

**RESEARCH PAPER****Teaching Challenges of Multilingual Classroom in Reference to Secondary School Teachers****Priya Soni Khare**

Department of Education, C.M.P. College, University of Allahabad, Prayagraj

Email: priyakhr808@gmail.comReceived: 5th Jan. 2018, Revised: 21st February 2018, Accepted: 24th February 2018**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.

Key words: 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.

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.

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.

HYPOTHESIS

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.

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.

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**1- Challenges faced by Government secondary school teacher in teaching at multilingual classroom:**

No	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.

2- Challenges faced by Private Secondary school teacher in teaching at multilingual classroom

No	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.

3- Comparing challenges faced by government and private school teachers in teaching English language at multilingual classroom.

No	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.

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.

EDUCATIONAL IMPLICATION 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.

References

1. Abongdia A.J. and Foncha W.J. (2015): Pre-service teachers' challenges during teaching Practice in one university in the Eastern Cape, South Africa. *Int J Edu Sci.*, 11(1): 50-56.
2. De Haan M. and Elbers (2009): From research to practice. What the study of multiethnic classrooms has to offer. *Social Interactions in Multicultural Settings*, 171-202.
3. Dhillon J.K. and Wanjiru J. (2013): Challenges and strategies for teachers and learners of English as a second language: The case of an urban primary school in Kenya. *International Journal of English Linguistics*, 3(2): 14.
4. Haukas A. (2016): Teachers' beliefs about multilingualism and a multilingual pedagogical approach. *International Journal of Multilingualism*, 13(1): 1-18.
5. Malone S. (2007): Mother tongue-based multilingual education: Implications for education policy. Seminar on Education Policy and the Right to Education: Towards more Equitable Outcomes for South Asia's Children. Kathmandu, pp. 17-20.

How to cite this article:

Khare P.S. (2018): Teaching Challenges of Multilingual Classroom in Reference to Secondary School Teachers. *Annals of Education*, Vol. 4[1]: March, 2018: 97-101.