# MULTILINGUAL CLASSROOM SETUP: CHALLENGES FOR TEACHERS

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## Abstract

*In the present scenario, learning anything in Language is quite useful to the students. What is most useful to the matter to be considered by the academicians? To be more specific, they need to prepare material relevant to the context foreseeing the future needs of the student's community. It is equally important to see that the material produced is presented effectively in the classroom. Apart from school, home environment too needs to be modified. The parents need to bring an attitudinal change towards their child and its learning of third language. In the end, it can be said that the use of this study may prove helpful to a certain extent in escalating the standards of Secondary Education.*

*Keywords: Multilingualism, Teacher, Multilingual Classroom, Challenges in Teaching*

## Introduction

Language is a complete yet versatile code used for communication. It is exclusive to human race. The human language is a signalling system which uses vocal sounds. It is based on man's ability to speak. Other devices such as gesture, signs, drawings, sculpture, that we use to express our ideas, thoughts and emotions, cannot substitute out language. Since it is both a cause and outcome of man's social existence, it is in a state of constant flux. The nexus between language and thought is interesting. We think through language to express our thought. This means man creates new knowledge through language and uses it to record and preserve this knowledge. Language thus becomes a means to the store- house of human culture and civilization.

The study intended to figure out the challenges faced by the private and government school teachers, teaching in the multilingual classrooms. Researcher found that teaching in a multilingual classroom is an enormous challenge for the teachers. In the multilingual classrooms, teachers need to put extra efforts due to language diversity. Similarly, students

need to be more focused and attentive in order to learn Language in more effective manner. Teachers are time bound in government schools and they have a limited time to complete the syllabus. Language practices in classroom boost power and intercultural issues (De Haan & Elbers 2009). The study shows that students' weak linguistics background in Language makes it even more challenging for the teacher to cope with the situation because of continuous code –switching from Hindi to English or sometimes in the local languages of the learners. Furthermore, there are lack of update teacher trainings for the teachers to learn the new teaching strategies and methodologies to make the learning more effective and interesting for the learners.

**Significance of the Study**

The study intended to figure out the challenges faced by the private and government school teachers, teaching in the multilingual classrooms. Researcher found that teaching in a multilingual classroom is an enormous challenge for the teachers. In the multilingual classrooms, teachers need to put extra efforts due to language diversity. Similarly, students need to be more focused and attentive in order to learn   in more effective manner. Teachers are time bound in government schools and they have a limited time to complete the syllabus. Language practices in classroom boost power and intercultural issues. The study shows that student's weak linguistics background in Language makes it even more challenging for the teacher to cope with the situation because of continuous code –switching from to Hindi or sometimes in the local languages of the learners. Furthermore, there are no teacher trainings for the teachers to learn the new teaching strategies and methodologies to make the Language more effective and interesting for the learners. So the researcher in this proposed study wants to explore about the challenges faced by teachers. In a nut shell the study will guide one and all concerned to do something worthwhile in Teaching. This study will through a light on some aspects of challenges of school teachers in teaching at a multilingual classroom.

**Statement of the Problem**

The problem was stated as *"Multilingual Classroom Setup: Challenges for Teachers"*.

**Objectives of the Study**

1. To study the challenges of government school teachers teaching at a multilingual classroom.

2. To study the challenges of private school teachers teaching at a multilingual classroom.

3. To study the difference in challenges of private and government school teachers teaching at a multilingual classroom.

**Hypotheses**

1. There are challenges of government school teachers teaching at a multilingual classroom.
2. There are challenges of private school teachers teaching at a multilingual classroom.
3. There are challenges of private and government school teachers teaching at a multilingual classroom.

**Operational Definitions of Key Words**

*Multilingualism*

Multilingualism is the use of more than one language, either by an individual speaker or by community of speakers.

*Multilingual Classroom*

A multilingual class is a class where the learners speak a variety of first languages. Multilingual classes can be compared to monolingual ones, where all the learners speak the same first language. A multilingual classroom is one in which both the students and the teacher are accepting of all races, cultures and religions.

*Teachers*

In this research study secondary school teachers means school teachers of class 8.

*Challenges in Teaching*

The challenges faced by the teacher in multilingual classroom are each different from other. Teacher has to find the right instruction for different proficiency levels in one class. Dimensions of challenges i.e. background of students, dependency on teachers, persistent use of first language, and content of syllabus, in-service teachers training, unmotivated behaviour, and personality clashes.

**Research Method**

In the present study the Survey Method & Content Analysis has been used.

**Population**

As far as the present study is considered, the researcher defined population, as all the class VIII private & government school teachers in Prayagraj district.

**Sample**

The researcher has selected Purposive Sampling. So the sample is of 30 teachers 15 from government and 15 from private who teach class 8th has been selected by Purposive Sampling Method.

**Tool**

In the context of present study, a semi—structured interview was used to collect the data.

**Nature of Data**

In the present study the nature of data is Qualitative. Qualitative data is defined as the data that approximates and characterizes.

**Analysis of Data**

The collected data has been analyzed with the suitable statistics.

**Table- 1: Challenges Faced by Government Secondary School Teacher in Teaching at Multilingual Classroom**

| S.N. | Dimension | Sub-Dimension | No of Teachers | Frequency | % |
|------|-----------|---------------|----------------|-----------|---|
| 1. | Background of Students | Not able to understand instruction | 13 | 13 | 87 |
| | | Able to understand instruction | 02 | 02 | 13 |
| 2. | Dependency on Teachers | Student are dependent on teachers | 13 | 13 | 87 |
| | | Students are not dependent on teachers | 02 | 02 | 13 |
| 3. | Persistent Use of First Language | Language 1 used | 10 | 10 | 67 |
| | | Language 1 not used | 05 | 05 | 33 |
| 4. | Unmotivated Behaviour | Agreed | 12 | 12 | 80 |
| | | Disagreed | 03 | 03 | 20 |
| 5. | In-Service Teachers Training | There are no workshop for English teachers | 08 | 08 | 53 |
| | | Lack of refresher course | 07 | 07 | 47 |
| 6. | Personality Clashes | Agreed | 10 | 10 | 67 |
| | | Disagreed | 05 | 05 | 33 |
| 7. | Content of Syllabus | Lengthy | 05 | 05 | 33 |
| | | Difficult | 10 | 10 | 67 |

As a result, the generalisation has been established that there are challenges faced by government school teachers in teaching at multilingual classroom. It is quite evident through the data collected that private school teacher faces the challenge while teaching in a multilingual classroom.

**Table- 2: Challenges Faced by Private Secondary School Teachers in Teaching at Multilingual Classroom**

| S.N. | Dimension | Sub-Dimension | No. of Teachers | Frequency | % |
|------|-----------|---------------|-----------------|-----------|---|
| 1. | Background of Students | Not able to understand instruction | 19 | 19 | 63.34 |
| | | Able to understand instruction | 11 | 11 | 36.66 |
| 2. | Dependency on Teachers | Student are dependent on teachers | 23 | 23 | 76.66 |
| | | Students are not dependent on teachers | 07 | 07 | 23.33 |
| 3. | Persistent Use of First Language | Language 1 used | 20 | 20 | 66.7 |
| | | Language 1 not used | 10 | 10 | 33.3 |
| 4. | Unmotivated Behaviour | Agreed | 19 | 19 | 66.33 |
| | | Disagreed | 11 | 11 | 36.67 |
| 5. | In-Service Teachers Training | There are no workshop for teachers | 18 | 18 | 60 |
| | | Lack of refresher course | 12 | 12 | 40 |
| 6. | Personality Clashes | Agreed | 19 | 19 | 63.34 |
| | | Disagreed | 11 | 11 | 36.66 |
| 7. | Content of Syllabus | Lengthy | 11 | 11 | 36.33 |
| | | Difficult | 19 | 19 | 63.34 |

As a result, the generalisation has been established that there are challenges faced by private school teachers in teaching at multilingual class. It is quite evident through the data collected that teacher faces challenges in multilingual classroom.

**Table- 3: Comparing Challenges Faced by Government and Private School Teachers in Teaching English Language at Multilingual Classroom**

| S.N. | Dimension | Sub-dimension | Private | | Govt | |
|------|-----------|---------------|---------|---|------|---|
| | | | f | % | f | % |
| 1. | Background of Students | Not able to understand instruction | 06 | 63.34 | 13 | 87 |
| | | Able to understand instruction | 09 | 36.66 | 02 | 13 |
| 2. | Dependency on Teachers | Student are dependent on teachers | 08 | 53.33 | 13 | 87 |
| | | Students are not dependent on teachers | 07 | 46.67 | 02 | 13 |
| 3. | Persistent Use of First Language | Language 1 used | 06 | 40 | 10 | 67 |
| | | Language 1 not used | 09 | 60 | 05 | 33 |
| 4. | Unmotivated Behaviour | Agreed | 07 | 47 | 12 | 80 |
| | | Disagreed | 08 | 53 | 03 | 20 |
| 5. | In-Service Teachers Training | There are no workshop for English teachers | 10 | 67 | 08 | 53 |
| | | Lack of refresher course | 05 | 33 | 07 | 47 |

| 6. | Personality Clashes | Agreed | 10 | 67 | 10 | 67 |
| | | Disagreed | 05 | 33 | 05 | 33 |
| 7. | Content of Syllabus | Lengthy | 05 | 33 | 05 | 33 |
| | | Difficult | 10 | 67 | 10 | 67 |

As a result, the generalisation has been established that there are challenges faced by government school teachers in teaching at multilingual classroom. It is quite evident through the data collected that private and government school teacher faces the challenge while teaching in a multilingual classroom.

**Major Findings**

It can be concluded that there are challenges faced by the school teachers in teaching at a multilingual classroom. It is an enormous challenge for the Teachers because students belong to different lingual and cultural backgrounds and thus they do speak different local and regional languages. It is hard for a teacher to cope with the challenges at many occasions in the multilingual classrooms. Students coming to government schools do not belong to well off families and they cannot take admission in languages centres to improve their Language skills. Furthermore, during the class it was seen that the students cannot communicate in language and teachers is facing difficulties.

In the multilingual classroom, a teacher continuously code- switches from to Hindi to make students understand as Hindi is commonly understood by all the students. On the other hand, in few areas teachers have to translate for the students in their local language too because they cannot understand even Hindi. In classroom teachers do code switch because it works as an aid in the multilingual classroom.

Lengthy and difficult syllabus also emerged as one of the major themes from the data. Majority of the teachers reported it as a challenge. According to the teachers they find the syllabus lengthy, difficult and not according to the mental level of the learners. Students mostly do not understand the vocabulary and teachers are compelled to repeat the lesson over and over again. Teachers further reported that while assessing, no output is given by the students in the class tests and they never show good result in examination.

The opted teachers reported many other challenges too such as weak linguistic background of the students, anxiety among learners and lack of teacher trainings. All the thirty participants agreed to the point that conduction of workshops for the teachers aren't there and thus the teachers are compelled to make personal efforts in order to improve their pedagogical skills.

It can be concluded that there is difference in challenges faced by the private school teachers in teaching Language at a multilingual classroom. It is a challenge for the Teachers because

students belong to different lingual and cultural backgrounds and thus they do speak different local and regional languages through the data attained the difference is quiet. Students coming to private schools belong to well off families and they take admission in languages centres to improve their Language skills. Furthermore, during the class it was seen that the students' communication in language with teachers is facing difficulties.

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## Educational Implications of the Study

On the basis of the result achieved, it can be said that this research holds a very important and relevant position in the field of education. On the basis of these result, the policy makers can generate new policies and programs for the students. It can also prove beneficial to the school administrators in formulating rules for maintaining a healthy and conducive environment for efficient learning. It is incumbent upon the teacher to make the child feel comfortable and at ease and to give him many opportunities for success experience that build self confidence. The present research can help the teacher in developing tools for judging the effectiveness of language. At the same time the tools developed by the researcher in this study can be used by the teachers in making teaching learning process effective.

## Conclusion

Secondary school teachers faced many challenges in multilingual classroom, such as weak linguistic background of the students, anxiety among learners and lack of teacher trainings. All the thirty participants agreed to the point that conduction of workshops for the Language teachers aren't there and thus the teachers are compelled to make personal efforts in order to improve their pedagogical skills.

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