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## Multilingual Classrooms of Higher Education: The Present Scenario of Teaching English in Manipur

Dr. Irom Gambhir Singh\*

The present article aims to discuss some of the major challenges emerged recently in the multilingual classes of higher education in Manipur, India. For this, I sampled 20 teachers from four Institutes of Imphal Valley in Manipur. Similarly, 30 students were selected from those colleges. A set of separate questionnaires was distributed for both teachers and students and at the same time the classes of the teachers were observed. I concluded focus group discussions to elicit the real information from the informants. Major findings show that in the classes of higher education, neither the teachers nor the students are satisfied with the use of medium of instruction. There are communication problems, content delivery problems, comprehension related problems because of language gaps. Finally, in this article, some suggestions are made to make English language teaching in the multilingual settings more effective.

**Key words :** Multilingual classroom, multiculturalism, medium of instruction, multilingual education.

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younger daughter who lives in London, mailed to me recently as her miscellaneous musings in retrospection about her dad:

*Tear of death may be true, but death itself had never been true in one's personal experience'... 'When my father used to give such statements during his lectures, they were just words to me, words full of meaning but so far-fetched! Because, till I witnessed the fear of death in his eyes, I couldn't believe how true those words were. In the evening of his life, he developed some kind of multiple disorder-syndrome due to imbalances in his body and mind. In his death bed, he used to guide me writing my doctoral thesis on Robert Frost which I could complete months after his passage to eternity. He died in agony and pain. His terminal illness demanded much of my time to nurse him'...*

*'The unique relationship I maintained with him made me feel the intensity of an irreparable loss that cannot be replaced or compensated. His loss, even ten years after his demise, keeps on lingering in my mind with an unanswered question: Who do I miss 'my father' or my Guru?' To me, he was both, my father and guru too, simultaneously and ceaselessly. Everyone who a reason to meet him is his or her life felt that he was a great teacher and great human being at the same time. I feel I am the luckiest person among them because I had the privilege of nurturing him during his illness, loving him minute but minute and second by second in the course of writing my thesis. He was closest to my heart for the knowledge, the wisdom, and the love with which he impacted my life as he did with many more, his children, students and friends'. 'To become like him is a wish and prayer that implies a long journey, 'with miles to go before I sleep', to restate a phrase of Robert Frost, and to achieve what Dr Murthy did in his life-time'.*

#### Acknowledgement

My interactions with Dr A.S.Dasan, Professor of English, University of Mysore, have helped me understand and appreciate why students committed to learning remember and cherish the everlasting impact and significance of a great teacher. I am grateful to him for inspiring me to shape this write up with a sense of personal emotiveness.

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4378/4B, 105, JMD House, Murari Lal Street  
Ansari Road, Daryaganj, New Delhi-110002  
Ph. : 011-23263018, 23277156 Fax : 011-23262856  
E-mail : [adhyayanpublishers@yahoo.com](mailto:adhyayanpublishers@yahoo.com)  
Website : [www.adhyayanpublishers.com](http://www.adhyayanpublishers.com)

ISBN 978-81-8435-392-1



9788184353921

₹ 950