cause challenges in ELT classroom

It shows that students are from different language ability and to address all learner's ability in a classroom is challenging.

V) Increase Students Participation in Teaching Learning

Student's participations in teaching learning activities is important components of classroom teaching. The increase of student participation is correlated with an improvement in classroom performance. To increase student's participation, the teacher can perform different activities in the classroom. They can change the classroom environment which encourage student in active engagement in teaching learning activities as well as they can plan different activities inside the classroom what to do? How to do? In the same way they have to listen and respond learners saying. Some students were actively participate in teaching learning activities and some were not. In the classroom students should participate in different activities

such as classroom discussion, role play, participate in group work, listen to the teacher, ask question to the teacher and answer. But all the students were not participate in such activities which creates challenges for language teacher to teach effectively.

Here is an excerpt from what the first respondent (T1) said:

To increase student's participation in teaching learning activities in a multilingual classroom I tell different types of jokes, sing a song, share experiences related to learning and talk about burning issues which happened around the world. This activities helps them to participate in learning.

It shows that to increase active participation of all learners in the classroom towards teaching learning activities is really challenging. To increase learner's participations, the teacher have to perform different kinds of activities. Such activities help the teacher to increase active participations of the learners in teaching learning.

Similarly, here is a snippet from respondents (T2 and T3):

To increase the student's participations in teaching learning activities first of all, I investigate the situations why they are not interested and then I treat them according to their interests and needs. If the learners are not participated in teaching learning activities all the investment of government, community, school and parents will be meaningless.

It shows that participation of the learners in teaching learning activities is the major part of classroom teaching. If the learners did not participated in the classroom, all the activities will be meaningless. So, to teach all the learners according to their needs and interest is really challenging.

Similarly, here is the snippet from another participant (T4):

In the context of Nepal, students are from different culture, society, caste, language etc. Due to unfamiliar with English language they get fear to learn and speak English language. So, it becomes challenging task for teachers to make active participation of all students in ELT classroom.

It shows that due to unfamiliarity with English language learner get fear to learn and speak which creates challenges to teach English language in a multilingual classroom.

VI) Individual Awareness and Discipline of Students

Individual awareness is having a clear perception of own personality, including strengths, weaknesses, thoughts, beliefs, motivation and emotions. For students, being aware about their duties and responsibilities is the most important ornament of their life. Discipline helps to keep control ourselves and to achieve our goals. Discipline is very important in student's life. Not only learner's awareness is important for the succession of students all the related authorities like: parents, teacher, school environment, community and nation also should be aware about children's future. They have to prepare good policy regarding children's education and implement it.

Here is an excerpt from what the first and third respondents (T1 and T3) said:

I have face challenges in individual awareness and discipline of students due to linguistic diversity because students are from different linguistic, educational, social and political background. That's why, they are unaware about education and its importance so they don't pay attention towards teaching learning activities.

This respondent said that in the classroom, learner's awareness and discipline are the matter of discussion. If the learners were not aware about their duties and responsibility it may challenge for teacher to control the class and run teaching learning activities smoothly.

Similarly, here is a snippet from another respondent (T2):

I have face challenges in individual awareness and discipline of students due to linguistic diversity. Students are from different background not only linguistic as well as family, economic, political, cultural background which shape their habit. They show their habit in the classroom which sometimes creates challenges.

It shows that learner's background and linguistic diversity creates challenges in their awareness and discipline. Learner's family, economic, political and cultural background shape their habit and they show same habits in the classroom which creates challenges for language teacher.

Here is an excerpt from fourth respondent (T4):

In the context of Nepal, learners are from different societies which cause variation in understanding level which shape their habit and learners show the same habit in the classroom which cause challenges.

It shows that learners show their own habit in ELT classroom and they are unaware about their duties and responsibilities which causes challenges in a multilingual classroom.

4.1.2 Strategies Employed

In this sub-topic, different strategies used by English language teacher while teaching English language in a multilingual classroom were analyzed and interpreted thematically and logically.

I) Feel Confident

The teacher should feel confident while delivering the content and presenting teaching learning activities. If the teachers were confident then student will be confident too. A confident teacher or student enjoy the work more, spend more time on it and learn and enjoy in a virtuous circle. Supportive work environment, manageable workloads and community engagement help the teacher to boost their confidence level inside and outside the classroom. They should be calm in the classroom even if there is disruptive behavior shown by the students. Mainly they should be confidence in presenting teaching materials and content.

Here is an excerpt from what the first and second respondents (T1 and T2) said:

I have full confidence to deliver content and present teaching learning activities in a multilingual classroom. Confidence in teaching items, (what to teach? how to teach?) helps teacher to tackle the challenges appear in any classroom. I enjoyed in classroom teaching and always encourage my students.

This respondent argued that confidence level of teacher in delivering content and teaching learning activities in the classroom helps to teach effectively and encourage students. If the teacher is confidence in subject matter and teaching learning activities they can enjoy in their profession.

Similarly, here is a snippet from another respondent (T3):

I feel totally confidence while delivering content and presenting teaching learning activities in a multilingual classroom. When the teacher is confidence and enjoy the classroom activities, students automatically participate in learning and they may able to achieve high learning goals.

It shows that, confidence level of teacher helps to enjoyed in classroom activities. If the teacher enjoyed themselves, students automatically participated in teaching learning.

Similarly another participant (T4) said:

Sometimes low level of confidence in delivering teaching learning items causes challenges in a multilingual classroom. In this situation I overcome those difficulties by using different teaching methods.

It shows that teachers low level of confidence cause problems in an ELT classroom. To overcome those problems they can use different teaching methods.

II) Develop Rapport

Developing good rapport with students, parents, other staff and communities is really challenging. Connecting with students and building a positive rapport or close relationship is more important to student success. Rapport is essential for effective teacher. Without the good relationship with students, parents and staff the teacher cannot be successful in teaching. To build good relation with students, staff and parents they called regular meeting with them and sometime personal meeting with students, parents and staff regarding how to teach effectively in a multilingual classroom.

Here is an excerpt from what the second and third respondents (T2 and T3) said:

In every classroom, relationship between teacher and students should be positive. To develop the good rapport with students as well as other authorized people, I regularly meet students and parents to discuss about teaching and learning activities and student's performance. I always encourage students to learn something new.

This participants said that good relationship between teacher and students in language teaching classroom always support them to achieve high learning achievement. To build good rapport the teacher should always encourage students.

Similarly, here is a snippet from another respondent (T1):

Developing good rapport with students, teacher and other related authorities is not easy. To develop good relationship the teacher have to perform different activities. For this, I manage time for meeting with students, parents and teacher and share ideas and encourage students for better performance.

It shows that developing good rapport is not easy job. To develop good rapport the teacher have to perform different activities. The best way to build good rapport with students, parents, teaching staff and other related authorities is conduct meeting with them regularly.

Similarly, fourth participant (T4) said:

To develop the good rapport with students, I encourage them in teaching learning activities. I meet them informally to know their problems in classroom and I also meet their parents to know about their situation.

It shows that to build rapport with student the teacher encourage them and meet informally with students and parents.

III) Teach with Well Planned Lesson

The most important strategies to teach effectively in a multilingual classroom is teach with well-planned lesson. Good lesson planning is the way to achieving objectives in process of teaching and learning. A teacher who prepared well, they can teach in better way. The development of interesting lessons takes a great deal of time and effort. If the teacher already prepared about how to teach any specific lesson he/she can teach effectively. They set objectives of the lesson, materials, teaching activities and evaluation procedures in their teaching diaries which help them to present teaching items easily to the students and students also able to understand.

Here is an excerpt from what the first respondent (T1) said:

I use to teach with well-planned lesson to make teaching learning activities effective and long-lasting. Well planned lesson helps teacher as well as students about objectives, teaching learning activities, evaluation procedure and outputs of the lesson. It helps the teacher to complete the course in time.

It shows that to teach effectively, every teacher should prepared themselves about what to teach and how to teach in a classroom. To prepare themselves, they have to do different work like; prepare lesson plan, materials and so on. If the teacher teach with well-planned lesson it helps him to set objectives, perform teaching learning activities and evaluation procedure.

Similarly, here is a snippet from another respondents (T2 and T3):

I teach with well-planned lesson-plan. Well planned lesson helps teacher to teach with clear objectives and effective teaching material and activities. It also helps to evaluate learner's performance. It helps teacher to move on track and complete the course in time with better learners understanding.

It shows that teaching with lesson plan is easy to achieve objectives, select teaching materials, present teaching learning activities and evaluation of student's achievement. Well-planned lesson also help teacher to move on correct way and complete course on time.

In the same way fourth participant (T4) said:

Without planning, we cannot teach effectively in the classroom and face some difficulties in the classroom. So, to overcome the challenges, I teach with well-planned lesson to make student understand.

It shows that teaching without well-planned lesson cause difficulties in a multilingual classroom. So, he used well-planned lesson to teach effectively in a multilingual classroom.

IV) Create Student Centered Environment

Student centered teaching or learning environment is such an environment where students were participated in different activities for example group work, peer work, role play, and so on. Student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. In this situation student learn themselves with their own effort.

Here is an excerpt from what the first respondent (T1) said:

I definitely create student centered learning environment in the classroom. In this environment, student's role is important all the activities are performed by students. The teacher only facilitate them and help them if they need. Learner centered environment intended to address learner's needs and interests.

It shows that, in the learner centered environment learner's role is important and they actively participated in learning. In such a situation teacher's role is to facilitate where student feel difficult.

Similarly, other respondents (T2 and T3) said:

I create students centered learning environment. In this environment they actively participate in teaching learning activities and classroom teaching become effective. Student centered environment helps teacher to address learner's needs and interest. Different learning activities are performed easily and effectively in this situation.

This participant argued that he create student centered learning environment in the classroom. In this situation learners were actively participate in teaching learning and it is easy to address learner's need and interest.

Here is the excerpt from forth participant (T4) said:

To create learners centered environment in the classroom, I ask students for role play, discussion, debate, group work etc. in the multilingual classroom.

It shows that students learn more in learners centered environment. To create learner centered environment teacher can ask students for role play, discussion, group work in the multilingual classroom for effective teaching.

V) Use of Information and Communication Technology (ICT)

Use of information communication technology (ICT) in the classroom, the teacher can present different teaching items easily and effectively. This is the era of modern technology. The modern technologies are being used in different sectors, one of them is education. In the educational field, application of ICT such as mobile, computer, projector, internet, email, e-library etc. makes language teaching and learning activities interesting and sustainable. Teaching and learning through ICT help students to understand the text in their long term memory. ICT helps teacher to present teaching items in short, easy and effective way.

In this regard, one of my participant (T1) said:

I use ICT in the classroom to facilitate the learners and to present the teaching items in easy way which is easily understandable to the learners. As a tools of ICT I mostly used mobile phone and laptop as well as internet in English language teaching classroom.

It shows that use of ICT in the classroom helps teacher to facilitate the learners and present teaching items easily. Teaching items presented through ICT were easily understandable to the learners. Similarly, learners themselves search and learn different things with their own effort through the use of ICT.

In the same way another respondent (T2) said:

I use ICT in the classroom as a tools of effective teaching. Different modern technologies make easier to present the teaching items in the

classroom. As a tools of ICT, I mostly used mobile phone and laptop in English language teaching classroom.

He also argued that different tools of ICT were used as effective teaching materials in the language teaching classroom. Through the use of ICT complex phenomenon were presented easily and understandable to the learners. As an ICT tools he used mobile phone, laptop and computer.

Similarly, two of my respondent (T3 and T4) put the same view as:

We use laptop, mobile phone, projector in the classroom to teach unfamiliar teaching items easily.

It shows that through the use of ICT in the classroom the teacher can teach different teaching items easily and effectively in a multilingual classroom.

VI) Use of Body Language

Body language means action, expression and posture with something meaningful. Use of body language is another strategies which can be used by language teacher. The use of body language is a useful method in English teaching. In the classes, if teachers use it properly the students' attention can be attracted and the teaching quality can be improved. The use of gestures and facial expressions of teachers in the teaching process is important they helped to express their own ideas and thoughts accurately and lively. With the help of body language different unspoken expression can be teach easily which can be easily understandable to the students. The teacher can use different body movement to express different meanings for example movement of hand, head, eyes and facial expression help to teach effectively.

In this regard, one of my participant (T1) said:

I use body language to express different kinds of unspoken meaning which are presented easily through body language, rather than other activities. To express such meanings I use different movements of head, eyes hands and facial expression in the classroom.

He argued that use of body language is the most important medium of presenting different unspoken feelings. To express such meaning the teacher can use different movements of hands, eyes, head and facial expression. Which are understandable by all students.

Similarly, here is a snippet from other respondents (T2 and T3):

Use of body language is very effective ways of attracting student's attentions towards teaching learning activities. Through the use of body language the teacher can teach different unspoken expression very easily. For this I used different kinds of movement of body part for example facial expression, movement of head, eyes, and hands and so on.

It also shows that use of body language in language teaching helps the teacher to express different meaning and attract student's attention towards teaching learning activities.

Likewise, another respondent (T4) said:

I use gesture, mimicry and different movements of hands, head, and eyes while teaching in a multilingual classroom.

It shows that use of gesture mimicry and different movements of body parts helps the teacher to teach effectively in the multilingual classroom.

VII) Use of Teaching Materials

Teaching materials are in the heart of teaching learning activities. Teaching materials support student's learning and increase student success. Different kinds of teaching materials were being used in teaching, but they all have in common the ability to support student's learning. Instructional materials demonstrate abstract phenomenon making learning realistic. They offered high degree of retention of content over a period of time. While using teaching materials, the factors like learner's age, gender, level, need and interest should be considered. Similarly, it should be locally available and easy to use in the language teaching classroom.

Here is an excerpt from what the first and second respondents (T1 and T2) said:

I use different types of teaching materials to facilitate teaching learning activities in a multilingual classroom because teaching materials helps student to understand the teaching items easily. I used some low cost and non-cost materials such as actual objects, models, pictures, charts, maps, flash cards, flannel board, white board and so on. Similarly, I use tape recorders, Television, film projectors, as a teaching materials.

He argued that, use of teaching materials in teaching learning activities makes make classroom interesting and effective. He use different kinds of materials like: visual materials, audio materials and audio-visual materials to make students understand the teaching items.

Similarly, here is a snippet from another participant (T3):

As available as I have been using teaching materials to facilitate teaching learning activities in a multilingual classroom. I have been using actual object, models, pictures, charts flash cards and slides.

It shows that, use of teaching materials facilitate teaching learning activities. Different teaching materials such as actual object, models, pictures, charts, flash cards helped to present teaching items easily and effectively in the language teaching classroom.

In similar way fourth respondent (T4) said:

Yes, I use word card, sentence card and sometimes laptop as teaching materials in the classroom which helps me to teach effectively in a multilingual classroom. While presenting teaching materials student enjoy a lot and understand the content easily.

It also shows that use of teaching materials help teacher to teach effectively and student enjoyed a lot and understand content easily.

VIII) Use of Mother Tongue as a Medium of Instruction

In a language learning classroom learners are from different language background, in such a situation whole language cannot be address. So medium of instruction should be decided on the basis of majority of the languages spoken by learners. Learners performance level in the classroom may hindered because of language used by teacher and other learners. Some learners have low competency in target language i.e. English. In this situation use of their own language help them to understand the content easily.

Here is an excerpt from what the first and forth respondents (T1 and T4) said:

I rarely used student's mother tongue in the classroom to make them understand the content because learners were from different language background and it is difficult for teacher to address those language in the classroom so I use medium language i.e. English and in some cases I used Nepali language and similarly, I use Limbu

language when needed because I am from Limbu language background.

It shows that, to address all the language used in the classroom is difficult because learners are from different language background. In such situation selection of medium of instruction should be based in majority of the learners who speak same language. He said that, he mostly used English language and in some cases he used Nepali language as well.

In this regard, another participant (T2) said:

In the classroom I mostly used English as a medium language and sometimes student's first language. Use of English language in the classroom creates challenges, because learners are from different language background. They feel easy to learn in their own language i.e. either Nepali or their mother tongue.

It shows that in English language teaching classroom most of the time the teacher used English language as a medium language but learners were from different language background and they feel difficult to learn. In this situation the teacher used Nepali language as a medium of instruction.

Similarly, another respondent (T4) said:

In most of the time I use English language in the classroom but in some cases, I used Nepali language to make understand the students about the subject matter. And in some case I also used student's mother tongue in the classroom.

It also shows that maximum use of English language in a classroom decrease learner's performance so the teacher use Nepali as well as learner's first language judiciously in the classroom.

CHAPTER: FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter includes: Findings, Conclusion and Recommendations based on the analyzed data and major findings were presented briefly. Conclusion of the study have been presented and recommendation have been provided to the policy and practice level and further research.

5.1 Findings

On the basis of analysis and interpretation of the data, the findings are presented below:

5.1.1 Challenges Related Findings

After analyzing the data, it was found that English language teacher have faced different challenges in English language teaching classroom. Some challenges related findings were presented as below:

- It was found that insufficient knowledge about how to prepare teaching materials and how to use it effectively in the classroom creates challenges. Similarly, insufficient availability of teaching materials based on learner's background also create challenges.
- It was found that all learners were not interested to learn English language because they think that learning English is compulsion and they just intended how to pass the exam so it create challenges.
- It was found that use of English language as a medium of instruction in the classroom also creates challenges for language teacher because learners were from different language background and their own language hinder to learn English language.

- After analyzing the data it was found that students were from different language learning levels. Their ability to learn language is different from person to person which creates challenges for English language teacher.
- It was found that learners did not actively participate in teaching learning activities because what they want to learn and what they are learning is different so, the teacher have to perform different activities in the classroom to make them participate in teaching learning activities which create challenges.
- It was found that students were not aware of their duties and responsibilities because they were from diverse culture and background which shape their habit so it create challenges in multilingual classrooms.

5.1.2 Strategies Related Findings

After analysis and interpretation of the data, it was found that English language teacher were used different strategies to tackle those challenges. Some strategies related findings were presented as below:

- After analyzing the data it was found that teacher were confidence in content and presenting teaching learning materials. Supportive work environment, manageable workloads and community engagement help the teacher to boost their confidence level.
- After analyzing the data it was found that good relation between teacher, students, parents and other staff enhance teaching learning activities inside the classroom.
- It was also found that teaching with well-planned lesson plan helps to achieve objectives and manage the classroom effectively.
- It was found that in language teaching classroom teacher creates learners centered teaching environment because it seems that in learners centered

environment students are actively participated in different activities performed inside the classroom.

- It was found that use of ICT is the effective ways to present different teaching items in the multilingual classroom. Through the use of ICT teacher can teach easily to all learners with different learning ability.
- It was found that to teach different unspoken expression body language play vital role because, through the use of different movement of head, hands, eyes and facial expression makes learning sustainable and memorable and it was easy to understand to all students.
- It was found that use of teaching materials are the core part of effective teaching because instructional materials demonstrate abstract phenomenon making learning realistic.
- Finally, it was found that use of learner's first language as a medium of instruction increase student's interest and participations in teaching learning because, medium of instruction should decide on the basis of majority of the languages used by learners.

5.2 Pedagogical Implications

After analyzing and interpreting collected data, based on findings some pedagogical implications are suggested as below:

- To teach in a multilingual classroom, it would be better to feel confidence while delivering content and presenting teaching materials.
- To teach effectively, it would be better to build good rapport with students and as well as parents and other staff.
- It would be better to enter the classroom with well-planned lesson plan.
- It would better to create learners centered teaching learning environment in the classroom.

- It would be better to use ICT, body language and teaching materials while teaching in a multilingual classroom.
- Finally, it would be better to use mother tongue based multilingual classroom teaching strategies to address learner's needs and interest.

5.3 Conclusion

Multilingualism refers to the capacity of humans to communicate in different languages, either individually or collectively. Nowadays, multilingualism is a very common phenomenon all over the world. Nepal is linguistically and culturally diverse country. According to the census report 2068 B. S., in Nepal almost 123 languages are used as a mother tongue. It clearly shows that Nepal is a multilingual country.

This study was a case study of teaching English in a multilingual classrooms: challenges faced and strategies employed. This study mainly focused on to identify the challenges faced by English language teacher in multilingual classroom and to explore possible strategies to deal with the challenges and finally to suggest some pedagogical implication. To achieve the objectives of the study, I used semi-structured interview and classroom observation as a data collection tools. This study find out some challenges about teaching English in a multilingual classroom and some effective strategies to tackle those challenges which are appeared in an ELT classroom. English language teacher have faced different challenges in ELT classroom among them some challenges found in this study are: managing teaching materials, learner's interest, medium of instruction, mixed ability class, increase student's participation in teaching learning and individual awareness and discipline of students. To tackle those challenges, ELT teacher used some effective strategies. Some strategies used by teacher to overcome those challenges are: feel confidence, develop rapport, teach with well-planned lesson, create student centered environment, use of information and communication

technology, use of body language, use of teaching materials and use of mother tongue as a medium of instruction.

Nepal is a linguistically diverse country. Every communities are equipped with linguistic diversity in such a situation students from different linguistic background come and interact each-other in ELT classroom. The main debate is upon which language should use as a medium of instruction English language or learners first language: this study found that students' mother tongue should be used as medium of instruction. It would be better to kept in the mind that both English language and other languages as medium of instruction should go side by side and be supportive to each other. It should be done on the basis of majority of language users. Therefore, while addressing the multilingualism regarding the education, the stake-holders should be dynamic, contextual and responsible for improving the existing situation of multilingualism in education. Similarly, they should play evitable roles to preserve and promote indigenous languages through the system of education beside the use of English as medium of instruction while teaching English language.

5.4 Recommendations

This study tried to find out the challenges and strategies of teaching English in multilingual classrooms. This study has its own purpose and findings but it was not possible to find out all the challenges and strategies of teaching English in a multilingual classroom. Based on findings of this study some policy related, practice related and further research related recommendations has been presented below: This recommendations were helpful to all, who were interested in multilingual education system of Nepal. It also helpful to the teacher who were teaching English language in a multilingual classroom. Similarly, this recommendations were also helpful to those, who were interested to conduct research on the area of multilingual education.

5.4.1 Policy Related Recommendation

For the good development of the any program we need proper, reachable and reliable planning. Making a policy is an essential for completion of any program effectively because it gives the right way to the implementation of the program. So, on the basis of findings some recommendations have been presented below related to the policy.

- It would be better to have comprehensive legal provisions to introduce mother tongue based multilingual education.
- It would be better to make provision to provide ICT related materials to all public school by Ministry of Education.
- It would be better to make clear provision about medium of instruction used in the language classrooms.

5.4.2 Practice Related Recommendation

For the proper implementation of any program only plans and policies were not sufficient. So, for the effective implementation of the plans and policies we need to practice in real field. On the basis of findings of this study some recommendation for the practice level were presented below.

- It would be better to create learner's centered environment in the classroom while teaching.
- It would be better to have sound knowledge to develop teaching materials and effective use of it.
- It would be better to be conscious about the selection of medium instruction used in the classroom.
- It would be better to be aware about student's performance and learning level because they are from different background.

5.4.3 Further Research Related Recommendation

This study helps to those people who are interested to carry out the research on the area of multilingual classroom teaching. On the basis of the findings of this study, some further research related recommendation were presented as below:

- It would be better to focus on progress and achievement of learners who are learning English in a multilingual classroom setting in further research.
- It would be better to focus on role of MTB MLE in quality education in further research.

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APPENDIX

Some guideline questions for the semi-structure Interview.

1. When did you start to teach?
2. Is teaching job your interest or compulsion?
3. Your classroom is monolingual or multilingual?
4. If multilingual how many languages are used as mother tongue? What are they?
5. What kind of challenges do you faced in multilingual classroom?
 - I. Did you face challenges in managing teaching learning materials?
 - II. Use of student's mother tongue in the classroom creates challenges in teaching learning activities?
 - III. Your students are interested and actively participate in teaching learning activities?
 - IV. Did you face challenges in individual awareness and discipline of students due to linguistic diversity?
6. To tackle those challenges did you use teaching materials to facilitate teaching learning activities in a multilingual classroom?
7. What kinds of materials did you use?

Visual:
Actual Objects, Models, Pictures, Charts, Maps, Flash Cards, Flannel Board, Bulletin Board, Chalkboard, Overhead Projector, Slides etc.

Audio:
Radio, Tape Recorder, Gramophone etc.

Audio-visual:
Television, Film Projector, Film Strips etc.
8. How did you manage the materials for teaching in multilingual classroom?

9. Did you get support from staff and other authorities for managing materials and other activities in a multilingual classroom?
10. What types of strategies do you used to address the problems appear in a multilingual classroom teaching?
 - I. Are you feel confidence in delivering content and presenting teaching learning activities in a multilingual classroom?
 - II. Did you teach with well-planned lesson to make student understand?
 - III. Did you give permission to the students to use their own language in a classroom for the better understanding?
 - IV. Did you use student's mother tongue to make them participate in teaching learning activities?
 - V. Did you create student centered learning environment in a multilingual classroom?
 - VI. Did you ask for help with other staff and school administration for managing materials and teaching learning activities?
11. Are you familiar with different modern teaching techniques such as:
Flipped classroom (**encouraging students to prepare for the lesson before class**)
Design thinking (**group analysis, brainstorming, innovation and creative ideas**)
Self-learning (curiosity is the main driver of learning)
12. How did you increase student's participation in teaching learning activities in a multilingual classroom?
 - I. Did you use group work, peer work, role paly techniques to increase student's participation in teaching learning?
13. Which teaching method you used mostly in a multilingual classroom?
Teacher centered, student centered, communicative language teaching method, grammar translation method, direct method and other

14. Did you use student's mother tongue in the classroom to make them understand the content?
15. Which language did you use as a medium of instruction in the classroom?
English, Nepali, both, students first language
16. Did you get any facilities/opportunities to address that problem from school?
17. What types of facilities/opportunities are you getting from school and related authorities to address the challenges of teaching in a multilingual classroom?
18. Administration of the school supports you to manage the materials and activities related to multilingual classroom?
19. Do you read any research paper about multilingualism?
20. Have you done any research about multilingual classroom setting?
21. Are you familiar with multilingual education policy of Nepal? Such as provision made in constitution, education act, SSDP and SSRP.
22. What suggestions would you like to state for future policies regarding teaching English language in multilingual classroom?

Classroom Observation Form

Name of Teacher:

Date of Observation:

Observed Time:

Level of the Observed Class:

Name of Observed School:

Classroom Type	Monolingual	Multilingual	Homogeneous	Heterogeneous

Classroom Management	Good	Tolerable	Poor

Qualitative Information:

.....

Use of Mother Tongue	Frequently	Sometime	Seldom

Qualitative Information:

.....

Medium of Instruction	English	Nepali	Both

Qualitative Information:

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.....

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.....

Use of Teaching Materials	Frequently	Sometime	Seldom

Qualitative Information:

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Teaching Techniques	Lecture Method	Discussion Method	Demonstration	Buzz Group	Brain- storming	Role Plays

Qualitative Information:

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Teacher's Activities in the Classroom:

	Frequently	Sometimes	Seldom
Lecture			
Question			
Answer to the students			
Encourage Students			
Discourage Students			
Demonstrate			
Discuss with students			
Clarify Student's Point			
Listen to the Student's Opinion			
Non-verbal Communication			
Solve Disciplinary Problems			

Qualitative Information:

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Students' Participation in Teaching Learning Activities:

	Frequently	Sometimes	Seldom
Listen Attentively			
Ask Questions Relevantly			
Answer Teachers Relevantly			
Participate in Discussion			
Any other Activities			

Qualitative Information:

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Challenges Faced:

Challenges	Qualitative Information
Content Related	
Delivery of Content	
Classroom Management	
Teaching Materials	
Content Knowledge	
Comprehension Level	
Mother Tongue Interferences	

Thick Description:

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Strategies Employed:

Strategies	Qualitative Information
Medium of Instruction	
Use of teaching Materials	
Use of ICT	
Use of Body Language	
Support from Administration, Parents	

Thick Description:

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Semi-structured interview with teacher-1

Me: When did you start to teach?

T 1: I started to teach from 3 years ago.

Me: Is teaching job your interest or compulsion?

T 1: Teaching job is my subject of interest.

Me: Your classroom is monolingual or multilingual?

T 1: My classroom is multilingual.

Me: If multilingual how many languages are used as mother tongue? What are they?

T 1: Being a multilingual classroom different languages are used as a mother tongue. Such as Limbu, Rai, Magar, Tamang, languages are mostly used as a mother tongue.

Me: What kind of challenges do you faced in multilingual classroom?

T 1: I have to face different kind's challenges in teaching English in multilingual classroom. Among them some are challenges in pronunciation, vocabulary, meaning and so on.

Me: Did you face challenges in managing teaching learning materials?

T 1: Yes, I have to face challenges in managing teaching materials because learners are from different linguistic background such as Limbu, Rai, Magar, Tamang and so on and managing teaching materials based on learners backgrounds is challenging for all language teacher. To manage the teaching materials for effective teaching in an multilingual classroom first of all I have

to meet students personally to know what they actually said and myself spent time to collect and prepare materials in some cases ask for help with other staff and school administrations.

Me: Use of student's mother tongue in the classroom creates challenges in teaching learning activities?

T 1: No, use of mother tongue in the classroom doesn't create challenges instead of it helps to make learners clear about ambiguous matter.

Me: Your students are interested and actively participate in teaching learning activities?

T 1: No, they are not actively participate and interested in teaching learning activities because they are from different background and their need and interest also different. They feel that learning English is compulsion not interest. That's why are not actively participated in teaching learning activities.

Me: Did you face challenges in individual awareness and discipline of students due to linguistic diversity?

T 1: Yes, I have faced challenges in individual awareness and discipline of students due to linguistic diversity because students are come from different linguistic, educational, social and political background. That's why, somehow they are unaware about education and its importance so they don't pay attention towards teaching learning activities.

Me: In your class all the students are equally able learn what you are teaching?

T 1: No, all the students are not equally able to learn. In the classroom learners are from different background and their interest also different. Some are

interested in pronunciation, some are in reading, some are in writing, some are in writing and some are in extra-curricular activities.

Me: To tackle those challenges did you use teaching materials to facilitate teaching learning activities in a multilingual classroom?

T 1: Yes, I use different types of teaching materials to facilitate teaching learning activities in a multilingual classroom because teaching materials helps student to understand the teaching items easily.

Me: What kinds of materials did you use? Visual: Actual Objects, Models, Pictures, Charts, Maps, Flash Cards, Flannel Board, Bulletin Board, Chalkboard, Overhead Projector, Slides etc.

T 1: I use some low cost and non-cost materials such as actual objects, models, pictures, charts, maps, flash cards, flannel board, white board and so on to make student understand the teaching items.

Me: Audio: Radio, Tape Recorder, Gramophone etc.

T 1: I use tape recorders as a teaching materials.

Me: Audio-visual: Television, Film Projector, Film Strips etc.

T 1: Audio-visual materials such as Television, film projectors, film strips are not available in our school so I cannot use those audio-visual materials.

Me: How did you manage the materials for teaching in multilingual classroom?

T 1: To manage the teaching materials for effecting teaching in an multilingual classroom first of all myself spent time to collect and prepare low cost and non-cost materials in some cases ask for help with other staff and school administrations.

Me: Did you get support from staff and other authorities for managing materials and other activities in a multilingual classroom?

T 1: Yes, I use to get sufficient support from staff and other related authorities for managing teaching materials. To get support from staff and administrations I have to consult with head teacher and school management committee (SMC) chairperson with their recommendation head teacher purchase teaching materials and I use in the classroom to make students understand the text.

Me: What types of strategies do you used to address the problems appear in a multilingual classroom teaching?

T 1: To address the problems appear in a multilingual classroom mainly I used the following strategies: try to know about learners cultural and linguistic backgrounds and be pre-planned about what to teach? How to teach? And when to teach?

Me: Are you feel confidence in delivering content and presenting teaching learning activities in a multilingual classroom?

T 1: Yes, I have a full confidence to deliver content and present teaching learning activities in a multilingual classroom. Confidence in teaching items (What to teach? How to teach?) helps teacher to tackle the challenges appear in any classroom. I enjoyed in classroom teaching and always encourage my students.

Me: How did you develop rapport with students, teacher and other related authorities?

T 1: In every classroom relationship between teacher and students should be positive. To develop the good rapport with students as well as other authorized people I regularly called meeting, about teaching and learning

activities and student's performance. I always encourage students to learn something new.

Me: Did you teach with well-planned lesson to make student understand?

T 1: Yes, I use to teach with well-planned lesson to make teaching learning activities effective and long-lasting. Well planned lesson helps teacher as well as students about objectives, teaching learning activities, evaluation procedure and outputs of the lesson. It helps the teacher to complete the course in time.

Me: Did you give permission to the students to use their own language in a classroom for the better understanding?

T 1: In a multilingual classroom students are from different linguistic and family background and they feel easy to understand the text in their mother tongue. In the case of teaching English language, in my class sometimes student's mother tongues take place for better understanding and learning.

Me: Did you use student's mother tongue to make them participate in teaching learning activities?

T 1: Rarely, I use the student's mother tongue in the classroom because students are from different linguistic background such as Limbu, Rai, Tamang and Magar. I am from Limbu language background so I used to use Limbu language when needed.

Me: Did you create student centered learning environment in a multilingual classroom?

T 1: Yes, I definitely create student centered learning environment in the classroom. In this environment, student's role is important all the activities are performed by students. The teacher only facilitate them and help them if the

need. Learner centered environment intended to address learners need and interest.

Me: Did you ask for help with other staff and school administration for managing materials and teaching learning activities?

T 1: Yes, I use to ask for help with other staff and school administration for managing materials and teaching learning activities. Without co-operation with staff and school administration it is almost difficult to manage teaching materials and activities inside the classroom.

Me: Did you use Information and Communication Technologies (ICT) in the classroom?

T 1: Yes, I used ICT in the classroom to facilitate the learners and to present the teaching items in easy way which is easily understandable to the learners. As a tools of ICT I mostly used mobile phone and laptop as well as internet in English language teaching classroom.

Me: Did you use body language in the classroom? How did you use it?

T 1: Yes, I used body language to express different kinds of unspoken meaning which are presented easily through body language, rather than other activities. To express such meanings I use different movements of head, eyes hands and facial expression in the classroom.

Me: Are you familiar with different modern teaching techniques such as? Flipped classroom (encouraging students to prepare for the lesson before class)

T 1: I am not familiar with flipped classroom teaching techniques before this time.

Me: Design thinking (group analysis, brainstorming, innovation and creative ideas)

T 1: Yes, I am familiar with design thinking techniques. I use this techniques to engage learners to innovate and create new ideas in the classroom related to teaching items.

Me: Self-learning (curiosity is the main driver of learning)

T 1: Yes, I use self-learning techniques in the classroom to increase student's interest. Curiosity is the main driver of earning which helps to sustain the learning items in learner's long term memory.

Me: How did you increase student's participation in teaching learning activities in a multilingual classroom?

T 1: To increase student's participation in teaching learning activities in a multilingual classroom I use to tell different types of jokes, sing a song, share experiences related to learning and talk about burning issues which happened around the world. This activities helps them to participate in learning.

Me: Did you use group work, peer work, role paly techniques to increase student's participation in teaching learning?

T 1: I use to use group work, peer work and role play techniques to increase the student's participation in teaching learning. In this techniques, students themselves actively participated to create knowledge in their own effort with the guidance of teacher.

Me: Which teaching method you used mostly in a multilingual classroom?
Teacher centered, student centered, communicative language teaching method, grammar translation method, direct method and other.

T 1: There are different teaching method developed in different time such as teacher centered, student centered, communicative language teaching,

grammar translation, and direct method and so on. Among them I mostly use student centered and communicative language teaching method in the classroom. In this method student's themselves participate in learning.

Me: Did you use student's mother tongue in the classroom to make them understand the content?

T 1: Rarely, I use student's mother tongue in the classroom to make them understand the content because learners are from different language background and it is difficult for teacher to address those language in the classroom so I use medium language i.e. English and in some cases I use Nepali language.

Me: Which language did you use as a medium of instruction in the classroom?
English, Nepali, both, students first language.

T 1: I use English language in maximum case but sometime Nepali and then first language as well. But in Language teaching classroom Maximum use of English language creates challenges, because students cannot understand all the subject matter in English language due to their poor language proficiency.

Me: Did you get any facilities/opportunities to address that problem from school?

T 1: Yes, I use to get facilities/opportunities from school to address the problems.

Me: What types of facilities/opportunities are you getting from school and related authorities to address the challenges of teaching in a multilingual classroom?

T 1: To address the challenges encountered in the multilingual classroom school administration and related authorities provides me different facilities and opportunities such as sometimes they sent me in seminar, workshop related to how to teach in linguistically diverse classroom. School administration

conduct meeting about how to co-operate to understand the problems related to mother tongue and how to create good relation with students and parents.

Me: Administration of the school supports you to manage the materials and activities related to multilingual classroom?

T 1: Yes, school administration support me to manage the materials and activities related to multilingual classroom. They purchase the materials what I recommend. They help me to manage classroom in different setting

Me: Do you read any research paper about multilingualism?

T 1: Yes, I have read different research paper about multilingualism written by the different researcher from different university.

Me: Have you done any research about multilingual classroom setting?

T 1: Yes, I have done research in the topic “Effect of Multilingualism in English Learning” to fulfill the requirement of action research.

Me: Are you familiar with multilingual education policy of Nepal? Such as provision made in constitution, education act, SSDP and SSRP.

T 1: Yes, I am familiar with the provision made by Constitutions of Nepal for multilingual education policy. According to the Constitutions of Nepal (2072) there is the provision for indigenous people to get the primary education in their mother tongue.

Me: What suggestions would you like to state for future policies regarding teaching English language in multilingual classroom?

T 1: I would like to provide following suggestions for future policies regarding teaching English language in a multilingual classroom:

Government should strictly implement the mother tongue education policy.

There should be the supervision weather the implementation is being or not.

There should be the provision for resource materials or teaching materials.

Thank You!

Semi-structured interview with teacher-2

Me: When did you start to teach?

T 2: I started to teach from 2072 B.S.

Me: Is teaching job your interest or compulsion?

T 2: Yes, teaching job is my interest.

Me: Your classroom is monolingual or multilingual?

T 2: Of course, my classroom is multilingual.

Me: If multilingual how many languages are used as mother tongue? What are they?

T 2: There are three language used as mother tongue in my classroom and they are Limbu, Tamang and Rai.

Me: What kind of challenges do you faced in multilingual classroom?

T 2: I have faced different types of challenges among them language problem is one.

Me: Did you face challenges in managing teaching learning materials?

T 2: Yes, of course I have faced challenges in managing teaching learning materials.

Me: Use of student's mother tongue in the classroom creates challenges in teaching learning activities?

T 2: Yes, use of mother tongue creates challenge in teaching learning activities.

Me: Your students are interested and actively participate in teaching learning activities?

T 2: Most of the time they are not interested and participate in teaching learning activities. They feel that learning English language in the school is compulsion. They just think that how to pass in exam and they prepared only for examination point of view. It shows that students are not interested and participated in teaching learning activities.

Me: Did you face challenges in individual awareness and discipline of students due to linguistic diversity?

T 2: Yes, I have faced challenges in individual awareness and discipline of students due to linguistic diversity. Students are from different background not only linguistic as well as family, economic, political, cultural background which shape their habit. They show their habit in the classroom which sometimes creates challenges.

Me: In your class all the students are equally able to learn what you are teaching?

T 2: In the classroom students are from different background and their interest also different. Some wants detail explanations with different activities. It creates challenges for me how to present teaching items which is suitable for all students. Similarly, some students understand the content in one time but other cannot understand because of their linguistic diversity.

Me: To tackle those challenges did you use teaching materials to facilitate teaching learning activities in a multilingual classroom?

T 2: As available as I have been using teaching materials to facilitate teaching learning activities in a multilingual classroom.

Me: What kinds of materials did you use?

Visual:

Actual Objects, Models, Pictures, Charts, Maps, Flash Cards, Flannel Board, Bulletin Board, Chalkboard, Overhead Projector, Slides etc.

T 2: Among these above mentioned visual materials, I have been using actual object, models, pictures, charts flash cards and slides.

Me: Audio:

Radio, Tape Recorder, Gramophone etc.

T 2: Among these above mentioned audio materials, I have been using radio and tape recorder in the multilingual classroom.

Me: Audio-visual:

Television, Film Projector, Film Strips etc.

T 2: I have been using film strips as an audio-visual materials in the classroom.

Me: How did you manage the materials for teaching in multilingual classroom?

T 2: I have manage teaching materials from primary and secondary sources. As a primary sources I have been using locally available real object in our surroundings similarly, as a secondary sources I have use some videos, picture according to the subject matter.

Me: Did you get support from staff and other authorities for managing materials and other activities in a multilingual classroom?

T 2: Yes, of course I have got enough support from staff and other authorities for managing materials. Without their support I wouldn't able to manage.

Me: What types of strategies do you used to address the problems appear in a multilingual classroom teaching?

T 2: There may be different types of strategies to address the problems appeared in a multilingual classroom however I used different teaching strategies, techniques and materials inside the classroom as well as outside the classroom I made myself busy in searching suitable materials for addressing such problems.

Me: Are you feel confidence in delivering content and presenting teaching learning activities in a multilingual classroom?

T 2: Yes, I feel totally confidence while delivering content and presenting teaching learning activities in a multilingual classroom. When the teacher is confidence and enjoyed in classroom activities students automatically participate in learning and they may able to achieve high learning goals.

Me: How did you develop rapport with students, teacher and other related authorities?

T 2: Developing good rapport with students, teacher and other related authorities is not easy. To develop good relationship the teacher have to perform different activities. For this, I manage time for meeting with students, parents and teacher and share ideas and encourage students for better performance.

Me: Did you teach with well-planned lesson to make student understand?

T 2: Yes, I teach with well-planned lesson-plan. Well planned lesson helps teacher to teach with clear objectives and effective teaching material and activities. It also helps to evaluate learner's performance. It helps teacher to move on track and complete the course in time with better learners understanding.

Me: Did you give permission to the students to use their own language in a classroom for the better understanding?

T 2: Yes I permitted them to use their mother tongue in the classroom because to use our own language is right of language.

Me: Did you use student's mother tongue to make them participate in teaching learning activities?

T 2: Yes, sometimes I used student's mother tongue in the classroom.

Me: Did you create student centered learning environment in a multilingual classroom?

T 2: Yes, I create students centered learning environment. In this environment they actively participate in learning and teaching learning activities become effective. Student centered environment helps teacher to address learner's needs and interest. Different learning activities are performed easily and effectively in this situation.

Me: Did you ask for help with other staff and school administration for managing materials and teaching learning activities?

T 2: Yes, I ask with other staff and school administration for managing materials and teaching learning activities without their help and support I cannot manage such linguistically diverse classroom.

Me: Did you use Information and Communication Technologies (ICT) in the classroom?

T 2: Yes, I used ICT in the classroom as a tools of effective teaching. This is the age of technology and we cannot remained untouched with them. This modern technologies make easier to present the teaching items in the classroom. As a tools of ICT I mostly used mobile phone and laptop in English language teaching classroom.

Me: Did you use body language in the classroom? How did you use it?

T 2: Use of body language is very effective ways of attracting student's attentions towards teaching learning activities. Through the use of body language the teacher can teach different unspoken expression very easily. For this I used different kinds of movement of body part for example facial expression, movement of head, eyes, and hands and so on.

Me: Are you familiar with different modern teaching techniques such as: Flipped classroom (encouraging students to prepare for the lesson before class)

T 2: Yes, I am familiar with this modern teaching techniques. Every day, when I enter the classroom first of all I ask student to prepare themselves for teaching learning activities.

Me: Design thinking (group analysis, brainstorming, innovation and creative ideas)

T 2: I have been using group analysis as a teaching techniques in the classroom for this I made groups having 4/5 students in each group and leave them for discussion and I facilitate them when they feel difficult.

Me: Self-learning (curiosity is the main driver of learning)

T 2: Self-learning is one of the most important teaching techniques used in ELT classroom. With the help of student's willingness to learn English it is easy to teach otherwise not.

Me: How did you increase student's participation in teaching learning activities in a multilingual classroom?

T 2: To increase the student's participations in teaching learning activities first of all I investigate the situations why they are not interested and then I treat them

according to their interest and needs what they want. For this I consult with their parent

Me: Did you use group work, peer work, role play techniques to increase student's participation in teaching learning?

T 2: Yes I used different teaching techniques to increase student's participations in teaching learning activities such as group work, peer work, role play etc.

Me: Which teaching method you used mostly in a multilingual classroom?
Teacher centered, student centered, communicative language teaching method, grammar translation method, direct method and other.

T 2: Different kinds of methods as mentioned above are being used in a multilingual classroom. Among these methods I mostly used student centered and communicative language teaching method.

Me: Did you use student's mother tongue in the classroom to make them understand the content?

T 2: Yes, sometimes I used student's mother tongue in the classroom to facilitate them in teaching learning activities but not sufficiently.

Me: Which language did you use as a medium of instruction in the classroom?
English, Nepali, both, students first language

T 2: In the classroom I mostly use English as a medium language and sometimes student's first language. Use of English language in the classroom creates challenges, because learners are from different language background. They feel easy to learn in their own language i.e. either Nepali or their mother tongue.

Me: Did you get any facilities/opportunities to address that problem from school?

T 2: Yes, I have got so many facilities and opportunities from school. They help me to manage materials and purchase them and they also provide me time to investigate the issues.

Me: What types of facilities/opportunities are you getting from school and related authorities to address the challenges of teaching in a multilingual classroom?

T 2: To address the challenges appeared in a multilingual classroom I have got different facilities and opportunities such as time, money and other materials related with teaching learning materials.

Me: Administration of the school supports you to manage the materials and activities related to multilingual classroom?

T 2: Yes, without the support of administration I cannot manage the materials needed for teaching English language in a multilingual classroom.

Me: Do you read any research paper about multilingualism?

T 2: Yes, I have read some research article related to teaching English language in a multilingual classroom.

Me: Have you done any research about multilingual classroom setting?

T 2: Still I haven't but recently I am planning to do.

Me: Are you familiar with multilingual education policy of Nepal? Such as provision made in constitution, education act, SSDP and SSRP.

T 2: Yes, I am familiar with multilingual language policy in Nepal such as provision made in constitutions, education act, SSDP and SSRP.

Me: What suggestions would you like to state for future policies regarding teaching English language in multilingual classroom?

T 2: I would like to state following suggestions for future policies regarding teaching English language in a multilingual classroom:

Respect and preserve the culture,

Manage finance for multilingual education as much as government can,

Make aware the Multilanguage user and create self-awareness.

Thank You!

Classroom Observation Form (Teacher 1)

Name of Teacher: Teacher 1

Date of Observation: 2076/01/05

Observed Time: 10:50-11:25 AM

Level of the Observed Class: 8

Name of Observed School: Pranami Secondary School

Classroom Type	Monolingual	Multilingual	Homogeneous	Heterogeneous
		√		

His classroom is multilingual. Students are from Limbu, Rai, Magar, Tamang language Background.

Classroom Management	Good	Tolerable	Poor
	√		

Qualitative Information:

His classroom management is good. He use different classroom management techniques such as student sitting management, physical management of classroom.

Use of Mother Tongue	Frequently	Sometime	Seldom
		√	

Qualitative Information:

Sometimes he use mother tongue to facilitate and make student understand the content.

Medium of Instruction	English	Nepali	Both
			√

Qualitative Information:

He use both language (English and Nepali) as a medium of instruction. In most of the cases he use English language but in specific cases he use Nepali language.

Use of Teaching Materials	Frequently	Sometime	Seldom
		√	

Qualitative Information:

Rarely, he use teaching materials in the classroom. But use of teaching materials is relevant and content sensitive. He use locally available materials and self-made materials in the classroom.

Teaching Techniques	Lecture Method	Discussion Method	Demonstration	Buzz Group	Brain-storming	Role Plays
	√	√				

Qualitative Information:

As a teaching techniques he frequently used lecture method. In this method the teacher is in high authority. But sometimes he provide opportunities to the students for the discussion in the classroom.

Teacher's Activities in the Classroom:

	Frequently	Sometimes	Seldom
Lecture	√		
Question		√	
Answer to the students		√	
Encourage Students	√		
Discourage Students			√
Demonstrate		√	
Discuss with students		√	
Clarify Student's Point	√		
Listen to the Student's Opinion		√	
Non-verbal Communication		√	
Solve Disciplinary Problems		√	

Qualitative Information:

The teacher is very active in his classroom. He actively participate in teaching learning activities. He frequently use lecture method and sometimes question and answer to the students. He also encourage students and discuss with them and clarify their points.

Students' Participation in Teaching Learning Activities:

	Frequently	Sometimes	Seldom
Listen Attentively	√		
Ask Questions Relevantly		√	
Answer Teachers Relevantly		√	
Participate in Discussion		√	
Any other Activities		√	

Qualitative Information:

As teacher use lecture as a teaching techniques students listen attentively to the teacher rather they participate in activities. Sometimes they ask questions to the teacher and answer to the teacher similarly, rarely they participate in discussion and other activities.

Challenges Faced:

Challenges	Qualitative Information
Content Related	The teacher is seem expert in content. He has lots of content related knowledge.
Delivery of Content	Even, he expert in content, he has some problems in delivering content to the students.
Classroom Management	He use only traditional classroom management techniques in the classroom.

Teaching Materials	He used teaching materials sometimes. Use of teaching materials enhance students learning capacity.
Content Knowledge	The teacher has no any problem related to content knowledge but students have some problems in content comprehension.
Comprehension Level	In case of student comprehension there is are some problems because of linguistic diversity.
Mother Tongue Interferences	Mother tongue interference creates problems in teaching learning because of student's different language background.

Thick Description:

In the case of teaching English in a multilingual classroom the English teacher face some challenges in different areas some challenges are related to content, content delivery, classroom management, teaching materials, content knowledge, students comprehension and mother tongue interference.

Strategies Employed:

Strategies	Qualitative Information
Medium of Instruction	The teacher mostly used English as a medium of instruction. But sometime he also use Nepali language to facilitate learner.
Use of teaching Materials	To make teaching learning effective the teacher use locally available self-made and other materials in the classroom.

Use of ICT	The teacher use laptop and mobile as a means of ICT in the classroom.
Use of Body Language	The teacher use body language to make meaning clear. For example movement of head, eyes, hands.
Support from Administration, Parents	The teacher get support from administration. They provide different teaching materials, tools of ICT such as laptop.

Thick Description:

To tackle the challenges faced in teaching English language in a multilingual classroom the teacher use different strategies such as change in the language of instruction, use of teaching materials, use of ICT, body language and get support from administration and parents.

Classroom Observation Form (Teacher 2)

Name of Teacher: Teacher 2

Date of Observation: 2076/01/16

Observed Time: 10:15-10:50 PM

Level of the Observed Class: Nine (9)

Name of Observed School: Pokhari Secondary School

Classroom Type	Monolingual	Multilingual	Homogeneous	Heterogeneous
		√		

The classroom is multilingual. Students are from Limbu, Tamang, and Rai language background

Classroom Management	Good	Tolerable	Poor
	√		

Qualitative Information:

His classroom management strategies seems very good. The teacher use different techniques to manage classroom such as student sitting arrangement, physical management of classroom and so on

Use of Mother Tongue	Frequently	Sometime	Seldom
		√	

Qualitative Information:

In the classroom the teacher use learner's first language to facilitate those to make understand the subject matter if necessary.

Medium of Instruction	English	Nepali	Both
			√

Qualitative Information:

Medium of instruction used in the classroom to deliver content is mostly English and sometimes Nepali as well as student's first language.

Use of Teaching Materials	Frequently	Sometime	Seldom
		√	

Qualitative Information:

Teaching materials helps students to understand the content easily it also help teacher to deliver content easily. So the teacher sometimes used different teaching materials in the classroom while teaching.

Teaching Techniques	Lecture Method	Discussion Method	Demonstration	Buzz Group	Brain-storming	Role Plays
	√	√	√			√

Qualitative Information:

There are different teaching techniques used in teaching learning activities. In this classroom the teacher mostly used lecture method, demonstration, role play and discussion method while teaching.

Teacher's Activities in the Classroom:

	Frequently	Sometimes	Seldom
Lecture	√		
Question		√	
Answer to the students		√	
Encourage Students	√		
Discourage Students			√
Demonstrate		√	
Discuss with students		√	
Clarify Student's Point		√	
Listen to the Student's Opinion	√		
Non-verbal Communication		√	
Solve Disciplinary Problems		√	

Qualitative Information:

The teacher can perform different activities in the classroom. In this classroom the teacher frequently used lecture method to deliver content and encourage student. Sometimes the teacher also question to the students and answered their questions and demonstrate if possible. He discuss with students and clarify their points and he also used non-verbal communication and solve disciplinary problems. He never discourage students.

Students' Participation in Teaching Learning Activities:

	Frequently	Sometimes	Seldom
Listen Attentively	√		
Ask Questions Relevantly		√	
Answer Teachers Relevantly		√	
Participate in Discussion	√		
Any other Activities		√	

Qualitative Information:

The role of students and their participation in teaching learning activities is another important components of classroom teaching. In this classroom students are frequently participate in teaching learning activities and discussion with friends and teacher. As well as sometimes they ask questions to the teacher and teacher also answered relevantly. In the language teaching classroom they also perform different other activities.

Challenges Faced:

Challenges	Qualitative Information
Content Related	The teacher have no problem in content. He seems expert and confident in content knowledge.
Delivery of Content	Delivery of the content to the students in the classroom from the teacher is very good.

Classroom Management	Overall, classroom management also good but there is no enough space for group work, role play and demonstration.
Teaching Materials	Use of teaching materials is very good and impressive. Materials are relevant to the content, clear and attractive.
Content Knowledge	The teacher seems expert in content knowledge but students has problems to be familiar with content.
Comprehension Level	Student's comprehension level seems low because they are from different linguistic, educational, cultural background.
Mother Tongue Interferences	Student's mother tongue always interfere in learning English language because there is no similarities between their first language and target language.

Thick Description:

English language teacher always faced challenges in teaching English language in a multilingual classroom. Mostly the teacher faced challenges in students' performance and comprehension. As well as they also faced challenges in managing teaching materials, classroom management and content knowledge of students. Another great challenges faced by English language teacher is mother tongue interference while learning target language.

Strategies Employed:

Strategies	Qualitative Information
Medium of Instruction	Change in medium of instruction used in the classroom is one strategies to tackle challenges. The teacher use English as a

	medium of instruction mostly and sometimes he used Nepali as well as learner's first language.
Use of teaching Materials	Use of teaching materials helps the teacher to present different things easily. As a materials they can use locally available materials, low cost and non-cost materials.
Use of ICT	The teacher can use laptop, mobile internet as a tools of ICT in the classroom to present unfamiliar content easily.
Use of Body Language	By using body language the teacher can present different unspoken expression easily.
Support from Administration, Parents	The teacher should get regular support from administration, parents, community to manage and use different teaching strategies, method and techniques in the multilingual to present content easily.

Thick Description:

Teaching is really challenging job for all. To overcome the challenges the teacher can use different strategies such as they can select medium of instruction: English, Nepali or both or learner's first language. Similarly, they can use different kinds of teaching materials like ICT, body language to facilitate their learner and make them understand the content easily. For this school administration, parents, community, students and government should support all the language teacher who are especially teaching in a multilingual classroom.