

The Difficulties Encountered in Teaching English as Foreign Language in The Classroom With Multiple Languages.

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ABSTRACT

A multilingual person can speak, write, and understand numerous languages. It involves using two or more languages in varied circumstances and purposes. The paper examines multilingual English language teaching problems. The report uses a literature review to compare researchers' opinions. The study article examines multilingual schooling in several countries. Multilingual education advocates also acknowledge their obstacles. Teachers face challenges teaching English in multilingual classes due to linguistic diversity. Due to fear of making mistakes, multilingual students typically lack English confidence. The curriculum may not improve English competence. In multilingual classrooms, language education must be student-centered and take into account learners' needs and backgrounds, according to the study.

Keywords: *Challenges in English Language Teaching, a Multilingual Classroom, Students*

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Introduction

The phenomenon of using more than two languages in the same place for the same goal is referred to as multilingualism (Poudel, 2010). According to (Li, 2008), the term "multilingual" encompasses individuals who are able to communicate in many languages, whether it be actively (by speaking and writing) or passively (through listening and reading). Multilingualism refers to the practice of using many languages, either by an individual or a community of speakers. Multilingual education, often known as bilingual education, involves using two or more languages as the primary means of teaching in educational environments. The primary focus in acquiring English proficiency is instruction. Teaching English in a classroom with diverse pupils poses substantial problems for both the instructor and the learners. As per Patil (2008), the essence of teaching English lies in equipping students with the necessary abilities to read, talk, and write with ease, rather than only imparting knowledge. In addition, teachers should focus on the students' learning environment and how it will be advantageous for them (Derakhsan, 2015). Therefore, the instruction of language requires pupils to enhance their professional

and personal abilities. Teaching is the primary factor in the acquisition of English. Moreover, the significance of acquiring English proficiency is increasing, and it is evolving into the primary aspect of the educational process, as well as an essential element in students' lives. English is widely recognized as an essential means of communication in the global economy (Paik, 2008). The number of individuals acquiring English as a second language is rapidly increasing on a daily basis.

In addition, the teacher is bound to encounter a situation when they have to teach a class consisting of pupils from diverse linguistic and cultural backgrounds (Adamo, 2015). It implies that there may be challenges in the communication between students and teachers inside the school setting. Communicating with pupils in their native language can pose challenges for educators and learners in the classroom. Students in a multilingual classroom have diverse linguistic and cultural origins, and their psychological, sociological, and physical factors greatly influence their ability to acquire languages effectively. A class is considered multilingual when the pupils speak multiple first languages. A multilingual classroom can be likened to a monolingual classroom where all pupils communicate in a single language. Teaching English is more manageable in a monolingual classroom than to a multilingual one. In a multilingual classroom, the target language serves as the common language for both the teacher and the pupils. However, it is utilized more frequently. Varied learner behaviors and cultural backgrounds might provide challenges in a multilingual classroom while instructing and acquiring the target language.

Literature Review

Multilingual classrooms are well recognized as posing significant obstacles for both English language teachers and learners. The presence of diverse local languages spoken by each student in the classroom poses numerous obstacles for both the teachers and the pupils. Teaching in multilingual classrooms presents difficulties, and English teachers may encounter significant obstacles when attempting to address these concerns. A research article titled "Challenges in acquiring English as a second language among intermediate students in the districts of Mianwali and Bhakkar, Pakistan." (Khan, 2016). To examine the difficulties encountered by English language educators and learners in the multilingual environment of Mianwali and Bhakkar districts in Punjab, Pakistan. The participants were comprised of teachers and college students. The study revealed that college students face difficulties in acquiring the English language due to factors such as experienced teachers, educational policies, examination systems, and extensive curricula or syllabus. Rasheed, Zeeshan, and Zaidi (2017) did a research study titled "Challenges of Teaching English Language in a Multilingual Setting: An Investigation at Government Girls Secondary Schools of Quetta, Baluchistan, Pakistan." This study aims to examine the difficulties faced by female secondary school teachers when teaching English in classrooms with multiple languages. The study's results underscored numerous obstacles. The presence of a wide range of languages in schools is a significant challenge for English teachers when instructing the language in a multilingual environment. The pupils in the multilingual classrooms lack confidence in using the English language due to their fear of making mistakes. The curriculum may not be geared to enhance students' proficiency in English. Teachers sometimes utilize code-switching as a teaching strategy in classes where multiple languages are spoken. Moreover, Shoaib & Ayaz (2021) performed a research piece titled "A study on the challenges encountered by teachers in teaching English in multilingual classrooms at the secondary level in public schools of Liaqatabad town Karachi." This study examines the difficulties faced by English teachers in bilingual classes at the public school in Liaqatabad, Karachi. The survey findings revealed that educators in bilingual classes faced a multitude of obstacles. Given their uncertainty regarding their own errors, students in multilingual classes must rely on the English language. The curriculum strength is suitable for additional students aiming to enhance their English ability in a multilingual classroom. The teacher use code-exchanging as a pedagogical method to instruct students. In her 2013 research study, Nalunga examined the use of code-

switching in a multilingual classroom while teaching and learning English as a foreign or second language. The study aimed to determine whether code-switching is beneficial or problematic in this context. The study's findings indicate that code-switching is an inherent occurrence in the progress of acquiring a second language. Moreover, code-switching has a beneficial effect on second language development as it serves various important purposes in the classroom, such as facilitating vocabulary and concept acquisition, addressing the need for clarification and emphasis, offering a learning strategy for acquiring a second language, and overall assisting students in maintaining and enhancing their second language skills.

Poudel (2010) did a study on the topic of "Teaching English in a Multilingual Classroom in Higher Education." The primary aims of the study were to ascertain the issues and difficulties encountered in a multilingual classroom, to observe the linguistic behavior of teachers while instructing in English, to gauge the reactions and attitudes of students towards their teachers' language usage both inside and outside the classroom, and to propose pedagogical implications. Based on the questionnaire and the feedback from teachers and students, the issues encountered by non-Nepali mother tongue speaking students include difficulties in communication, interaction, comprehension, structural organization, and content delivery. To address the issues, they employed various strategies such as organizing group discussions, forming language groups in larger classes, engaging students in translation activities, inquiring about their everyday activities, and providing them with instrumental motivation. In their 2013 publication, Dhillon and Wangiru conducted a study titled "Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of Urban Primary School in Kenya." The study specifically examined the difficulties and approaches involved in teaching and learning English as a second language at the primary level. The article delineated the manifold challenges encountered by English as a second language instructors and learners in Kenya's multilingual setting. These included the constraint imposed by students predominantly conversing in their mother tongue at school, thereby impeding their English acquisition. Additionally, the article highlighted the prevalent practice among teachers of intermingling languages during English lessons, as well as the arduous task faced by students in mastering English phonetics absent in their native language.

The existing body of research indicates that the practice of teaching in multilingual classrooms encounters difficulties on a global scale. Furthermore, the literature analysis indicates that language teachers must possess an awareness of the challenges that are influenced by the specific language employed by their students. Consequently, much of the literature indicates that in order to tackle the difficulties that arise in English language education in multilingual classrooms, it is necessary to have well-trained and competent teachers. Multilingual classrooms are comprised of students who speak different languages and are predominantly found in English-speaking countries, where students have arrived with the intention of acquiring English language skills. The presence of multilingual pupils is increasing in many educational environments at now (Singleton & Aronin, 2018). The increase in multilingual students has led to the investigation of multilingual education models. The goal is to provide these children with fair access to education, improve their likelihood of success, and better their academic achievement (Hobbs, 2012). Therefore, in an English as a second language classroom, the learning activities and practical application pose a challenge for both teachers and students. The linguistic heterogeneity in the classroom poses challenges for educators in delivering English instruction in a multilingual learning environment. The presence of multiple ethnic populations and languages in different nations poses a significant challenge for teachers when it comes to instructing English to kids from linguistically varied backgrounds.

3.Method

This study employed the literature review approach, which systematically investigates and evaluates pertinent prior works on the subject or area of inquiry (Snyder, 2019). The methodology for conducting a literature review entail employing a methodical approach to guarantee a thorough and logical synthesis of the current information on a certain subject. Secondary data analysis involves collecting, evaluating, and combining existing literature on a specific topic and scope. The goal is to identify important findings, gaps, tensions, inconsistencies, or suggest future research directions (Hulland, 2020). This study examined multiple papers pertaining to the difficulties encountered in teaching English in classrooms with students who speak multiple languages.

Result and Discussion

The study sought to ascertain the difficulties encountered in teaching the English language in classrooms with multiple languages. The following paragraphs outline some of the primary challenges:

Discussion

Limited proficiency in language

Many students find it challenging to comprehend even simple English sentences, and even after receiving many languages instruction, they still refuse to utilize it in conversation. The students struggle with their proficiency in English. The impact of various regional languages can be observed in the interactions between teachers and students in multilingual classrooms. When instruction is exclusively provided in English, the learners are unable to comprehend it. The multilingual class demonstrated a consistent occurrence of code-switching between the professors and the pupils in the classrooms.

Prevalence of Anxiety among Students

Another obstacle that kids face in multilingual classrooms is the intensity of fear they experience. Students lacking proficiency in the English language are prone to adopting a passive listening approach during class, so refraining from active engagement in discussions or activities. Language anxiety is a prevalent issue that impacts students in the classroom. It is defined as a state of unease and apprehension that is primarily associated with scenarios requiring the utilization of a second language, such as speaking, listening, and acquiring knowledge. The children are concerned that if they utter something inappropriate, the teacher or their peers would ridicule them. These symptoms of hysteria indicate that pupils feel uneasy in a multilingual classroom due to their inability to articulate their emotions.

Extensive Curriculum

Teaching in a classroom with multiple languages might be difficult when dealing with a long syllabus. Students are allotted a specific time frame to comprehend the curriculum, which becomes increasingly challenging when the subject matter encompasses many languages. The students disregard the teacher's instructions. As a result, teachers have a specific time limit to complete the syllabus and are unable to repeat a lecture. Teachers often neglect the needs and viewpoints of pupils when they are under time pressure. The students in these classes exhibit minimal interaction with the teachers and generally display a lack of enthusiasm or interest.

Insufficient provision of teacher trainings

There is a lack of chances for government teachers in schools to participate in inclusive, bilingual education. Teachers in multilingual classrooms have specific obstacles and therefore require appropriate training to effectively address these challenges. Teachers who have received professional training and have been well-prepared are more proficient in managing courses with several languages compared to less prepared teachers who face additional challenges due to the diverse range of languages. In a situation when multiple languages are spoken, students must also demonstrate more attentiveness and engagement in order to acquire information more effectively.

Inconsistency between the language used for instruction and the primary language spoken by the majority of learners.

The language used for teaching in classes with several languages can hinder the pupils' ability to develop literacy skills. The learners' dominant native language and the language used for instruction are not aligned.

Conclusions

Teaching English in a multilingual school poses numerous intricate obstacles. The language barrier poses a prominent challenge as pupils may speak diverse languages and hail from various nations. Due to this, students may encounter greater difficulty in acquiring English language skills and engaging in effective communication with both the teacher and their peers. The presence of diverse cultural backgrounds among students is a challenge due to potential differences in norms, attitudes, beliefs, and expectations related to learning and education. Teachers must possess an awareness of these distinctions and modify their teaching approaches accordingly. Teaching English in a multilingual classroom is a demanding and intricate endeavor that necessitates teachers to possess knowledge and understanding of their students' language, cultural, and learning disparities. Nevertheless, by adopting the appropriate methodology, it can also prove to be a gratifying endeavor that facilitates the cultivation of crucial abilities and mindsets in kids. The study suggests that an instructional method that prioritizes the needs and backgrounds of individual learners is crucial for successful language instruction in classrooms with multiple languages.

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