

Classroom Management in Teaching English in Multilingual Classrooms

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

Submitted by

Puspa Nagarkoti

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2023

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2023**

**T.U Registration No: 9-2-701-47-2014
Forth semester Examination
Symbol No: 7428097**

**Date of Approval of the
Thesis Proposal: 12/06/ 2022
Date of Submission.08/04/2023**

Recommendation for Acceptance

This is to clarify that Mrs. Puspa Nagarkoti has prepared this thesis entitled **Classroom Management in Teaching English in Multilingual Classrooms** under my guidance and supervision.

I recommend this thesis for acceptance.

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Declaration

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

Date: 01/04/2023

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Puspa Nagarkoti

Dedication

I would like to dedicate this thesis to my family, relatives and friends who consistently persuaded me to complete my thesis. Without their constant support this would not have been possible. And also, I will like to dedicate this thesis to my husbandMr.

Rajesh Rana and my best friend kamala Saru.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor **Dr. Tara DattaBhatta**, Professor, Department of English Education, Tribhuvan University Kirtipur for guiding me with regular encouragement, inspiration and insightful suggestions through the study. I would like to acknowledge his invaluable instruction, suggestions, guidance and co-operation in completing this research work.

I am extremely grateful to **Dr.Gopal Parsad Panday**, Reader and Head Department of English Education for the suggestion and encouragement. Similarly, I am highly indebted to **Mr.Resham Acharya**, Teaching Assistant, Department of English education for all support and motivation.

I express my profound gratitude to my respected teachers **Prof. Dr.Anjana Bhattarai,Dr.Prem Bhadur Phyak, Mr.Guru Parsad Poudel, Mr. Ashok Sapkota, Dr.PurnaBhadurKadel,Mr.Jagadish Paudel, Mr.Khem Raj Joshi and Mr.Laxmi Parsad Ojha, Dr. Hari Maya Sharma** for their direct and indirect valuable academic support and encouragement.

My sincere thanks go to my family members, especially my husband **Mr.Rajesh Rana**; parents;**Mr. HaraNagarkoti and Mrs.Hari Maya Nagarkoti**; sisters **SitaNagarkotiandLaxmiNagarkoti**; father in-laws**Mr.Satal Singh Rana and mother in-laws Mrs.SirojanRana**; friend **Kamala Saru** for this valuable inspiration.

Again, I would like to thanks **Mrs.MadhabiKhanal**, Department of English Education for their official support for my research.

I also take this opportunity to thank all my well- wisher who directly and indirectly helped me to complete this work.

Puspa Nagarkoti

ABSTRACT

This research entitled **Classroom Management in Teaching English in Multilingual Classrooms** was an attempt to find out the problems faced by the teachers in the multilingual classroom management setting and to find out classroom management techniques in the multilingual classes. Thirty respondents for this research were selected from secondary level English teachers. Questionnaire was the main tools for the collection of the data. Samples of the study were selected by using a purposive non- random sampling procedure. The English language teachers were given close ended as well as open ended questions. Findings of the study shows that problems they faced during teaching in multilingual classroom were lack of teaching materials, large class size, mixed ability class, student's behaviours, teaching pronunciation mixing with local dialect. After the analysis and interpretation of the data, it was found that most of the teachers used different techniques overcome from the problems such as, pair work, group work, project work, role play, group discussion, rapport building with students, focused on setting arrangement, classroom environment and teachers position in the classroom.

This study consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significant of the study, delimitation of the study and operational definition of the key terms. Similarly, the second chapter related to review of theoretical literature, review of empirical literature, implication of the review and conceptual framework of the study. The third chapter deals with the methodological aspect and procedures of the study under which design of the study, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis procedures and interpretation. Chapter four consists of analysis of data and interpretation of result. Likewise the fifth chapter includes the finding, conclusions and recommendation. Some recommendation related to policy, practice and future research are presented in this section. This chapter is followed by reference and appendices.

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LIST OF ABBREVIATIONS

ELT	:	English Language Teaching
EPS	:	English for Specific Purposes
MLE	:	Multilingual Education
MTB	:	Mother Tongue Based
NELTA	:	Nepal English Language Teachers' Association
EFL	:	English as a Foreign Language
%	:	Percentage
e.g.	:	For example
B.Ed	:	Bachelor in Education
M.Ed	:	Master's Degree in Education
Dr.	:	Doctor
Mr.	:	Mister
Mrs	:	Mistress
No	:	Number
P	:	Pages
T.U	:	Tribhuvan University

CHAPTER - I

INTRODUCTION

This study is entitled **Classroom Management in Teaching English in a Multilingual Classrooms**. This chapter consists of the background of the study statement of the problem, objectives of the study, research questions and significance of the study, delimitations of the study and operational definitions of the study of the key terms.

Background of the Study

Language is a means of communication; it has several identities of a human community and it is a foundation of every culture. Language plays the role of a medium in disseminating and expressing the abstract ideas, views, concepts and opinions of certain cultures. Language is key components that shapes and differentiates one culture from the others. Language is a social, cultural, geographical phenomenon because language is determined by culture. Therefore, English is a global and commonly characterised as a lingua franca and it has played many important roles all over the world. “English is undoubtedly of vital importance and as a foreign language is secure unassailable” (Malla, 1977, p. 11). Thus, the English language has become a powerful one in the world because of its richness in culture, education, literature, science and technologies and so on.

Multilingualism or bilingualism is a way of life, because having access to a multilingual education provides an opportunity to know the diversity found in human cultures. It means Multilingualism provides a chance to learn about different cultures and ethnicities, and then the diversity in education offers added strength and self-confidence to the individual. And multilingual education works to improve the working memory of the individual learning multiple secondary languages. This improvement provides for better information processing capabilities when there is exposure to new audio stimuli, ideas, concepts and real-life experiences. According to the European commission (2015, p. 82) multilingual education provides greater opportunities for cultural awareness and valuing diversity through teaching and learning.

Multilingualism is the process of using more than two languages in order to attain the desire of communication. Multilingual is most commonly used to describe that the person, group of people or group of community who can speak and understands multiple or several languages with some level of fluency is known as multilingual. Bloomfield (1933, p.56) defines multilingualism or bilingualism as “native –like control of two or more languages”. Likewise, Brown (1937, p.115) argues, multilingualism had to involve “active, completely equal mastery of two or more languages”. Similarly, Council of Europe (2007, a: 17) defines “multilingualism as the ability of societies, institutions, groups and individuals to engage on a regular basis, with more than one language in their day to day lives”. Likewise, Haugan considers bilingual or multilingual texts to produce complete and meaningful utterances in other languages. Todeva and Cenoz (2009) states, multilingualism appears to be the most promising step forward in the development of the field.

In this study, I have focused on some strategies of teaching English in a multilingual context because Nepal is a highly diversified multi-linguistic country. So, in such a diversified situation the teacher and learners of the English language are facing different kinds of problems in teaching and learning process respectively. In the Context of Nepal, it seems very important to manage multilingual classrooms for effective and fruitful learning. So in this study I have explore the techniques of managing a classroom and challenges of teaching English in a multilingual classroom using good management techniques.

Statement of the Problems

Teaching is the concerted sharing of knowledge and experience, which is generally the provision of stimulus to the psychological and intellectual growth of a person by another person or artefact. It is a job or profession of a teacher. The ideas and beliefs that are taught by a teacher or person. This is an action done by both teachers and learners gaining several concepts and skills in an educational environment. According to Ingersoll & David (1986, p.106) teaching is knowledge and skills through professional development. Likewise, Duke (1984, p.25) defines teaching as professional where the responsibility is great.

There are many languages in the world, among them English is the most widely used language. It has now acquired the title of leading language i.e. “global language”. Therefore, Teaching English in a multilingual classroom is not an easy task. It is challenging task for any kind of teacher whether they are expert or novice, to manage a multilingual classroom according to the need and interest of students. Nepal is a highly diversifying country in several ways such as linguistically, culturally; religiously and ethnically where students come from diversify cultural, family and linguistic backgrounds. In other words, most of the ELT classes at schools’ level in our country consist of a mixed ability group which is very significant in terms of their communicative competence. So, the learner’s linguistic background makes the classroom multilingual in nature. Sometimes we can find there is no co-ordination between teachers’ participation in classroom management for effective learning. Therefore, in such a multilingual situation of learning, teaching English is quite difficult and raises some sorts of problems and challenges in the teaching and learning process. So, to handle the situation, the English teacher should be more trained and well informed about different sensitive issues like ethnicity, caste language teachers’ co-ordination and so on. Otherwise, such an issue creates problems among the students who are from different linguistic backgrounds and cultures. Therefore, this study aims to find out the classroom management techniques used by teachers and problems they faced in the course of teaching in a multilingual classroom.

Objective of the Study

Objectives are the central factor while conducting any research so in my research objectives will be following:

- i. To find out the classroom management techniques in multilingual classes.
- ii. To find out the problems faced by teachers in classroom management of multilingual settings.

Research Questions

- i. What are the classroom management techniques?
- ii. What are the problems the teachers face in multilingual classrooms management?

Significant of the Study

This study is concerned with finding out the problems and challenges in multilingual classrooms and it also tries to find out classroom management techniques to overcome the problems that teachers use in the classroom within multilingual learners. This research is beneficial for teachers, students, curriculum designers and scholars. This research provides an insight to the teachers, especially female teachers who are interested in doing research in the field of multilingual classroom management and overcome the problems using various classroom management techniques. This study is also beneficial for the students who are from different language backgrounds. This study is equally significant for textbook writers, trainers, language experts, novice teachers, experience teachers, language planners and other concerned authorities. Besides, it would pave the way for carrying out further study together with researchers in similar areas.

Delimitation of the Study

This study had following delimitations:

1. This study was limited to 30 teachers as a sample population.
2. This study only covered thirty secondary level English teachers.
3. The research was limited to only 15 schools of Kathmandu district.
4. The research was based on open-ended and closed-ended questionnaires as a tool for data collection.
5. This study was limited to explore the problems faced by teachers in multilingual classrooms.
6. The quantitative/survey research approach was applied by researchers to complete this research work.
7. This study was limited to exploring the management techniques in multilingual classrooms.

Operational Definitions of the Key Term

English Language: English is a common language all over the world or global language and English is used as a lingua-franca for many purposes in day to day life.

Teaching: the job or profession of a teacher. Something that is taught through experience, which: sharing of knowledge and ideas, an experience which is usually organized within a discipline and ideas and beliefs that are taught by a teacher or person.

Classroom management: classroom management is the way that the teachers manage students' learning by organising and controlling what happens in the classroom.

Diversity: to become varied or different or something different.

Multilingual: people or groups who are able to use more than two languages for communication in written or spoken form.

Techniques: a way of an activity that needs skill.

CHAPTER-II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of the related theoretical literature review of the related empirical literature, implications of the review for the study and conceptual framework.

Review of Theoretical Literature

A theoretical framework provides an insight to the researcher to work on his/her topic by exploring the ideas about the topic of his/her study through the reviewing of different books, articles, journals and thesis. After reviewing a number of theories have been developed from different perspectives. The information obtained from different literature and it stored under the main themes and theories. It includes the following topics:

Concept of Management

Management is the art of organising to accomplish goals. Management is the skill of dealing with people or situations in a successful way. Koontz and Werich (1993, p.6), "management is the process of designing or managing an environment in which individuals working together in a group efficiently accomplish selected aims". Management is the process of managing resources and other obstacles to conduct the organization to fulfil the goals and objectives successfully. The jobs need to be done effectively and through planning and organization of human resources. Effectively implies the cost effectiveness and wise use of resources. It is the relationship between input, output and output of the education system.

Multilingual or diversify classroom

Nepal is rich in language heritage. It means Nepal is a highly diversifying multilingual country. There are 123 mother tongues spoken in Nepal (Population Census 2011). These shows that Nepal is the heritage of the language's culture and different ethnic groups.

Garcia (2011) states that acknowledging multilingualism in the classroom can equalise the power differentials of majority languages and minority languages, thus providing a means of delivering social justice, and enabling the minority language students to participate actively in the education process. Thus by providing equal opportunity to multilingual students in the classroom it may get language promotion and it helps to protect the local languages as well.

Multilingualism and diversity is regarded as a number of learners residing with various cultures and languages experiencing different schools system while growing up in a shifting multilingual and multicultural society, people may represent themselves not only with one language and culture but they are able to adjust to any situation with plenty of language (Mandel, 2019). According to Glyan (1992) linguistic diversity is not merely reached; an accidental process is inherited and an integral part of the notion-making philosophy. Likewise, Swain & Lapkin (1990) multilingualism does not automatically enhance further language learning. When they are not literate in their home language, when learners are not aware of the benefits of multilingualism and children are not encouraged in the school situation to rely on their different language.

Teaching English in Multilingual Classroom

English is a global language. It has gained the status of an international language all over the world and it is the language of international media. It has become the language that is spoken by millions of people all over the world as a language used for international communication. Now, English has been spreading more than our native language (Sharma, 2008, p. 30). It is one of the major Lingua Franca in the world and an indispensable vehicle for the transmission of modern technologies. According to Penny Cook (1995) states “English acts as a gatekeeper to position of wealth and prestige both within and between nations, and it is the language through which much of the unequal distribution of wealth resources and knowledge operates”.

It is the situation of linguistic diversity among the students. Teaching English in a multilingual classroom is an enormous challenge for the English teachers due to the linguistics diversifies in the classroom, because Nepal is a multilingual country

with fertile land for language and linguistics where more than 123 languages are used. The students in multilingual classrooms hesitate to commit mistakes. The curriculum incorporates helping students to improve English proficiency. In multilingual classroom code switching is commonly used by the teachers to instruct the students. To teach in a multilingual classroom the teachers also speak local languages and should be multilingual. To conduct the teaching learning activities fruitfully and effectively teachers should manage the classroom; teachers should use suitable and attractive materials according to the context and subject matters. And the teachers should multilingual themselves to teach students knowing their psychology, needs and interests because students are from different cultural and linguistic backgrounds. Teachers also play a vital role for motivating the students in the classroom among mixed ability students.

Problems of Multilingual Classrooms Management

Classroom is the place where triple interaction takes place i.e. students, teachers and curriculum. Classroom management is the term used by teachers to describe the process of ensuring that classroom activities run smoothly despite disruptive behaviour. It is also the most difficult aspect of teaching for teachers indeed experiencing problems in this cause some to leave teaching Richards(1990.p.38) "classroom management is an organisation and how a teacher controls the students behaviours that the teaching and learning process may happen effectively". It is a skill that the teacher uses to keep students organised, orderly, focused and attentive on task. Likewise, Wragg (1981, p.7) defines classroom management as "what teachers do to ensure that children engage in the task in hand, whatever they may be". Here, we focus on the problem of classroom management.

Multilingual classroom management is a wide variety of skills and techniques that the teachers use to keep students organised, orderly, focused and attentive during teaching learning activities in the classroom because the students are from various cultural and language backgrounds and it's not so very easy to manage a multilingual classroom. The teachers faced many problems while conducting a multilingual classroom because the teacher should tackle mixed ability and multilingual students. English is the second and foreign language for almost all the students. So it is very

difficult and challenging to teach English in a multilingual classroom. Harmer(2008) mentions the following problems of classroom management.

Teaching materials: Teaching materials are the devices used by teachers to make teaching and learning effective. According to the unabridged Webster Dictionary (1982), “materials are the articles or approaches needed to make or do something. Students from different language backgrounds and abilities and teachers should manage the materials according to the learner’s level, need and interest and it is very problematic to manage all kinds of learners based on their interest and ability. The teachers should focus on locally available teaching materials. Books, models, drawings, pictures overhead projector etc. are examples of materials.

Students' behaviour: as a language teacher also consider students behaviour in the classroom and their need for interest and active participation towards learning and activities. And it also creates problems if the teachers are unknown about students' behaviour in the classroom.

Using theL1: here L1 refers to the learner’s first language, usually their mother tongue. All learners of English come to the classroom with their L1. Then the issue is whether to use L1 or not in an English language (L2) classroom. There is still a strong body of opinion which says that the classroom should be an English-only environment. But this opinion is now seriously questioned, and a view of how and when to use the L1 in the classroom has become the main subject for debate.

According to Harmer(2008), the following disadvantages of using L1 in the L2 classroom are:

1. The teachers may not share the students L1, or at least the L1 of all the students.
2. The teacher’s interaction with the students’ L1 is limited when she does not share it.
3. The use of the L1 is not possible in classes where students have different first language backgrounds.
4. The teacher is the principal source of useful comprehensible input, the more time she spends speaking English, the better.
5. In communication speaking tasks, it will not be useful for the purpose of the activity the teacher has asked the student to engage in.

Large class size: teaching large classes certainly creates problems than smaller classes. In large classes it is difficult for teachers to contact the students back and also to pay individual attention. In large classes the students might not get an equal chance to participate in creative teaching and learning activities.

Mixed ability class: one of the main problems in English language teaching is mixed ability classes, where different students have different levels of proficiency and knowledge in language and have different learning abilities. In such linguistically diverse classes some students are competent in English, some are not very good and some are very poor. Such a mixed ability class creates problems for the teachers in managing multilingual classes.

Giving Feedback: it is also problematic and challenging for ELT teachers to provide feedback to their students' in language learning activities. In ELT class students from diverse language backgrounds make mistakes in different aspects of language so it makes it difficult for teachers to provide the right kind of feedback to the students.

Techniques of Multilingual Classroom Management

As I write before teaching in English in multilingual class is not an easy task teaching is one of the most responsible itself and teachers the teachers should update their knowledge not only bookies as well as outer world's knowledge. And to keep updated and make teaching learning activities meaningful, effective and manage the multilingual class.

According to the Scrivener(2012), following are the multilingual ELT classroom management techniques used by the teachers to overcome the problems in teaching and learning process.

The Teacher's Position in the Classroom: the teacher's physical presence and behaviour in the classroom play an important part in the management of the classroom environment. The way she/he moves and stands and the degree of this physical demonstration can have a clear effect on the classroom management. Successful teaching also depends on the way she /he is able to respond to what happens in the classroom and the degree to which she is aware of what is going on.

According to Harmer(2008). There are three aspects to consider in classroom,

- a. Physical presence
- b. Behaviour
- c. Use the voice

Establishing and maintaining rapport: the term rapport refers to the quality of the relationship in the classroom; student-teacher and student-students. Even though the teachers are authoritarian in the classroom, it is extremely important to build an individual relationship with their students from the beginning. Scrivener (2012) says “rapport is something characterised as a kind of indefinable magic that some teacher”. Therefore, if teachers maintain rapport within their students, the teachers may get a chance to know and understand their students very closely. So, it is a very important technique to manage a multilingual classroom.

Classroom Environment: This is the most effective technique for classroom management. Students and teachers both spend a lot of time in the classroom and it's possible to make it a better place to be. The teacher should create the conditions within which learning is most likely to happen and an environment should be created according to the learner's need and interest. It means the classroom environment should be learner centred. Scrivener (2012) suggested some techniques for a better classroom environment.

- A. classrooms atmosphere
- B. the learners view towards teacher
- C. Rapport
- D. Democracy
- E. Respect

Giving instruction

Giving instruction means telling students what they are expected to do. Giving instruction is also one of the important and useful techniques for classroom management. Instruction takes place when teachers tell students what they are going

to do, where to sit, how they are to participate in classroom activity etc. When the teacher gives their students instruction, the issue of how to talk to students becomes very important. If the students don't understand what they are supposed to do, then the activity they do is just a waste of time. So it is crucial to understand the instructions that teachers give to their students. Teaching becomes fruitful when students clearly understand what teachers ask them to do.

Teachers use certain words and expressions to give their students instructions and effective instructions. So before giving instructions teachers must ask themselves the following questions:

What is the important information I am trying to convey to the students?

What must the students know?

What information do they need first?

Which should come next?

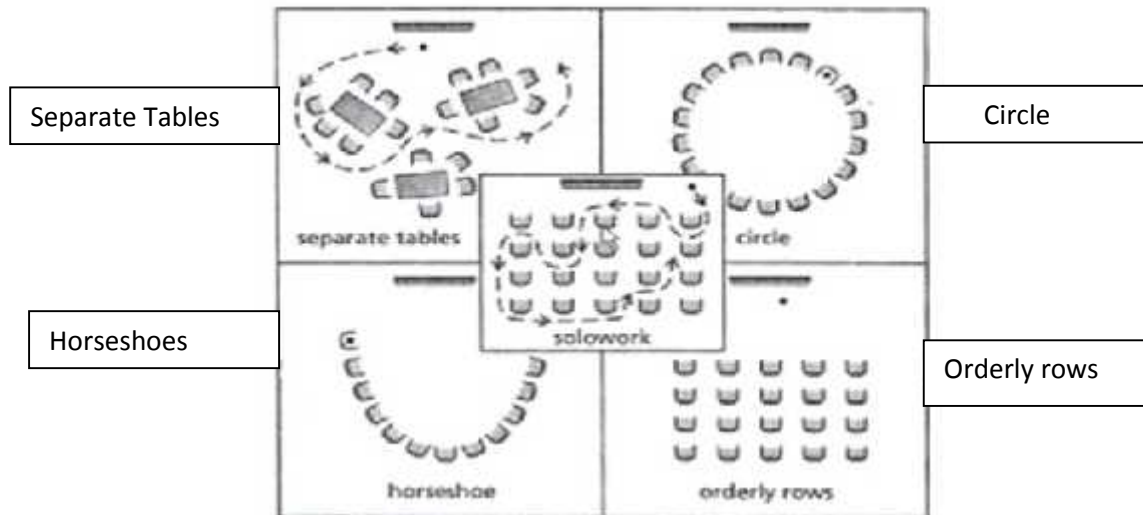
Different Student Groupings

There are different ways in which teachers can group or organise students in the classroom. It is a very important technique to manage the classroom for fruit and effective learning. Grouping students may be made more problematic classroom management because of certain factors, such as overcrowding, fixed furniture and firm pair or individually. But each of these techniques has their own advantages and each is more or less appropriate for different activities. When the teacher groups, they can use all these techniques such as: solo work, group work, pair work, whole class and so on.

Different Seating Arrangements

Seating arrangements indicate seating possibilities for students in the classroom which make comfort for the students and it is also the best technique for multilingual classroom management for the students who are from different language and cultural backgrounds. There are different ways of setting arrangements practised in the classrooms.

Harmer (2008) suggests the four ways of seating arrangements: orderly rows, horseshoes Circle and separate tables. The picture had shown as below:



Meador (2013), suggested the following multilingual classroom management techniques used by the teachers to manage the classroom in teaching and learning process.

- i. Enter with well-planned lesson
- ii. Confidence
- iii. Have a positive attitude
- iv. Develop a good rapport with students
- v. Tap into experiences
- vi. Display work
- vii. A global perspective
- viii. Student centred environment
- ix. Prevent potential problems in advance
- x. Ask other teacher and staff for help
- ix. Set your expectations Early

Soniam(2009.pp.61-63), suggests some solutions to overcome the problems that are found in classroom management:

1. Make clear and short instruction.
2. Use body language, gesture eye contact and facial expression.
3. Works in group monitor and helps weak students.
4. Call the strongest pair in front of the black board to present their works.
5. Check if students are ready for the task according to their previous knowledge.
6. Do the pre task activities in class?

Review of Related Empirical Literature

A literature review refers to an act of reviewing the related research before carrying out the research. It will be a written summary and critique of research relating to a particular issue. A number of works have been carried out in the field of teaching English in multilingual classroom management but a very few research works are found to be carried out in the case of teachers. I have reviewed some research related to my study. I have reviewed some research related to my study as following:

Harmer (2008) in his book *How to Teach English* mentioned the following points for effective classroom management, using the voice, talking to students, giving instructions, student talk and teacher talk, using L1, creating lesson stage, different setting arrangement, different student grouping.

Thani (2008) carried out a research entitled “A study on classroom management”. The objective of the study was to identify and analyze the physical aspects in the English classroom of secondary level. The sample population of her study were 16 teachers and 80 students. In her research she used quantitative research design and she used questionnaires and observation checklists as a research tool. Adopting non-random purposive sampling procedure, her finding of study shows that there was not appropriate arrangement of furniture particularly for group discussion and for conducting other activities.

In this way, Basyal (2010) carried out a research entitled “strategies of classroom management used by secondary level English teachers”. The objective of his study was to identify the common strategies used by the secondary level English teachers for classroom management. He collected data through questionnaire and checklist. The total population of his study were all the secondary level English teachers of Syangja district. He selected forty teachers as a sample for data collection by using on random sampling strategy. The finding of his study showed that use of gesture, eye contact with the students, use of teaching aids and use of chalkboard were more effective strategies for classroom management. Similarly, teacher student interaction and questioning strategies were found to be most common strategies for classroom management.

Rana(2011) carried out a research entitled “Techniques Used by the Primary Level English Teachers in Teaching Vocabulary”. His main objective of his research was to find out the teaching techniques used by the primary of English teachers in teaching vocabulary in terms of teaching meaning of new word, teaching pronunciation and teaching spelling. He collected data from ten primary level English teachers of Baglung District, using random purposive sampling procedure. It found that 80% of the teachers used modelling as a technique for teaching pronunciation of a new word. They pronounced new words in the class and asked their students to repeat the words after them

Similarly, Bhudha (2012) conducted the research entitled “Problems in Management ELT Classroom” with the objective to find out the problems in managing ELT classrooms for effective English language teaching. The sample population of his study were sixty: fifty students and teachers of lower secondary and secondary level. He has used random sampling procedure, checklist and questionnaire as a research tool for data collection. In his study Finding shows the condition of ELT classroom management is not satisfactory.

Likewise, Khatri(2012) conducted the research entitled “Classroom Management Techniques used by ELT Teachers: A Comparative Study”. With the objective to find out classroom management techniques used by private and government lower secondary level English teachers of Palpa District. And to find out

the techniques that are adopted by the teachers. He has used 12 teachers as a sample population with random purposive sampling procedure.

Mandal (2012) carried out a research work entitled “Techniques used in Teaching Mixed Ability EFL Classroom”. The main objectives of his study were to find out techniques used by English teacher in teaching mixed ability EFL classroom. The research design of this study was survey he used both primary and secondary sources of data collection. He selected 40 teachers, 20 from secondary level as a simple population for this study from Dhanusa district, non-random sampling procedure was used in order to select the sample for this study. Questionnaire was used as a research tool for the data collection.

Similarly, Shrestha (2013) carried out a research entitled “Teaching Characteristics Associated with the English Language Classroom Management” with the objective identifying the teachers’ characteristic associated with the English language classroom management in the terms of caring, firmness and democratic qualities. He has used five teachers’ and 20 students as a sample population by using non-random judgemental procedure. He has used observation, questionnaires and group interviews as a research tool for data collection. The study of his finding shows the democratic characteristic shown to a greater extent although all kinds of other characteristics shown by teachers. In his research, Questionnaire and classroom observation checklist were used as a tool for data collection.

Similarly, Bhattra (2015) carried out research entitled, “Management English classes at secondary level”. The objective of her study was to find out the problem in possible solutions of those problems. The total population of this study consisted of 45 respondents out of them 25 were students and 20 teachers from secondary level English teachers using random sampling procedure. She used questionnaires and observation checklists as a research tool. Her finding shows that problems managing English classes are: physical problems i.e. setting management and arrangement of desk and benches, teaching learning materials and electricity and student’s problems.

Likewise, Dhakal (2015) carried out research entitled “The Current State of ELT Classroom Management and the Challenges Teachers of English Faced”. His research objectives were to find out the classroom management activities in ELT classes. The sample population of his study was 10 teachers teaching at secondary

schools of different ten 10 schools of Kathmandu district. He has used the observation checklist and diary as a tool and he has used mixed method research design with non-random purposive sampling procedure. His finding shows that the maximum numbers of classes are congested. Furniture is not sufficient in class and not well facilitated playground and not in good condition. The toilets are not comfortable and teaching materials are not sufficient and not a good management library.

Similarly, Rana (2016) carried out research entitled. “Exploring Disruptive Behaviours of Students and their Management in ELT Classroom”. With the objective of finding out disruptive behaviours of students and management techniques used by ELT teachers. She has used questionnaires as a tool for data collection. In her research she has used 30 secondary and lower secondary as a sample population from 10 different schools, with non-random purposive sampling procedure. She has used mixed method research design. Her research showed that most of the teachers found the common disruptive behaviours in ELT classes were laughing, teasing, and shouting, poking, side talk, throwing papers, asking unnecessary questions, pushing and kicking friends. She further found the techniques to handle those problems.

Implication of the Review for the Study

Reviewing the related literature is one of the further most important parts of any research studies. By reviewing the theoretical and empirical literature, the researcher got the significant ideas, information and guidelines about teaching English in a multilingual classroom. General concept of multilingual classroom management has become clear by consulting different books, journals, articles and thesis.

However, researchers further have consulted various journals, articles, reports, thesis etc., to make my research work clearer. In literature review, our main focus was to examine and evaluate what has been done on every topic and build the relevance of this information to the current research work.

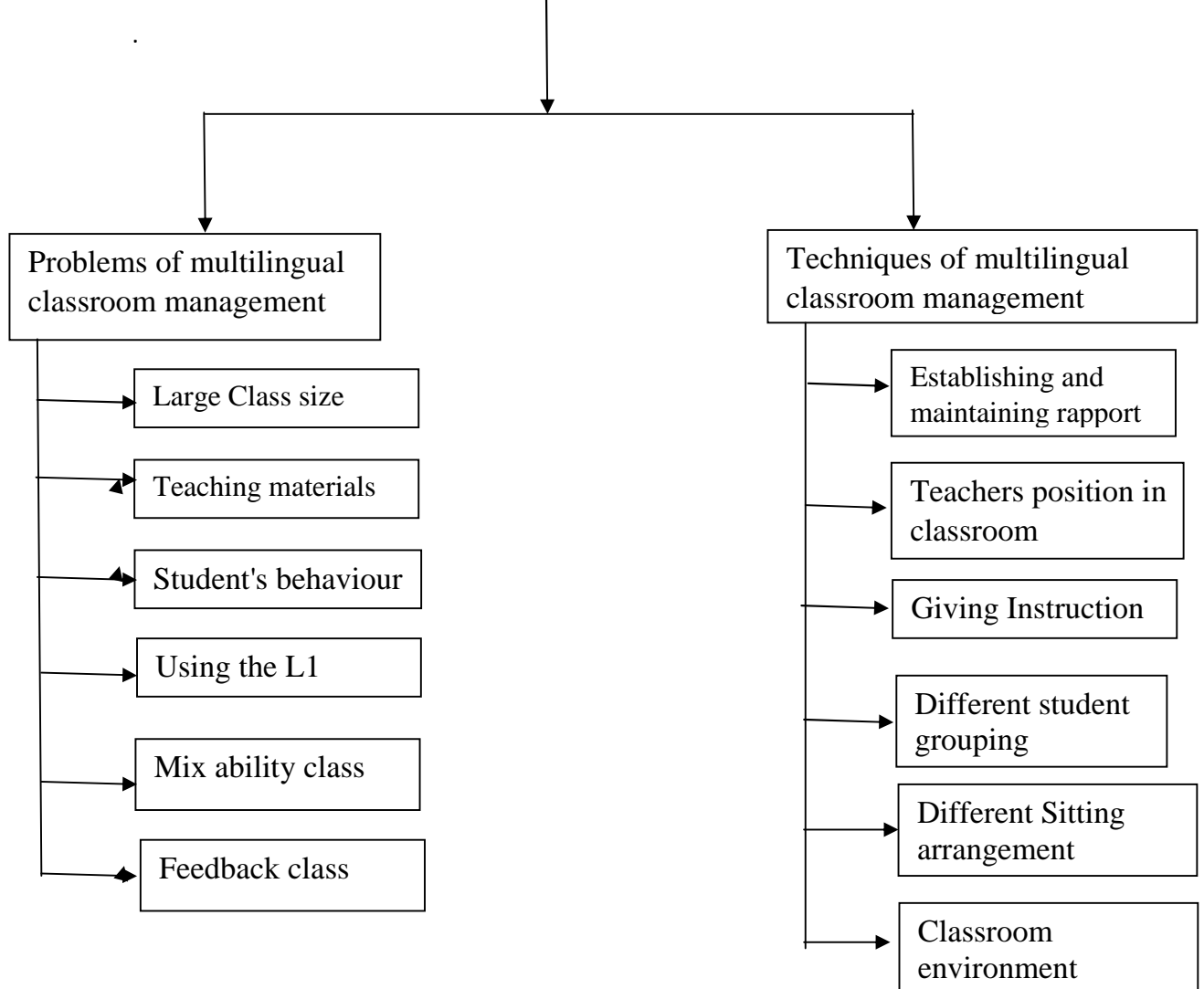
For this study, I reviewed various works of previous researchers. After reviewing previous research works, I updated myself with research processes and methodological tools which are very beneficial to my research work. Review helped me in writing the theoretical literature about the techniques of multilingual classroom management. It also helped me to broaden the horizon of my knowledge of research

programs. It can enable us to contextualise our findings in relation to the existing body of our knowledge. They provided me with theoretical ideas and knowledge related to my research.

Conceptual Framework

Conceptual framework is the graphic or narrative form of a research which is represented through a diagram. It is representative of the different variables and their relationship with research thought or understanding. The conceptual framework of my study will be as follow:

Classroom Management in Teaching English in Multilingual Classroom



CHAPTER III

METHOD AND PRODUCERS OF THE STUDY

In order to meet objectives of a study, survey research design, methodology was adopted. This method under the following sub title in detail:

Design and Method of the Study

This research topic itself reveals the nature of the research to be undertaken. To be precise, I have followed the survey research design to fulfil the study. Here, the survey research design is the most popular design of quantitative research in the field of education. Primarily, it is carried out in large numbers of populations to find out an attitude, belief or public opinions of a particular group of people as well as an individual. According to Hudson(1996) “survey research is the method of collecting information by asking a set of pre- formulated questions in a pre- determined sequence in a structured questionnaire to sample individuals so as to be representative of a defined population”. Nunan (1992, p.140) suggests the following eight step procedure of survey research.

Step 1: Define objectives

Step 2: Identifying target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedure

Step 7: Identify analytical procedure.

Step 8: Determine reporting procedure

Population, Sample and Sampling Strategy

The population of this study consisted of all the secondary level English teachers of Kathmandu district. A sample was some people of the population that we are interested in. Since it is a small-scale study, it is difficult to collect data from each and every

member of the respondent. For this study, thirty teachers were selected as a sample from fifteen different schools of Kathmandu district. Sample of study were selected by using a purposive non random sampling procedure.

Research Tool

Survey research focuses on exploring the problems faced by teachers in multilingual classrooms and exploring the classroom management techniques. I used open-ended and close-ended questions as a major tool for data collection. These tools helped me to obtain information from selected secondary level teachers.

Source of Data

I used both primary and secondary sources of data. The primary source of data obtained from the providing questionnaire to the teachers. In this study. Data is the part of information; it helps researchers to give reason and draw possible findings.

Primary Source of Data

It is actual data from the representative respondent provided according to the demand of research. In this study, primary sources of data were collected through questionnaires with thirty secondary English teachers from “Kathmandu district”. As far as possible the purpose of study has been completed as primary sources of data.

Secondary sources of Data

A secondary source of data means information which has already been published. In this study, I have followed classroom management related books, articles, reports, some policy related documents and approved thesis in the Department of English Education, materials available on the internet and other references as a secondary source of data.

Data Collection Procedures

For the process of data collection, first I visited a selected school of Kathmandu district and I met school administration and English teachers in order to collect data. Then, I identified the problems that teachers are facing in multilingual classrooms. After that I selected secondary level teachers and developed good rapport with them by asking about their recent works and profession. After that I distributed the questionnaires. In order to motivate them I asked to share experience about what kind of problems they are facing in

multilingual classroom as English teacher and what kind of management techniques they are using in classroom for well manage the classroom. And I made them fill in the questionnaire. Finally, I collected required information with the help of a prepared schedule and thanked the teachers for their kind cooperation and help.

Data Analysis and Interpretation Procedures

I analyzed and interpreted data using survey research which is the main topic in quantitative research. For this, I transcribed, analyzed, interpreted and presented descriptively using appropriate tools and tables.

Ethical Consideration

This is the most important aspect to be considered while doing our research work. To be ethical, the research study was more reliable and valuable. Therefore, the researcher was conscious about ethical issues and takes the responsibility of the whole research. Before collecting, the researcher asked permission with the supervisor for the study. Then the researcher asked permission with every individual teacher and school administration. Researcher and provided short information about the research to the teachers and head teachers.

In this research I had followed following steps of ethical consideration;

- a. First I took permission from the teachers.
- b. I gave short information to the teachers.
- c. I disclosed the purpose of my study.
- d. I repeated the respondents' answers.
- e. To collect the data, I build trust with the respondents.
- f. Last but no means least, I gave proper credit to the authors and writers of different literature that I employed in my research.

CHAPTER IV

ANALYSIS AND INTERPRETATIONS OF DATA

This chapter includes the analysis and interpretation of data. The data which were accumulated by using questionnaires have been analyzed quantitatively in order to drive the result of the study. This study includes different ways of interpretations. The data were collected from thirty teachers by using close ended and open ended questionnaires have been analyzed quantitatively. The quantitative analysis includes the simple tabulation and percentage. Therefore, the following section deals with the analysis of the data that I found in my study.

Conceptual Understanding of Multilingual Classrooms and Problems

In this section the researcher presents and analyses the understanding level of teachers on multilingual classroom problems they are facing in multilingual classroom management. The response was collected from 30 secondary level English teachers from Kathmandu district. The statements are presented in given table

Table 1

Conceptual Understanding of Multilingual classroom

Statement	Agree	Disagree	Undecided
1. Multilingual ELT classroom refers to a group of students who differ significantly in terms of language background, ethnicity, culture etc.	22/73.33%	7/23%	1/3.44%
2. Language diversity in ELT multilingual class is a norm.	20/66.66%	5/16.66%	5/16.66%
3. The teacher faces so many problems with the multilingual classroom teaching	26/86.77%	1/3.33%	3/10%
4. Multilingual ELT class creates ,lively context for language learning and teaching	22/73.33%	5/16.66%	3/10%

5. Multilingual ELT class fosters collaborative learning environment for learners	25/83.3%	4/13.33%	1/3.33%
6. In some of the case in multilingual class English serve as lingua franca	23/76.66%	3/10%	4/13.33%
7. Multilingual class demands the use of English only which develops learner's language proficiency in English	15/50%	7/23.33%	7/23.33%

The above table presents the conceptual understanding of multilingual classrooms. Here, responses of 30 English teachers of secondary level on the statements were gathered. Out of 30 respondents, 22 teachers i.e. 73.33% agreed with the statements while 7 respondents i.e. 23.33% disagreed with the statements. However, 1 i.e. 3.4% respondents found undecided in the statements. Respectively, statement 2 shows that 66.66% agreed, 16.66% “disagreed” and 16.66% respondents found undecided with the statement. Statement 3 shows that 86.77% “agreed”, 3.33% disagreed and 10% undecided with the statement. However, statement 4 shows that 73.33% agreed, 16.66% disagreed and 10% respondent disagreed with the statement. Respectively, statement no.5 shows that 83.33% agreed, 13.33% disagreed and 3.33% respondents were undecided with the statement. Respectively, statement 6 presents the 76.66% “agreed,” 10% “disagreed” and 13.33% undecided with the statement. Statement 7 shows that 50% “agreed” with the statement. However, 23.33% “disagreed” with the statement and 23.33% respondent “undecided” with the statement. Thus, it is found that the majority of the English teachers (i.e.86.77%) face many problems with the multilingual classroom.

Multilingual specific terms and teachers ‘experience in multilingual classroom

In this section, the researcher presents the response received from the teacher to the question, that the teacher’s experience while dealing with multilingual classroom teaching.’ The response is presented in the given Table no.2

Table 2**Multilingual specific terms and teachers' experience in multilingual classroom**

Statement	Frequently	Sometimes	Never
1. Students of different language, culture and ethnicity backgrounds can successfully be taught together in same class.	25/83.33%	3/10%	2/6.77%
2. Prepare teaching materials and content that suit the students from all languages in a multilingual classroom.	22/73.33%	7/23.33%	1/3.33%
3. maintain rapport with students and use of proper body movement in multilingual classroom	27/90%	2/6.66%	1/3.33%
4. Discuss about problems I have been facing in the course of teaching language with fellow teachers.	24/80%	5/16.66%	1/3.33%
5. Easy to feel manage the multilingual classroom	5/16.66%	15/50%	10/33.33%
6. Use of L1 while teaching in a multilingual classroom.	25/83.33%	3/10%	2/6.66%
7. Provide feedback to students in multilingual classrooms.	28/93.33%	1/3.33%	1/3.33%

The above table depicts the response of 30 secondary English teachers. 25 out of 30 respondents i.e. 83.33% teachers answered frequently that their experience in multilingual class while dealing with multilingual classroom teaching. However, 3 teachers i.e. 10% answered 'Sometimes' with the statement. Where 2 respondents i.e. 6.77% answered 'Never' about the statement. Respectively, statement 2 shows that 73.3% answered frequently, where 23.33% respondents answered 'Sometimes' and 3.33% respondents answered 'Never'. Respectively, statement 3 shows that 90% respondents answered 'Frequently', 6.66% Respondents answered 'Sometimes'. Where, 3.33% respondents were answered 'Never'. Respectively, table 4 depicts that

80% respondents answered 'Frequently', 6.66% respondents answered 'Sometimes', whereas 3.33% respondents answered 'Never' about the statement. Respectively, statement 5 shows that 16.66% respondents answered 'Frequently', where 50% respondents answer 'Sometimes' and 33.33% respondents answered that 'Never' Statement 6 shows that 83.33% respondents answered 'Frequently', 10% respondents answered 'Sometimes', where 6.66% teachers responded 'Never'. Statement 7 shows that 93.33% frequently, where 3.33% respondents answered 'Sometimes', and 3.33% respondents answered 'Never' with the statement. Thus, it is found that the majority of the teachers (i.e. 90%) are frequently maintains rapport with students and use of proper body movement in multilingual classroom

Deal with the mixed ability students in multilingual classroom environment

In this section, the responses received from the teachers to the following statements are presented in the given table no.3.

Table 3

Dealing with the mixed ability students in Multilingual Classroom

Statement	Yes	No
Dealing with the mixed ability students immediately to manage a multilingual classroom.	28/93.33%	2/6.66%
Sufficient materials for teaching in a multilingual classroom.	5/16.66%	25/83.33%
Teaching students by creating students-centred environment in multilingual classroom	29/96.66%	1/3.33%

Table given above shows the dealing with mixed ability students in multilingual classrooms. The number of respondent teachers who were asked question, Among 30 respondents, 28 teachers i.e. 92% responded 'Yes' However, 2 teachers respondents i.e. 6.66 % teachers responded 'No' with the statement. Respectively, statement 2 shows that 5 teachers' i.e. 16.66% responded 'Yes' with the statement. Where, 25 teachers i.e. 83.33% responded "No" with the statement. Respectively, statement 3 shows that 29 teachers i.e. 96.66% responded 'Yes' where, 1 teacher i.e.

3.33% responded 'No' with the statement. Thus, it is found that the majority of English teachers (i.e. 96%) teach students by creating students-centred environments in multilingual classrooms.

Problem Faced while teaching in multilingual classroom

A multilingual classroom is a classroom with learners having more than one language at their disposal, including learners from migrant backgrounds, such as first and second-generation and newly-arrived immigrants and it is not easy to manage a multilingual classroom. The teachers faced many problems while conducting a multilingual classroom because of language diversity and mixed ability students' vocabulary and so on. To find out the problem faced by teachers in multilingual classrooms the teachers were asked. "What sorts of problems do you face in a multilingual classroom"? and different responses obtained from thirty teachers among them:

T1 wrote "In multilingual classroom i am facing many problems such as, students in multilingual class they are making different mistakes in structure, vocabulary and pronunciation"

T2 responded that "In multilingual classrooms I faced many problems such as managing groups, controlling classrooms, addressing their needs, etc."

T3 answered that "it is hard to make a group of students understand some topics which are not familiar in their community, lack of materials, language, classroom environment and student's noisy behaviour."

T4 said that "I am facing different kind problems in multilingual classrooms such as; teaching materials, learner's interest, mixed- ability class, and student's misbehaviour and so on."

T5 answered "Heterogeneous class, variety of language disruptive students, different ability student."

Thirty secondary teachers were asked about the specific problems they were facing inside a linguistically diverse classroom. Out of 30 secondary level English teachers, 80% respondents said that multilingual classroom is difficult to teach vocabulary,

pronunciation and structure while 20% teachers said that difficult to manage team and group work, inattention to understand mixing local dialect, lack of teaching materials, classroom environment, students' behaviour and difference in interest and mixed ability students.

Techniques used in multilingual classroom management

Technique is a guideline for devising content in a holistic way. This is a technique that can be used in an individual working situation, in group work, by the teacher as a means of demonstrating something. It is a systematic way of doing something. It implies an orderly logical arrangement of steps. It is more procedural and a well- defined procedure used to accomplish specific activities. The teachers used different teaching techniques in multilingual classrooms. Such as group work, pair work, role-play, maintaining rapport with students, giving instructions, sitting arrangement and so on. In this way, to find out the techniques used in multilingual classroom management, the teachers were asked. "What type of specific techniques do you use for effective classroom management? Write in points" and thirty teachers responded among them;

T1 responded that "a) Setting arrangement, b) Classroom environment, c) Role play, d) Group discussion."

Similarly, T2 answered that "a) students- centred discussion, b) building relationships, c) focuses on literacy, d) making connections"

T3responded that "a) Group work, b) Audio-visual, c) discussion, d) Role-play."

T4answeed that "a)Group/pair work, b) group discussion, c) project work."

Regarding techniques used by teachers in the multilingual classroom, out of 30 secondary level teachers 66.6%responded that they use group work/pair work, role play, group discussion, audio visual, storytelling, and ask questions who make noise in the classroom. Similarly, 33.3% teachers responded that they use rapport building with the students, focused on setting arrangement, maintaining classroom environment according to the students need and interest, feedback, motivation and teachers position in the multilingual classroom.

The Role of Teacher in Classroom Management in a Multilingual Classroom.

Classroom management is the act of managing all the required elements of the teaching process for effective and fruitful learning. It is a variety of skills and teaching by teachers to make students engage in activities as well as their social, emotional and moral growth. A teacher plays a vital role in multilingual classroom management to make teaching learning activities effective and fruitful such as; teacher as a controller, teacher as organizer, teacher supporter and so on. In this way to find out the role of teachers in classroom management in a multilingual classroom, the teachers were asked the question, “what is the role of teacher in classroom management?” and some of the responses are here.

T1 responded that “In classroom management the learners are the centre of learning and the teacher is the core manager who is fully responsible for managing the classroom in order to make learning effective and easier teaching plays a significant and vital role.”

T2 answered that “it is the teacher who plays the main role in planning, organizing the environment, and monitoring student’s progress is the role of teacher in classroom management.”

T3 responded that “The teacher is key to classroom management. He/she is the main plan maker of classroom management. Teachers’ may consult with other teachers, experts or students. So that he is co-ordinator as well. In short, the classroom management teacher is a plane- maker, actor, co-ordinator, director and facilitator.”

Similarly, T4 answered that “the role of the teacher in classroom management such as; maintain Accountability, leadership and shared vision, student learning focused, support and so on.”

Regarding the role of teacher in classroom management in the multilingual classroom, out of 30 secondary level teachers 90% responded that teacher as a co-ordinator, supporter, manager, plan maker, designer, guide, organizer and facilitator. Similarly, 10% teachers responded that the teacher was the maintainer of accountability, leadership and shared vision, counsellor and motivator according to the students need and interest.

Classroom Management in the Multilingual Classroom.

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during a class. It is variety of skills and techniques that teachers can use to create a high-performing environment. At its core, it aims to ensure classes run smoothly, disruptive behaviour from students is kept to minimum and teaching materials and activities promote learning. In this way to find out the meaning of classroom management in multilingual classroom, the teachers were asked the questions. "How do you define classroom management?" Some of responses are here

T1 answered that "Classroom management is managing all the suitable teaching materials, physical classroom environment and learner's needs and interest and so on"

T2 responded that "classroom management is the use of a variety of skills and techniques by teachers to make students engage in activities as well as their social, emotional and moral growth."

T3 answered that "classroom management is an art of managing available materials, students and related other things in a fruitful way so that objective of teaching can be accomplished effectively."

Similarly, T4 says that "it is the process of creating teaching learning environment. It is also management of diversity such as; language caste, ethnicity, level of competency etc."

Regarding the classroom management, out of 30 secondary level teachers 50% responded that classroom management is the use of a variety of skills and techniques by teachers to make students engage in activities as well as their social, emotional and moral growth. Similarly, 50% teachers responded that classroom management is an art of managing available materials, students and related other things in a fruitful way so that objective of teaching can be accomplished effectively. Teaching English in Multilingual Students Encouraging and Creating Student Centred Environment.

This section is concerned with the frequency of encouragement and student centred made by the teachers for using English language appropriately in multilingual classes. For this, secondary level English teachers were given a statement. 'Do you teach your students by encouraging and creating a student centred environment in the classes? In response to this response, I got similar answers from the secondary level English teachers. All the teachers responded 'Yes'. That they always encourage the student and teach a student centred environment.

CHAPTER V

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and findings of the study drawn from the close analysis of the collected data and its commendation on the different levels. This section deals with the summary of the findings collected from the questionnaire.

Findings

Among 30 respondents, 22 teachers i.e. 73.33% agreed with the statement that 'Multilingual ELT class refers to a group of students who differ significantly in terms of language background, ethnicity, and culture.'

It was found that the responses of 30 Secondary English teachers, 26 out of 30 respondents i.e. 86.77% agreed that they faced several problems and challenges while dealing with multilingual classroom teaching.

Likewise, it was found that among the 30 respondents, 26 teachers i.e. 87.77% agreed that they use L1 frequently while teaching in multilingual classes.

Among the 30 respondents, 26 teachers i.e. 83.33% agreed that students of different linguistic, culture and ethnic background can be successfully taught in the same class.

In the same way, 26 respondents i.e. 86.77% agreed that they deal with the mixed ability students immediately to manage the class.

In the same way, 24 respondents i.e. 80% answered that they are facing many problems such as difficult to teach vocabulary, pronunciation and structure in noise class, large class size and lack of teaching materials in multilingual class. Other 6 teachers i.e. 20% said that they are facing many problems in multilingual classes such as difficult to manage team and group work, inattention, mixing local dialect, difference in interests and mixed ability students.

Among the 30 respondents, 20 i.e. 66.66% answered that they use pair/group work, role play/lecture, group discussion, audio visual, language game, storytelling and ask questions about who makes noise in the classroom. Other 10 teachers i.e. 33.33% answered that they use a variety of techniques in multilingual classrooms such as building rapport with students, maintaining classroom environment according to the students need and interest, giving

instruction, different setting arrangement and focusing on their body movement and position in the classroom.

It was found that 28 teachers i.e. 93.33% teachers that they sometimes prepare materials and content that suit them from all language background students.

Other 2 teachers i.e. 6.66% answered that they always prepared materials and content for students.

It was found that 80% teachers that they answered multilingual classroom is difficult to teach vocabulary, pronunciation, and structure and 20% teachers answered that difficult to manage team work, group work, inattention to understand mixing local dialect, lack of teaching materials and learner's behaviour.

Likewise, out of 30 secondary level teachers i.e. 90% responded that teachers as a co- coordinator, supporter, manager, plan maker, designer, guide, organizer and 10% teachers answered that teacher as a maintainer of accountability, leadership counsellor and motivator according to the students need and interest.

Similarly, out of 30 secondary level teachers i.e. 50% responded that classroom management is the use of variety of skills and techniques by teachers to make students engage in activities as well as their social, emotional and moral growth and other 50% teachers responded that classroom management is an art of managing available materials students and other related things in a fruitful way.

Conclusion

My research work is based on the perception of the teachers in regard to teaching English multilingual classrooms. The objectives of this study were to find out the classroom management techniques in multilingual class, to find out the problems faced by the teachers in the classroom management. In this study, 30 secondary level English teachers of the same level from Kathmandu district were sampled. Purposive non random sampling procedure was used to select samples like school and teachers. Similarly, to collect the data for this study only a questionnaire was used. Hence, after the analysis of the collected data, it was found that multilingual diver's students ELT classes are common as in society. It was found that

teachers are facing many problems such as, mixed ability students, divers' language, and lack of teaching materials, large class size, noisy students and students who were uncooperative while teaching English in the classroom. Students were difficult to manage team and group work, difficult to teach vocabulary, pronunciation and structures in noisy class, hard to teach according to the need and interest of students. The teachers were used group work/pair work, focused on setting arrangement, classroom environment, build rapport with the students were used as a techniques in the multilingual classroom.

Recommendation

Every research study should have its recommendations in one way or another. So this research work has also some recommendations. It is hoped that finding as summary and gist as conclusion will be utilized in the following mentioned levels. The recommendation in these areas have been presented separately below:

Policy Related

The following policy related recommendations can be made:

There should be regular provision of practical and skill based-training, seminar and workshop to all the ELT teachers that help the teachers to adapt their teaching method and techniques in a multilingual classroom. Similarly secondary English teachers should be trained and encouraged by the concerned authority or government regarding the usefulness of pair/group work, regular eye contact with the noisy and uncooperative students, debate, group discussion, language games and motivation for teaching multilingual students.

The teachers should create such a classroom where students can interact, discuss and share the ideas and solve the problems themselves.

There should be frequent observation and monitoring programmes in ELT classrooms from authorized agencies for the teachers that help them to teach the students of different linguistic, cultural, and ethnic backgrounds.

Practice Related

The following practice related recommendation can be made:

Rewards and punishment should be maintained among the teachers who perform best delivery of subject matter and up to date with the new innovation of teaching multilingual students.

Teachers should encourage shy and introverted students praising their responses and use language games, simple English, pair/group work in the classrooms.

The teachers should present him/herself as the facilitator rather than lecturer.

The teachers can carry out the action research and use different teaching techniques to overcome the problems.

Further research

The following further research related recommendation can be made:

The further research can conduct research work on the related problems of multilingual students and the classroom. For example, teaching in a multilingual classroom.

This research study is based on the teachers of secondary level so other researchers can conduct research work at other levels like primary, lower secondary, bachelor and masters.

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Appendix-I
Questionnaire

Dear sir/madam

This structured questionnaire is for getting information for my research entitled “teaching English in a multilingual classroom” under the supervision of Prof.Dr. Tara Datta Bhatta,Tribhuvan University, Kirtipur. Your kind co-operation in responding to the questionnaire and classroom performance will have a great value in accomplishing my research. I appreciate your perception and assure you that your response made by you will be used only for the present study and remains confidential and anonymous.

Researcher

PuspaNagarkoti

Department of English Education

T.U, Kirtipur, Kathmandu

School's Name:

Teacher's name:

Address:

Age:

Qualification:

Experiences:

1. Multilingual ELT class refers to the group of student who differs significantly in terms of language background, ethnicity, and culture.

1) Agree b) Disagree c) Undecided

2) Linguistics diversity in ELT multilingual class is a norm.

a) Agree b) Disagree c) Undecided

3) Student of different language, culture and ethnicity background can successfully be taught together in same class.

a) Always b) Sometimes c) Never

4) Do you feel easy to manage the multilingual class?

a) Always b) Sometimes c) Never

5) Do you deal with the mixed ability students immediately to manage your class?

a) Yes b) No

6) How often do you provide feedback to your students?

a) Always b) Sometimes c) Never

7) Are there sufficient materials for teaching in multilingual classroom?

a) Yes b) No

8) Do you prepare materials and content that suit to the students from all language background students in advance?

- a) Always b) Sometimes c) Never

9) How often do you maintain rapport with students in classroom?

- a) Always b) Sometimes c) Never

10) Do you teach your students by creating students- centered environment in the classroom?

- a) Yes b) No

11) Do you use proper body movement in classroom?

- a) Frequently b) Sometimes c) Never

12) Do you prepare setting arrangement for students?

- a) Always b) Sometimes c) Never

13) Do you use L1 while teaching in multilingual class?

- a) Frequently b) Sometimes c) Never

14) How often do discuss about problems you have been facing in course of teaching language with your fellow teachers?

- a) Frequently b) sometimes c) Never

15) The teacher faces so many problems with the multilingual classroom teaching.

- a) Agree b) Disagree c) Undecided

16) Which one of the following is the most problematic in course of teaching English in multilingual class?

- a) Maintaining discipline
b) Setting arrangement
c) Formation of group

17) Do you ensure all the students' equal participation in learning activities?

- a) Frequently b) Sometimes c) Never

18) Multilingual ELT class creates lively context for language learning and teaching.

- a) Agree b) Disagree c) Undecided

19) Multilingual ELT class fosters collaborative learning environment for learners.

- a) Agree b) Disagree c) Undecided

20) In some of the cases in multilingual classes English serves as lingua franca.

- a) Agree b) Disagree c) Undecided

21) Teaching multilingual class has helped you to develop professionally.

- a) Agree Disagree c) Undecided

22) Multilingual class demands the use of English only which develops learner's language proficiency in English.

- a) Agree b) Disagree c) Undecided

23) How do you define classroom management?

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24) What is the role of teacher in classroom management?

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25) What sorts of problems do you facing in multilingual classroom?

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26) In your opinion, why problems occur in the classroom?

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27) What types of specific techniques do you use for effective classroom management? Write in points

- a).....
- b).....
- c).....
- d).....

28) Do you provide feedback to your students why/ why not?

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29) Which classroom management techniques do you follow mostly? Put the numbers according to the priority.

- a) Maintaining rapport with students []
- b) Giving instructions []
- c) Different setting arrangement []
- d) Different students grouping []
- e) Classroom environment []

30) Which activities do you prefer to conduct frequently in classroom? Put the numbers according to the priority.

- a) Solo work
- b) Group work
- c) Pair work
- d) Whole class work
- e) Role play
- f) Story telling
- g) Discussion
- h) Drill

Thank you very much for your kind co- operation