

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

This study investigated the challenges perceived by teacher in teaching English in multilingual classroom and how the teacher's perspective influences their strategies in teaching English.

The first conclusion relates to the challenges encountered by the teacher. The analysis shows that the teacher faces four major challenges: varied English proficiency levels, students' habit of code-switching, fear of judgement, and institutional expectations. Differences in students' linguistic backgrounds and prior exposure to English make it difficult to apply uniform instruction. Frequent code-switching, while facilitating comprehension, limits students' opportunities to practice English consistently. Additionally, fear of negative judgement from peers discourages both weaker and stronger students from actively using English. Institutional expectations to increase English use, without sufficient training or resources, further complicate classroom practice.

The second conclusion is related to the influence of the teacher's perspectives on her instructional strategies. The study indicates that the teacher's beliefs shaped by more than three decades of teaching experience played a central role in determining how she navigated multilingual classroom dynamics. the teacher does not perceive multilingualism solely as an obstacle. Instead, multilingualism is

viewed as a classroom reality that must be managed with patience and flexibility. This perspective significantly influences the strategies employed by the teacher. Using Pratt's (2002) framework, the teacher's practices reflect nurturing, developmental, apprenticeship, and transmission perspectives. The teacher emphasizes emotional support, gradual language development, modeling of English use, and motivation rather than strict English-only enforcement. These strategies aim to create a supportive learning environment that encourages student participation while acknowledging their linguistic limitations.

Overall, this study concludes that effective English teaching in multilingual classrooms requires a combination of linguistic awareness, professional experience, and pedagogical flexibility. Teachers must navigate challenges associated with diverse student abilities and institutional expectations while also recognizing the value of students' multilingual repertoires as learning resources. The teacher in this study demonstrated that acknowledging multilingual realities, rather than resisting them, allows for more meaningful and inclusive English learning experiences..

5.2 Suggestions

For Teachers

Teachers are encouraged to adopt a flexible and student-centered approach that allows learners to draw on their full linguistic repertoires while gradually strengthening their English proficiency. Incorporating translanguaging and selective L1 use can reduce student anxiety, promote comprehension, and increase classroom participation. In addition, teachers should seek continuous professional

development to better understand multilingual pedagogy and develop practical strategies for classroom management in diverse linguistic settings.

For Students

Students are encouraged to view their multilingual abilities as resources rather than obstacles in the process of learning English. Actively participating in class discussions, even when uncertain, can help build confidence and fluency. Students should also engage in self-directed learning by practicing English outside of the classroom while using their native languages as support tools to enhance understanding. By doing so, they can strengthen both their English proficiency and their overall multilingual competence.

For Future Researchers

Future studies could include multiple teachers and schools to provide a broader understanding of how multilingualism affects English instruction across contexts. Quantitative or mixed-methods research could also be conducted to measure the impact of specific strategies, such as translanguaging or English clubs, on students' language proficiency and motivation. Comparative studies between urban and rural schools could shed light on how geographical and cultural differences shape multilingual teaching practices.