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## A STUDY ON THE CHALLENGES FACE BY TEACHERS IN TEACHING ENGLISH IN MULTILINGUAL CLASSROOM AT SECONDARY LEVEL IN PUBLIC SCHOOLS OF LIAQUATABAD TOWN KARACHI

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**ABSTRACT**

*English as a second linguistic language generates a challenging charge on its teaching, specifically in those areas where its exposure is limited. This research tried to examine English teaching challenges met by the teachers in bilingual classrooms at the public school of liaqatabad Karachi. Students who go through public school interact in different languages. With the help of this existing research, we aimed to sort out the challenges and difficulties faced by the teachers of secondary school during the period of teaching English in the classroom of a multilingual setting. Random sampling was used and 30 public sector Secondary school teachers have participated in the study. For data collection, we used a questionnaire. The data were analyzed by using the simple percentage frequency method. Findings of research revealed that there were lots of difficulties faced by teachers in the bilingual classroom. The student in the multilingual classroom needs to apply the English language since they are surprised whether or not to commit mistakes. The curriculum strength is improper for supplementary students with improving their English competence in the multilingual classroom. Code-exchanging is utilized by the instructor to teach the students. The study suggests that; the teacher capacity be prepared to adopt new methodologies to overcome challenges in multilingual classrooms.*

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**KEYWORDS**

*Teaching, Multilingual Classroom, Secondary School, Challenges*

**INTRODUCTION**

Nowadays increasing need and significance of acquiring English as a language become an essential part of learners' life and it has also become the main element of the teaching and learning process. To live in the global economy English is discerned as a crucial tool (Paik, 2008), for that reason rate of learning the second language is rapidly increasing day by day. In spite of the significant appearance of the second language, in Pakistan, it has been seen that students who have proficiency in the second language easily survive in the educational society whereas those students who have low command of the second language survive bitterly in the educational environment. Furthermore, in all types of competitive exams, the English language is used. Therefore lack of command of the English language has so many drawbacks on students' life (Zeeshan.M, 2013).

Teaching a language is a versatile task for teachers and possess many features besides developing learning, speaking, writing, and reading skills Teachers also motivate students to learn a language effectively. Moreover, teachers have to focus on the learning context of students and how it will become beneficial for students (Derakhshan, 2015). Therefore language teaching requires to development of personal and professional skills in students. English has a high rank in Pakistan among second languages. The position of English in Pakistan is described by (Haque, 1983) who specified that "Although introduced in this country through a historical accident, English has become a pattern of life, and its cultural influence continues to be strong". When we see today 3 the public sector schools of Karachi (Pakistan) it is highly observed that the teaching and learning process in the context of English is at a low level as compared to the private sector school. It is a common belief that when we used activities for the development of language to the learners then they get command over language skills (Watkins. P, 2007).In Karachi, Pakistan number of native languages are vocal such as Punjabi, Pashto, and there is a huge number of Urdu speakers studying in the public sector schools of Karachi city. This multilingualism indicates that there is a lot of difficulties faced by teachers of second language teaching at public sector schools of Karachi. It is observed that the biggest challenge faced by them is the time limitation for the learners to practice the language at the secondary level, they have only 35-40 minutes for teaching English language lessons (KIE, 2002). Moreover, students didn't have the vast opportunity for learning the English language because most of the subjects are taught in the Urdu language at public sector schools, in this way teachers of other languages switching their language from English to Urdu language or some time in the Sindhi language due to which learners have very less time to learn the English language (Abdi and Hardman, 2007)

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This study has aimed to investigate what difficulties faced by teachers in teaching a second language in the public sector of Karachi city in multilingual classrooms. Studies reveals that in educational context teachers are the expository participant specifically those who directly observe what's going on inside the classroom (Mundy, 2008) Government provided lots of teachers training but still fluency rate as much lower as we expected among students so we will try to investigate at secondary level in public sector schools of Karachi what challenges are become hurdles in the effective teaching process of English language and what strategies are tried by the teacher to overcome these challenges. In Sha Allah, this study will help teachers of English 4 language regarding strategies that must be used during teaching the English language in a multilingual classroom to make it more productive.

### **LITERATURE REVIEW**

Instructing a language has diverse highlights. An educator does not simply teach and awareness on student's language abilities, along with reading, writing, listening, and talking, but moreover helps, works with, and urges college students to have energy, first-rate mentality, and concept closer to English. Moreover, teachers want to realize what college students realize, how and why such gaining knowledge affects them, how sports can be nice for them later on (Derakhshan, 2015). Research has led an exam to analyze the problems regarded with the aid of using the second language educators and college learners' within the bilingual placing of two districts Punjab Pakistan (Mianwali & Bhakkar). The contributors had been college learners and educators. Aftereffects of the research exposed that scholars find out difficult to research the second language due to the unqualified educators, preparation strategy, evaluation framework, and giant syllabus Khan & Khan (2016). Likewise, Haukås (2016) examined in his exploration the difficulties of a bilingual study room in Norway. Twelve educators have been nominated for the exam inclusive of 6 Spanish, four French, and a pair of Germans. The records changed into amassed thru targeted accumulating conversations. The amassed records changed into interpreted and implicit for issues and patterns. The discoveries of the research exposed that mastering a 3rd language is altogether specific on the subject of mastering the next language. Educators claimed to make use of their student's linguistic understanding of English and Norwegian language at the same time as coaching the 1/3 language. Abongdia & Foncha (2015) did an exam to investigate the problems checked out with the aid of using pre-management English educators, coaching English in East London, South Africa. The contributors to the exam have been eight pre-management English educators. The research turned into qualitative and it focused on the troubles checked out with the aid of using the scholar instructors even as coaching the second language. The observation highlighted students' discipline, resources, school room management, oversight, and perceptions.

The results of the research encouraged that teaching learning exercise prepares the pupil instructors for his or her classes; it similarly proposes that hiring the pupil teachers closer to the year's stop at colleges is clearly now no longer a respectable proposition for the reason that it's far a vital time for each the scholars and teachers. The exam cautioned that faculties have to paintings linked on the hip with colleges to assure that educators and college students are upheld with the aid of using the establishment. Tufail, Kanwal, & BadarToor (2015) carried out an exam in district Pakatan, Punjab, Pakistan to discover the problems checked out with the aid of using the scholars whilst mastering the English language. The contributors had been 60 educators displaying the English linguistic at numerous government and personal schools. The locating of the research endorsed that there need to be educators employed from the faculties to guide workshops for the English language teachers instructing in schools. Many teachers took care of the tactics used by the teachers in a bilingual school room round there, Philippines. The contributors had been 12 kindergartens and grade one educators. The facts changed into accumulated via a semi-prepared assembly convention. The recorded conferences had been translated and implicit for topics and examples. The discoveries of the exam exposed that educators are confronting a ton of troubles due to language range withinside the homeroom. The research recommended that there be education for the English instructors to train within the multilingual study room in a compelling and captivating way. Tufail, Kanwal, & BadarToor (2015) directed research withinside the place of Pakatan, Punjab, Pakistan to discover the problems checked out via way of means of the scholars whilst studying the English language. The participants have been 60 educators displaying the second language at diverse government and personal institutes. The locating of the research proposed that there have to be instructor's hires from the colleges to through workshops for the second language instructors coaching in institutes. Lartec Belisario, Bendanillo, Binas-o, & Cammagay (2014) looked after the approaches used by the educators in a bilingual study room around there. The contributors have been K-12 and grade one teachers. The records became composed via a prepared assembly convention. The noted conferences had been translated and implicit for subjects and examples. The discoveries of the exam exposed that instructors are confronting a ton of difficulties owing to linguistic range withinside the schoolroom. The exam cautioned that there should be training for the second language teachers to train withinside the bilingual school room in an actual and captivating way. Ismaili (2015) in his exam broke down the cultural struggle in Macedonia. The exam changed into directed in South East University that's the solitary college to provide a risk to the Albanian and Macedonian college students to pay attention to their number one language or choose English as a method of guidance. Since the lecturers and the scholars each have an area with diverse lingual and social basis so it receives attempting for the lecturers to educate and the scholars to research the second language. The data had been amassed thru a questionnaire furthermore, school room perceptions

and had been tested utilizing subjective and quantitative strategies. The discoveries of the examination exposed that scholars had inspirational motivation toward the usage of local language withinside the class. During school room perceptions, the scholars observed annoyed if the hints had been given in the English language because it had been. The research proposed that local language should be applied along with the English language withinside the multilingual schoolroom.

### **Teaching English in Multilingual Classroom**

Multilingual lecture rooms are taken into consideration because the finest check for the second language instructors and college pupils in Karachi, Pakistan but moreover in distinct components of the creation. The instructors and the scholars face diverse troubles due to diverse community languages spoken with the aid of using the scholars withinside the have a look at the room. Multilingual lecture rooms are hard to address and right here and there it seems to be tough for English educators to conform to the difficulties. Conferring to (Mansoor, 2003) Pakistan is the bilingual USA with the form of dialects. There are several troubles and issues in coaching simply as studying in a second language. There are several motives as the absence of electricity of linguistic and instructive preparations in superior education. Whereas, in step with Abbas (1998), the precept difficult is a faulty educational approach in displaying English which is credited to the declining well-known of evaluation results. Due to sixteen numerous extinction in the second language, English instructors face hurdles in coaching the second language (Matsuda, 2002). Teaching English in a multilingual lecture room isn't always a chunk of cake and every so often it far ends up hard to deal with and conquer the demanding situations for instructors.

### **Major challenges**

#### **Severe Shortage of Training**

In certain nations, issues with respect to a serious lack of qualified second language teachers are accounted for (Nunan, 2003; Salahuddin, Khan, and Rahman, 2013; Nurkamto, 2003). In this manner, educators may "get themselves teaching English either without adequate English training by and large or in instructing English to students especially and such thing every now and again happens in the poor or provincial region" (Garton, Copland, and Burns, 2011, p. 740). Meanwhile, instructors may get just fundamental arrangement in the steady suggestion and commonsense requests, they may then battle for exemplifying showing techniques successfully (Bulter, 2005; Littlewood, 2007). Emery (2012) diagrams some issues that happen as a result of lacking readiness for educating: instructors' failures to manage challenges that happen in showing setting because of the absence of preparing, instructors' helpless language capacity, and instructors whose English isn't their subject territory are employed to educate it. Such difficulties take place in a rustic territory because provincial zones need legitimate also, great instructing and learning devices (Mishra,

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2015). Besides, English encouraging interaction tends to be testing with regards to the teachers' requirement, linguistic capability level, furthermore, preparing since these focuses can cause instructors' certainty (Emery, 2012). Instructors whose teaching preparation isn't sufficient may endeavor to epitomize showing strategies successfully (Littlewood, 2007) Applying suitable instructing strategies and techniques is intense because the instructors don't only consider how to move four language abilities, but likewise how to remain understudies' inspiration and enthusiasm in knowledge and rehearsing English (Ansari, 2012)

### **Over-Loaded Class**

As indicated via way of means of Emery (2012), often referenced troubles encountered via way of means of English educators is that "overcrowded". Courses and the effect of such circumstance may have on educating and studying" (p. 4). Nurkamto (2003) likewise facts one of the problems in educating English is the dimensions of the classroom. Similarly, Baker furthermore, Westrup (2000) specific some troubles of coaching massive classes, for example, "paintings regions and seats are constant or however difficult to transport; understudies take a seat down close to each other in lines; little area for the educator and college students to transport withinside the classroom; partitions among school rooms are nearest, and noise will dissatisfied one-of-a-kind classes" (p. 2). Thus, its miles critical that teaching and studying degree calls for an appropriate and exciting environment, in any case, educators can be in incapability to meet college students' wants and attain studying objectives.

### **Lack of use of Vocabulary**

Hasan (2016) states that one of the maximum hard assignments college students encountered is studying vocabulary. Maruyama (1996) as noted in Hoa and Mai (2016) factors the incentive at the back of why college students lack vocabulary, for example, "college students widely wide-spread that they failed to should understand phrases considering the fact that they have been now no longer normal, even seldom applied of their every day lives, hence, they don't have any notion to get acquainted with the phrases" (p. 155). Therefore, college students in English as an unknown dialect placing are confined via way of means of their records on syntax and jargon of the goal language and want to conflict to comprehend the substance (Chung, 2016).

### **Lack of English Exposure**

Showing English as an unknown dialect is a tough duty withinside the spots wherein English has inadequate publicity. The absence of English publicity likewise serves much less freedom for college students to make use of English. Khan (2011) contends that the absence of English functions demotivates college students to rehearse and recognize English due to college students' poor basic data on English. Also, it receives greater tough for instructors to induce understudies to be keen on making use of a

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second language due to the absence of English openness (Khan, 2011).

### **Challenges faced by Teachers**

The second language for the development has vanquished the executive and professional coaching in Pakistan as in different springing up reformist countries for pretty some time now. Further lately, the spot of English in education for all people with the increment withinside the usage of English withinside the round the arena arcade have moreover delivered to universalistic tallness to the teaching getting to know of English in Pakistani setting, therefore making of it puzzling approach trouble transcendently for asset spreading, what is more, carrying out fine in English language schooling. English is being considered as a valid visa for the flip of occasions and staying power many of the international locations of the world. This is also being considered as a good-sized key for the general public flip of occasions. All the extra unmistakably, this dullness displays the familiarity with several persons (Shamim, 2011). Pakistan is a kingdom in which a dominant part of the populace incorporates those who stay withinside the furthest and remote zones of Pakistan. These persons want to get with the aid of using in struggling conditions. Lion's proportion of this population is dwelling withinside the provincial areas of Pakistan. As indicated with the aid of using Tariq, Bilal, and Sandhu (2013), the low fee in skill ability in Pakistan is due to neediness and obliviousness. This obliviousness has cited the absence of valid places of work on hand to those people. There has been a segregation approach with the aid of using the companions or the leaders of the period given that after the presence of Pakistan with persons of those territories. There is also shy of apparent phonic strategies withinside the USA given that after 1947. Pakistani substitutes and educators are confronting the state of affairs of dialogue amongst English and Urdu, the general public language. There are likewise several different communities and territorial dialects which can be making impediments for Pakistani substitutes and instructors (Rahman, n.d.). This is the conspicuous rationalization that as according to Rahman (2016), one of the sizeable accumulating of Pakistani society, first-class, next to having unspoken the allowing detail of second language, obtained English car for his or her personal kids whilst as a method creators, they've attracted a line of segregation putting in open vicinity instructive institutions withinside the country. "The hankering for greatness in the second language as a tool for a greater a success lifestyles isn't always confined to the town elites but has infiltrated the military, the flying corps, and the maritime branches of a rustic that has often been administered via way of means of armed pressure commanders" (Rahman, 2016, p. 24). In any case, as indicated via way of means of Rahman (2016), in dislike of the presence of several troubles and demanding situations in the technique of teaching and gaining knowledge of second language in Pakistan; the state of affairs with English is existence allowed for the higher expansion of destiny of Pakistan. These are the motives for allowing the detail of the second language; every Pakistani is in the compatibility of dominating this

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language.

### **Challenges due to short of obvious Linguistic Approach**

Since 1947, there's no particular coverage with appreciation to instructing and mastering second language in Pakistani settings. Second language has "should proceed as the authority language of the nation till such time that proceeds as the authority language of Pakistan till such time that the public language(s) supplanted it. Be that as it may, this date went back and forth by as numerous different dates before it and English is as immovably dug in the spaces of force in Pakistan as it was in 1947. The significant justification is that this is the expressed however not the genuine strategy of the decision world-class in Pakistan. The genuine arrangement can be perceived concerning the world class' support of English for the sake of productivity, modernization thus on"(Rahman, 2004, p.5). As indicated by Mansoor (2003), discounting colossal databases and activities in showing English, the results are extremely disillusioning. She is by all accounts concurring with Abbas (1998), that this disappointment in this subject, English, or generally consequences of college is because of imperfect instructional method. The educators particularly ESL teachers are confronting various obstructions in education English in the Pakistani setting.

### **Challenges of Motivation and Resources**

Motivation assumes a vital element in teaching and getting to know Ki next language. As in line with Dörnyei and Ottó (1998), motivation for getting to know 2nd language is a cycle which creates with the interplay of time. As in line with this model, the idea is prompted with the aid of using unique elements. As indicated with the aid of using Dörnyei (2001), the idea assumes an important element in getting to know the next language, English, whilst this problem is being informed or scholarly as an obligatory problem in an instructive setting. There are diverse observational investigations directed in special instructive country surroundings that have featured the means of idea for receiving to distinguish English as a next language (ESL). Greater a part of those investigations has closed the essential process of motivation (i.e. Ahmed and Gill, 2014; Sheikh, Bibi, and Nawaz, 2014; Yaqoob, Ahmed, and Arshad, 2014; Ullah, 2013). As in line with Khan and Khan (2016), the understudies of District Mianwali and Bhakkar (Pakistan) are persuaded to analyze English but the English educators of those remotest areas are demotivated to educate English for unique reasons. This demotivation is making obstacles in approach in their teaching. Thusly, this present-day research goal investigating those snags in the approach of displaying English amongst those teachers of the zones furthest parts are discouraged to educate second language for unique reasons. This discouragement is making problems in approach in their instruction. Thusly, this present-day research goals investigate those snags in the approach of displaying English amongst those teachers of the zones.



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**RESEARCH OBJECTIVE**

1. To find out the challenges faced by teachers in Teaching English at the secondary level in the multilingual classroom.
2. To analyzed the appropriate solutions to improve teaching English in a multilingual classroom at the secondary level.

**RESEARCH QUESTION**

1. What are the challenges faced by teachers in teaching multilingual classrooms?
2. What are the appropriate solutions to improve teaching English in a multilingual classroom?

**RESEARCH METHODOLOGY**

This research was conducted to examine the challenges faced by teachers in Teaching English in the multilingual classroom of secondary level. The researcher used a cross-sectional survey research design for this study. With the help of this study researcher also explore some solutions to overcome these challenges. In this research, the researcher used the quantitative method. The population of the research is public schools of liaqatabad Karachi and sample was collected from 30 secondary school teachers with the help of simple random technique and research tool was a questionnaire which was tested with the help of piloting and expert advice was taken to filtration and securing the validity of research tool

**DATA ANALYSIS AND RESULTS**

Data were analyzed with the help of a simple statistical method (frequency, percentage) Questionnaire was consisted of a set of questions related to the challenges faced by teachers in teaching English. Questions are related to the educational qualification of the respondents furthermore the issues they face during Teaching English. Except for demographic ones, all the questions are close-handed in which respondents have to answer the questions on the basis of the LIKERT scale.

The educational qualification of the teachers, teaching English at the secondary level of Liaqatabad Karachi. Ranged from Bachelors to Masters with either Bachelor or Masters of Arts, Commerce, Science, Education, Teacher Education and most of the respondent's age was between 30 to 35, etc.

**1. Academic background and age of Teachers.**

In this section, we discussed the generally composed sample which was 30, and the demographic information covered gender male 40% & Female 60% participated. Secondly, cover the age distribution which was below 30 were 10% 30 to 35 were 70% and 20% are above 45. Thirdly cover educational distribution in which 6.66% male were masters, 12 % male were graduated moreover 28 % females were masters

and 46.66% female were graduated.

**Table 1: This analysis was based on how many respondents agree that they have to face these challenges.**

S.No	Challenges	Frequency	Percentage
1	Difficult Task	17	56.6%
2	Class Strength	18	60%
3	Difficulty due to multilingualism	22	73.3%
4	Lack of resources	24	80%
5	Over Crowded class	17	56.6%
6	Variety of subjects become hurdle	19	63.3%
7	Less interest of students toward language learning	20	66.6%
8	Less satisfying administration effort	20	66.6%
9	Learners face difficulty in speaking class	20	66.6%
10	Grammar translation method	21	70%
11	Limited mastery on teaching English	16	53.3%
12	Weak linguistic background	16	53.3%
13	Use of Un appropriate teaching tool	19	63.3%

Table 1 shows the number of challenges faced by teachers in teaching English in the multilingual classrooms at the secondary level in public schools of liaqatabad Karachi.

IT was observed from the above calculation that most of the teachers face difficulty in teaching English in multilingual classrooms because in a diverse lingual classroom it is difficult to come at every student level and teach them moreover teachers perspective was English teaching is a difficult task specifically in a short period of time. They also face some challenges like class strength, lack of resources, variety of subjects become a hurdle, less interest of students toward language learning, less administration effort, learners face difficulty in speaking class, grammar-translation method, limited mastery on teaching English, weak linguistic background, use of inappropriate teaching tool. These are the challenges that are mainly borne by teachers in multilingual classrooms.

The above study sho to realize the challenges faced by teachers in teaching English in the multilingual classroom. The respondents view suggested that teaching English

faces enormous challenges in public areas of Karachi. In multilingual classrooms, educators had to face lots of challenges due to bilingualism and multilingualism. Learners need to be focused specifically on language learning. Teachers are restricted due to strict timing for language teaching. The study highlighted that students have a very low background in the English language. Moreover, there are fewer teachers training especially for language teaching and we have to implement new strategies and methodologies to overcome the challenges of English language teaching.

### RECOMMENDATIONS

Teachers should motivate students to utilize the English language as a means of exchanging knowledge inside the classroom as well as at home also. Student's centered activities are important to be utilized in the class.

They must have to adopt and utilized modern strategies for giving instruction along with used open strategy in the classroom. Students ought to be given creative homework.

Efforts to be made to advance every one of the four skills (listening, speaking writing, reading) of the English language in the classroom.

Educators intend to likewise attempt to empower students to peruse English newspapers and the same material be given to schools.

Educators ought to get ready exercise designs and ought to convey them with the assistance of general media helps which could cause reasonable circumstance for educating of English.

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