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Reviewing English teacher education and challenging context in India: A multilingual turn in Continuous Professional Development activities

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CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

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linkedin.com/in/peter-aloka-02a94a29

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Reviewing English teacher education and challenging context in India: A multilingual turn in Continuous Professional Development activities

Lina Mukhopadhyay
The English and Foreign Languages University
Email: linamukhopadhyay@efluniversity.ac.in
https://orcid.org/0000-0001-9448-4920

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Abstract

Teacher education for language teaching is based on the premise that teachers can deliver quality education when they are supported with adequate training about updated pedagogies in addressing learner needs and making classrooms socially just and inclusive. In the contemporary world, multilingual education has gained momentum on account of the majority of learners and teachers being multilingual. Based on their diverse pedagogical needs, teachers need to be supported through in-service continuous professional development (CPD) activities with a multilingual turn. This paper critically reviews the state of affairs in Indian language teacher education to make teachers ready for delivering English education in multilingually diverse classrooms. It presents a pertinent discussion on the lack of multilingual CPD activities in Indian language education and teacher training policy. To address this gap, the present paper adopts a narrative overview approach to report two examples from short-term research projects in India that provide evidence of the benefits of adopting a multilingual turn in CPD of in-service Indian teachers. Thereafter, drawing from the positive experiences of the teachers in these projects, it operationalises the multilingual pedagogical needs of Indian teachers which are equally applicable to other multilingual teacher education contexts, globally. It classifies different types of translanguaging which can be practiced in the classroom and presents classroom strategies to be included during multilingual CPD training. It is hoped that such multilingual CPD activities would help teachers cope with the contextual challenges of dealing with linguistically diverse classrooms. It would also help them systematically scaffold instruction to cater to the cognitive and affective needs of their multilingual learners and deliver education in a socially just manner.

Keywords: Language of instruction; literacy skills; multilingual turn in CPD; teacher training in ML practices; translanguaging pedagogy.

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

Introduction

The primary stakeholders of education are learners. Catering to their needs paves the way for sustainable education. Sadly, most young multilingual learners globally are challenged by the condition that they are expected to develop knowledge and show competence in a language that is not one of their home language(s). In fact, the UNESCO Global Education Monitoring (GEM) Report (2016) makes a very powerful case of the large cohort of children from low socio-economic status (SES) families globally, who learn under such compelling conditions. It argues that the imposed language of instruction, used in a monolingual manner, negatively impacts multilingual children's intellectual development, because they do not receive instruction in their home language(s). Researchers like Phillipson (2009) and Skutnabb-Kangas (2009) have also voiced concerns against the monolingual use of English (or any other dominant language) as the language of instruction, because it amounts to disregarding multilingual learners' home language resources, their multi-cultural identities and in more extreme cases, ridiculing such usage, thereby violating the learners' basic linguistic human rights and denying them social justice. Alongside this, to cater to learners' multilingual needs, teachers need to be supported through continuous professional development (CPD) activities "to mitigate the crisis of mismatch between the language of instruction and marginalised learners' home languages" (UNESCO GEM, 2014: pp. 186-187). Such a move would help teachers deliver quality education and make space for the inclusion of diverse linguistic needs of their learners.

India is an interesting case in point in this regard because of its colonial past and complexities arising due to a host of socio-political and economic factors impinging on the country's democratic model of governance. In India, researchers and teacher educators in the pre- and post-independence era have studied what constitutes challenging contexts in schools, and primary education quite intently (Amritavalli, 2007, 2013; Dixit, 2023; Maley, 2001; West, 1960). These researchers have identified a range of factors contributing to multilingual children's difficulties in and outside of class. A combination of factors have been identified, such as low SES, poor levels of nutrition, mismatch between home language(s) and language of instruction, and lack of support for literacy practices at home. A recent four-year project spanning three different sites across North, East, and South India has provided compelling evidence that in the absence of language of instruction to home language(s) overlap, learner's

intellectual and academic development are negatively impacted (Tsimpli et al., 2020). Hence, there is a dire need for Indian teachers (and other teachers in comparable contexts) to recognise the multilingual and multicultural resources children bring to class and utilise them to help build links between stronger and the newly emerging language, and duly value their contributions (Cummins, 2021; Lightfoot, Mathew et al., 2022). Therefore, the central aim of this paper is to review the language teacher education in India and propose the benefits of training teachers in multilingual strategies so that they can utilise learner resources and value their contributions.

The paper is organised in the following order: The context of teacher education for pre- and in-service Indian teachers who teach English as a subject or use it as the language of instruction, is presented. Thereafter, a historico-critical review of what constitutes challenging contexts to acquire English, a language of global equity and social power, is given. In the following section, based on a narrative overview approach evidence is provided of good practices in teacher training programmes conducted through short-term research projects in two states in India—Orissa and Telangana. The evidence is provided to demonstrate the pivotal role of teachers to harness learner resources in multilingual and multicultural classrooms. In the last part of the paper, conclusions are drawn regarding good practices and strategies that can be included in multilingual education (MLE) for pre-service teacher training and to build on multilingual and translanguaging pedagogy-based CPD activities that in-service teachers can be supported with and in-keeping with the recommendations of the UNESCO GEM reports of 2014 and 2016.

English teacher education in India

History of National Council for Teacher Education of India

In India the National Council of Teacher Education (NCTE), a statutory government body was founded in 1993 by an act of Parliament (Act No. 73 of 1993). It has four regional committees to take care of the four zones as north, south, east, and west of India. It was created with the mandate of "planned and coordinated development of teachers across the country" and "maintain standards of teacher education" (National Council of Teacher Education [NCTE], n.d.(b)). It was further amended through 2014 regulations. The body has been responsible for educating pre-service teachers and training those in service. NCTE has worked towards establishing quality standards in primary and secondary education, and the all-round development of teachers.

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

The National Curriculum Framework for Teacher Education was designed by the council in 2009 to bridge pre- and in-service teacher education and forge links between higher and primary education. In 2021, a draft of National Professional Standards for Teachers (NPST) (National Council for Teacher Education, 2021) was brought out by the council in keeping with the guidelines of the recent Indian National Education Policy (NEP) (Ministry of Human Resources Development, 2020). This document emphasises on the need to develop 'teacher agency'. It introduces "self-assessment rubrics" called Teacher Self-Assessment Rubrics (National Council of Education and Research Training [NCERT], 2019, pp. 28-29) that teachers can apply to assess their current knowledge and skills and make plans to achieve further. Each teacher can go through four developmental stages: *beginner, proficient*, *expert,* and *lead* teachers. In the NPST standards, CPD of teachers is construed as "the fourth strand of teaching skills", which can be descriptively estimated by teachers and institutions (National Council for Teacher Education, 2021:pp. 41-42). This is in line with "the four pillars of support" that teachers can be provided with according to the UNESCO GEM 2014 report (p. 187).

Pre-service teacher training

NCTE of India has had fifteen recognised graduate and postgraduate programmes since 2014. Of these, the most popular ones are Diploma in Early Childhood Education, Bachelors Education, and Masters Education and in several combinations of integrated programmes of these three diplomas, along with the modality of regular, open, and distance programmes. These programmes include 'Pedagogy of English' through which they acquaint prospective teachers with methods of teaching English in general and teaching skills such as listening and reading. However, a thrust on MLE for Indian classrooms, and training for using multilingual pedagogies are not dealt in a nuanced manner in these pre-service teacher-training programmes.

In-service teacher training

While the pre-service teacher education programmes are well-established in their scope and objectives as laid out by NCTE, the professional journey of growth of the vast number of Indian teachers must be considered during service to assess the quality of education they deliver. The recent policy documents like NEP 2020 and NPST 2021 do address the need to support teachers' developmental journey; but, the implementations for CPD are rather top-down. Thus, what is recognised as in-service

CPD activities are faculty development programmes, conferences, and webinars conducted by NCTE. For instance, NCTE's (n.d.[a]) latest annual report of 2021-2022 documents that the NPST run webinars based on only the administrative details of the number of such events and participating organisations. There is no report to study the impact of implementation or actual use of the NPST framework by teachers. Thus, implementation and validation of knowledge generated through systemic CPD activities in India are lacking and not documented in a widespread manner. Scare documentation that is available is mostly done by expert teacher-researchers from higher education.

Only a few of well-documented CPD activities are found in English language teacher education and reported by expert teacher researchers (Bolitho & Padwad, 2015; Dhanavel, 2022; Kaushik & Khanna, 2024; Mukhopadhyay, 2023). Since the interest of the current paper is in understanding the challenges of professional development that language teachers (more specifically English teachers) face, the challenges posed by English language education in India must be scrutinised.

Challenging context of English learning in multilingual India

History of the construct of challenging context

An understanding of what constitutes difficult learning circumstances has made researchers deliberate on factors that give rise to difficulties (also referred to as deprivations/ challenges). The construct of 'difficult circumstances' which is also referred to as 'challenging contexts' (and will be used in this paper) has undergone a series of refinements in India (and globally) where the prevalence of such contexts is very common (Anderson et al., 2021).

In the colonial times, Michael West documented his work of fourty years in India, which was published in the form of a book titled 'Teaching English in difficult circumstances' in 1960. This was a first attempt at conceptualising the construct of challenging or difficult circumstances or "unfavorable (sic) circumstances" (p. 1) in India. It was conceptualised as low reading ability of Indian children, poor teacher proficiency in English coupled with large and crowded classes, and unfavourable weather conditions that made classroom teaching inconvenient. Subsequently, Maley (2001) conceptualised 'difficult circumstances' based on the author's teaching experiences in the Global South as a combination of large classes, poor teaching

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

resources, and challenging weather conditions. More recently, Anderson et al. (2022) added another factor contributing to the challenges in English education as lack of pre- and in-service teacher training to support teachers in their varied and multilingual contexts of teaching.

Apart from these sources of conceptualising 'difficult' or 'challenging', there have been individual expert researcher formulation of challenging context as being related to the low socio-economic status (SES) of learners. Low SES background learners do not get access to quality English education (Kalyanpur et al., 2022). However, if their autonomy is utilised in class, it improves their learning outcomes in reading (Amritavalli, 2007). The SES factor is found to be further intertwined with learners' social class, caste, religion, and gender of the Indian learners in their inaccessibility to quality English education (Borooah & Sabarwal, 2021). Dixit (2023) has considered the complex psychological reaction that teachers have when they must deal with English education, a language they do not find easy to communicate in but are expected to teach in a monolingual manner. This, Dixit (2023) states is a top-down administrative goal. He opines that teacher beliefs regarding English language teaching pose a significant challenge in the classroom rather than the actual lack of pedagogical resources. In more recent studies, as reported in Mukhopadhyay and Tsimpli (2024), challenges in the English-Medium Instruction (EMI) context centre around poor reading comprehension skills negatively impacting language and content learning outcomes in primary grade children. However, the reading outcomes can be improved if teachers use translanguaging and multilingual practices during instruction (Mukhopadhyay et al., 2023).

Addressing challenges of English education: India-based teacher initiatives

Ways to address the challenges of English language education is first by recognising the power of the language in India owing to its colonial past (like in many other South Asian and African countries) and critique the hegemony of English, as it goes against the norms of linguistic human rights and social justice (Mohanty & Skutnabb Kangas, 2022; Padwad 2023). Voicing for accessibility of good quality English education across different SES backgrounds of learners is a way to provide social justice which can be affected through education. Equitability in accessing English and knowledge through it can materialise if avenues are created for introducing quality English education. This must be provided early across SES groups and the policymakers must be informed through documentation of groups that remain marginalised in accessing English

education, given its global status in providing jobs and economic success in life (Borooah & Sabharwal, 2021).

The second step is to take initiatives to critique and break away from such monolingual norms by decentring English language education and build teacher agency by forming teacher groups where they can think, and act locally to meet their learner needs (Banegas et al., 2022). A recent example of practical application of building teacher agency and providing localised solutions is the initiative of All India Network of English Teachers (AINET). Here teachers have participated in cycles of research inquiry to take responsibility of their learning by engaging in practices to address their local needs (Banegas et al., 2022; Padwad, 2018). This initiative was one among many taken up by teachers in other global contexts, thereby establishing ways to decentralise teaching of English in countries where it is not the first language of either the teachers or their learners. Taking the initiative forward, Padwad and Smith (2023) have reported the work of teacher associations in South Asia, like AINET in India and Nepal, amongst others, to build "insider expertise" and conduct exploratory research "to understand the benefits of being engaged with local issues and finding solutions" (pp. 14-15).

To complement reports of expert researchers, there are a few first-hand reflections shared by Indian teachers to demonstrate how they cope with challenging circumstances in India. One such compelling account is provided by eight teachers from West, East, and South India who see mixed-ability learner groups from underprivileged backgrounds to be a challenging factor in their context (Gode et al., 2021). This report is also another initiative of AINET to showcase successful attempts of teachers to cope with challenges locally. Padwad and Smith (2023) have reported another set of individual reflections from Indian teacher researchers who have engaged in becoming social media managers to understand the benefits of using technology to widen their networks and create teacher communities in a purposeful manner. Social media platforms, such as Facebook, Twitter, YouTube, Instagram, and Whatsapp were used to conduct CPD activities with participant teachers becoming more trained as media coordinators and learning to conduct such events ethically and systematically.

A third direction of countering the hegemony of English has been to initiate expert researchers into classroom inquiries, and present solutions for Indian classrooms. These initiatives have been in multiple directions as (i) to address challenges in a local way such as build learner autonomy by getting them to bring self-selected texts to develop

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reading comprehension skills (Amritavalli, 2007); (ii) to demonstrate the benefits of developing teacher agency in class to take decisions to address learning challenges (Padwad, 2018), (ii) document teacher practices through in-depth and systematic researcher reports based on classroom transactions (Anderson, 2022); and (iv) report the 'uptake' from teacher training programmes to use multilingual reading strategies in class to keep learners engaged and motivated (Mukhopadhyay et al., 2023, 2025; Mukhopadhyay & Tsimpli, 2024).

Another important strand of teacher classroom research as a local example of breaking away from the hegemony of English-only mode of instruction in class has been to present voices that in the Indian multilingual context code-switching and mixing, are common not only in social contexts, but also in a classroom context (Amritavalli, 2013; Anderson & Lightfoot, 2021; Lightfoot, Balasubramanian et al., 2022). Another example by Coleman (2017) presents teacher-researchers' critique of monolingual ways of English education that creates a gap in multilingual learners' knowledge development. Coleman reports about Indian teacher researchers experimenting with multilingual modes of knowledge transaction. So, in a multilingual country like India, social justice for education can be provided when multilingual ways of classroom communication are recognised, appreciated, and valued (Mohanty, 2012). The demands of social equity and justice through English education presented from marginalised groups needs recognition as being tied to issues of their "social and personal emancipation and dignity of living", which encompasses much more than only "the logic of prosperity, and success through EMI" (Padwad, 2023, p. 125).

The multilingual turn in English language education

Addressing the growing demands on teachers to utilise multilingual resources in class, one needs to take cognizance of the process of learning multiple languages (English being one of them) in the educational context of a society like India that is historically and pervasively multilingual. Second language learning and acquisition cannot be equated with the ease of learning one's mother tongue/ home language because of the differences in quality, and quantity of exposure, context of learning (naturalistic vs. classroom), the impact of cross-linguistic and cognitive influences on learning a second (or an additional language) from previously known languages (Singleton & Leśniewska, 2021), and individual variations in communicative abilities (Lightbown & Spada, 2020). Moreover, the construct of second language learning has also faced serious criticism in the light of the fact that it has monolingual assumptions

of achieving mastery like native speakers of the target language (here English) (May, 2013; Ortega, 2013). In a similar vein, comparisons of multilingual speakers of English have met with severe criticisms because of equating multilinguals as additions of monolingual capabilities (Garcia, 2009). Therefore, it is important to recognise and accept the multilingual turn in second language learning, and the role of teachers in providing sustainable education to the vast numbers of multilingual learners. One way of preparing English teachers towards providing such a model of education is to train them to use multilingual and translanguaging pedagogy so that learners' multilingual repertoire can be fruitfully employed to help them use what they know to develop comprehension in the lesser developed language (Mukhopadhyay et al., 2023, 2025).

Multilingual professional development needs in Indian Teacher Education

To comprehend the role of language teachers, more specifically English teachers, in language education, it is imperative that the context in which teachers are expected to perform and prepare learners with future higher prospects, is taken into consideration. In recent times, to cater to parental aspirations and global needs for access to higher education and jobs, government-run schools in many states in India, have introduced English as the language of instruction from primary grades. However, the argument of 'early exposure' has been at the cost of 'quality of exposure' in the target language (here English) (Rao, 2016). This is because for most Indian learners, the language of instruction (English) neither overlaps with their home language(s) nor is it used in the wider speech community of the learners who come from low SES families. Thus, English education which is supposed to provide equity and equality in education, ends up creating a disadvantage for those it is meant to be beneficial, and empowering. In fact, access to quality English education has been found to create a sharp divide among Indian learners due to varying levels of incomprehensibility in the language of instruction (as English) (Borooah & Shabbarwal, 2021). Numerous children have ended up developing poor literacy and oral skills in the language, while their home languages have remained largely underused in schools. This has also resulted in early dropouts.

In keeping with the needs of multilingual learners, it would be logical to consider multilingual training needs of pre- and in-service Indian teachers to (i) train them to employ the home languages of learners in a systematic and purposeful manner; (ii) increase their metalinguistic awareness to make cross-linguistic connections between the languages to enhance vocabulary, and reading comprehension skills; and

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

(iii) encourage translanguaging in classroom communication in a graded manner to enhance proficiency in the target language, and make the learners feel valued for their contributions through code-switching, and gradual attempts to use the target language communicatively. Before looking at how to design such a multilingual training module, a few examples of the impact of short-term multilingual training conducted by expert researchers on Indian teachers to get evidence for the validity and usefulness of this pedagogical method, will be looked at.

Institutional barriers to teachers' professional development are often compensated by individual endeavours to engage with challenges in the instructional contexts and seek evidence from classroom-based enquiries. For instance, Dhanavel (2022) has recently documented success stories of individual CPD endeavours of experienced Indian language teachers. The directions of CPD has been from gaining awareness about hegemonic culture of CPD to teacher motivation, reflection about training programmes, perceptions about such programmes, self-assessment of performance in class, teacher cognition about decision making, and the use of technology.

However, in all the above examples, there is no mention of teacher development in knowing about and practicing multilingual (ML) pedagogy in a systematic manner. There are various examples of Indian teachers employing home languages to teach English and expressing their opinion about such uses (Erling et al. 2017; Meganathan, 2015) or consciously alternating between languages as instances of translanguaging (Anderson & Lightfoot, 2021; Lightfoot, Balasubramanian et al., 2022), and reflecting upon them (Anderson, 2021, 2022; Lightfoot et al., 2022). However, the initiative to engage in CPD activities on multilingual pedagogy is largely missing. It is also under researched in India. Hence, the need to gain awareness and look for ways to integrate this aspect in teacher training is an important goal of this paper and a novel area of research.

Method of analysis

To demonstrate the usefulness of training teachers in multilingual pedagogy, a qualitative analysis approach has been adopted in this paper. The specific approach adapted for the selection and discussion of the Indian in-service teacher projects is a narrative overview approach (Green et al., 2006), which comprises of a critical synthesis of previously published research.

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Based on this approach, an analysis of two examples of specially designed MLE-based teacher training programmes undertaken by researcher teams in Orissa and Telengana in the recent times, is presented. The analysis underscores the impact of multilingual teacher training programme on Indian teachers.

Both the examples presented in the current paper are examples of interface of institutional to individual specialised multilingual CPD activities and show the results on improved teacher practices and positive learning outcomes. However, a point to be noted is that the size of the teacher groups who have benefitted from such specialised CPD is rather small when the Indian education context is considered.

Findings from short-term MLE teacher training programmes in India

MLE teacher training programme in Orissa

The first example of MLE-based CPD is from a series of teacher training programmes conducted as a unique kind of CPD for in-service teachers in rural sectors in Orissa, a state in Eastern India. This has been reported in the project by Panda and Mohanty (2009 and 2014) and later by Mohanty (2023). They further report that in Orissa, to address the needs of many marginalised learners owing to their tribal status, they launched a series of MLE programmes in 2007. In these programmes, avenues were created to use 21 tribal languages, which are home languages of the children, along with the state language Odiya (a modern Indian language) and English for primary education. A particular programme called MLE Plus deserves special mention. MLE Plus used Kui and Saora, two tribal languages, in eight government run schools. The programme adopted "a cultural-psychological approach" by introducing 'reading-together' activities where teachers and learners could employ their multilingual repertoire to develop comprehension skills (Panda & Mohanty, 2014, pp. 118-120). According to Panda and Mohanty (2014), the success of the programme and the teacher training during this period was due to developing a sustainable model of "culture-community-classroom interface" (p. 120).

Furthering the cause of language of instruction being "aligned" to learners' home language(s), Mohanty (2012), reports that the impact of the model of mother-tongue-based MLE (MT-MLE) was such that "it was incorporated in the state language policy by 2014" (pp. 567-572). The recommendations were to support late exit from the MT-

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

MLE model, and the use of children's tribal language in class supported by teachers who are proficient in children's home languages. Furthermore, pre-service and in-service teachers would be provided with "composite training on language pedagogy for MLE classrooms" to support the development of proficiency in the tribal languages (Mohanty, 2012, p. 572). Teachers would be incentivised based on their improved practices. As a result of the success of MLE training and classroom practices, the model has been adopted in "21 tribal languages and teacher training modules" to cater to the needs of most children from low SES tribal families (Mohanty, 2012, p. 572).

The researchers have attributed the success of these programmes as "partial" because they are still very local and not spread out in large areas of the state. Nevertheless, they explain that the success has been a result of using home languages (e.g., the tribal languages) of the marginalised learners to teach the mainstream state language, Odiya, and English. It is also related to the integration of cultural identity of children in class to give them confidence, and motivation to improve their performance. They also raise an important point about moving from an early-exit to a late-exit of MLE model to make education more sustainable and fulfil the linguistic human rights of every child.

Translanguaging and multilingual teacher training programme in Telangana

The second example of MLE-based CPD is from a short-term six months teacher training project led by the University of Cambridge in collaboration with the EFL University in 2019 (Lightfoot, Mathew et al., 2022; Mukhopadhyay, 2020) and another longer duration teacher training project from 2022 till 2023, Hyderabad (Mukhopadhyay et al., 2023; Mukhopadhyay et al. 2025). Both were located in Telangana, a state in the Southern part of India.

The first training programme was conducted on twenty-two teachers to raise their awareness of the translanguaging, and multilingual strategies that they could use in English, and content classes to develop proficiency in the language of instruction (English), and comprehension across subjects. The teacher participants who gained training in such strategies were observed for a three-month period with collaborative support from research assistants. Teacher reflections post lessons were also collected. The training was found to be locally aligned to the needs of the teachers to provide them with a multilingual CPD experience that was at an interface of collective training and individual efforts at using the multilingual repertoire of the learners

using Telugu, Hindi, and English (Mukhopadhyay, 2020). The teachers reported that they transitioned away from mere translations of lexical phrases to systematically plan how to employ the home languages to teach comprehension in English (Lightfoot, Mathew et al., 2022). Along with their conscious efforts to plan for multilingual inputs in class, they also voiced that building trust and engagement of learners is not easy and would need sustained efforts from teachers.

The second teacher-training programme was a refinement on the previous training design by making it more aligned to the use of translanguaging pedagogy to teach reading and vocabulary in a contextualised manner using the school English and environmental science textbook units from Grade 5. The training objective was to offer a teacher-learner intervention on reading development, and vocabulary enhancement of primary grade learners that lasted for nine months. It underscored the need to gain awareness about the benefits of using multilingual repertoire, practicing multilingual strategies, specifically translanguaging pedagogy, and systematically develop reading comprehension, and vocabulary skills.

The longer duration teacher training multilingual programme was closely aligned to the recent Indian NEP (Ministry of Human Resources Development, 2020) that "recognising multilingualism and learners' linguistic needs constitute an important principle of education" (p. 4). NEP further proposes that teachers can give bilingual support by "using bilingual books" (p. 80) and learners should get multilingual support till grade eight and as required beyond that period. Ten government-run low-cost primary schools were selected for the training programme. Ten teachers from those schools received the training. The training programme sought to enhance teaching methods to build strong reading comprehension skills in multilingual children who came with limited home-literacy support.

The programme trained the teachers in the structured use of home languages to build cross-linguistic vocabulary links and develop contextual vocabulary knowledge and reading comprehension in English, mediated by learners' home languages such as Telugu, Hindi, Dakkhini, and other languages of children who came from families of migrant speakers. The teachers were specifically trained to create multilingual vocabulary banks (refer to Appendix 1) and encourage verbal reasoning and critical thinking through guided translanguaging discussions in peer groups.

The training was divided into two parts—in the first part, the teachers participated in two workshops where they were made aware of the translanguaging pedagogy and

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

its differences from the translation strategy that only considers content explanation in class. They were also given hands-on experience on multilingual strategies to: (a) develop cross-linguistic links of vocabulary items according to their parts of speech and frequency of use (according to British National Corpus [BNC]); (b) develop lesson plans incorporating translanguaging methods to teach reading; (c) design vocabulary and pre-, while-, and post-reading tasks to scaffold comprehension skills, and use of vocabulary in context skills.

In the second part of the training module, the teachers were observed in class to understand their uptake from the workshops. Alongside this, they were also assisted in making lesson plans and creating multilingual vocabulary banks along with the trainers. The teachers were expected to use both lesson plans and multilingual vocabulary banks as pedagogic translanguaging inputs in class. Added to these, they were expected to handle the following: (i) classroom communication with the learners helping them use home languages to express comprehension of texts in English; and (ii) brainstorm ideas to help learners participate in speaking and writing tasks in which they could use English in combination with their home language(s). Such attempts would show evidence of developing learners' linguistic multi-competence. Based on their classroom practices and communication, the teachers were found to show evidence of the following as uptake from the ML training and collaborative sessions on developing translanguaging lesson plans:

- vocabulary enhancement translanguaging strategies used: developing a multilingual vocabulary bank to gloss the difficult words and phrases across three languages and helping learners contribute to the bank; help learners use their home languages to express meaning and relation of words cross-linguistically; and use learners home languages to extend meaning of words to create semantic networks, synonyms, antonyms, phrasal verbs, and fixed expressions (refer to Appendix 1).
- reading comprehension translanguaging steps used: use questions in home languages, and English while reading to scaffold comprehension; list key points, and bilingual summaries to consolidate comprehension; and use clarification questions to check concept formation using learners home languages (refer to Appendix 2 and 3); and
- challenges faced: designing translanguaging lesson plans with vocabulary and reading tasks aligned to the units of the textbook was not easy; the teachers

require continued support regarding this; using translanguaging activities in a collaborative manner engaging the learners working in peer groups was also difficult for the teachers.

For more details about the opportunities and challenges the teachers faced on implementing the translanguaging pedagogy in reading classes refer to Mukhopadhyay et al. (2023 and 2025).

To conclude, the analysis shows that there was evidence from grass-roots level on the positive impact of preparing teachers to deal with heterogeneous multilingual classrooms in India. Based on these two examples of the significance of using multilingual resources and translanguaging pedagogy in English classrooms in India (Lightfoot, Mathew et al., 2022; Mohanty, 2012; Mukhopadhyay, 2020; Mukhopadhyay et al., 2023, 2025; Panda and Mohanty, 2009, 2014), a plan for the multilingual turn in teacher training and CPD activities that would hold good for not only India, but also comparable multilingual contexts of language teaching, and teacher research, will be presented in the section that follows.

Implications of MLE based Indian teacher training programmes

In-service English teachers in India have the provision of engaging in systemic CPD activities planned by their institutions locally or the government bodies such as National Council for Teacher Education and National Council of Education and Research Training at the centre and their counterparts as State Council of Education and Research Training (SCERT) and Regional Institute of English (RIE) in different states of India. A few of the teachers as researchers have been found to engage in individual CPD activities by creating avenues from their instructional contexts. They have been found to engage in various strands of CPDs such as the selection of appropriate tools for self-reflection, and documentation of the impact of CPD activities, deep engagement with pedagogical practices and learner trends, sharing knowledge with peers about the impact of CPD activities and use of technology to document change (for a full review refer to Mukhopadhyay, 2023). The success of such individual instances of CPD activities is based on good examples of intrinsic motivation of teacher researchers. Their CPD practices and impact of reflections are trends that can be picked up also at the institution levels to garner more interest and gain awareness of the need to engage in CPD activities. However, the need for building institutional level CPD activities that are based on robust research findings remains an

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

underdeveloped field in India. Added to this, the need to develop and practice CPD activities that are specially designed to suit the needs of multilingual teachers and MLE instructional contexts is equally underdeveloped. Thus, the remainder of the current paper addresses this gap.

CPD for English teachers: A multilingual turn

Drawing on the positive impact of training teachers on multilingual pedagogies in the two short-term projects presented above, a host of strategies that can be used for both in-service and pre-service language teacher training programmes and CPDs will now be elaborated on. These can serve multiple purposes, such as (i) upgrade teachers' metalinguistic (and cross-linguistic) awareness to use multiple language resources in combination with the language of instruction (English), and (ii) raise their socio-effective consciousness of the emotional and social reasons for providing all children with a safe and stimulating context of growth, and sustainable education. Along with the strategies, teachers' background knowledge regarding their multilingual pedagogy needs and classification of translanguaging since its initial formulation in the early 1990s are discussed below.

Defining multilingual pedagogy needs

To cater to the needs of multilingual learners in the instructional context, teachers must be able to employ learners' home languages in class in a systematic and planned manner. This would require teachers to be trained in aspects of languages that can be drawn together to provide multilingual inputs by creating positive contacts between languages (Cenoz & Gorter, 2022; Cummins, 2021). They would also need to have background knowledge about how to draw from common aspects of languages (e.g., parts of speech of words when they are used in discourse: paint as a noun vs. paint as a verb → denominals in English). Therefore, it is crucial to operationalise a working definition of multilingual pedagogy needs of teachers. The following three features of teacher knowledge can be used to operationalise their multilingual pedagogy needs:

1. **Teacher cross-linguistic proficiency and metalinguistic awareness**

Working in multilingual instructional contexts would require teachers to have cross-linguistic proficiency across the languages they can use to support the language of instruction which is often societally perceived as the most important or powerful language (like English). Language proficiency levels of individuals across languages

might vary. However, to be able to use languages for classroom communication in a sustained manner would require a B1 level proficiency of Common European Framework of Reference for Languages standard (Council of Europe, 2001 and 2020). Added to this, teachers would also need to use metalinguistic awareness to draw comparisons between languages that could be cognate or non-cognate. The comparisons could be attempted at lexical (e.g., converting nouns to verbs: a book –> to book a ticket; In Hindi use the same root as a verb and a noun: chalna = to walk), morpho-syntactic (e.g., use lexical morphemes to change part of speech and usage in a sentence: play → playful; rona (=to cry)→ rondu (=adj., one who cries a lot) and discourse (e.g., linear in English vs. cyclical in Indian languages) levels.

2. Teacher pedagogical knowledge about bi/multilingual behaviour and MLE

Two aspects of unique bi/multilingual behaviour are translation and code-switching that speakers can utilise based on their shared languages while communicating with one other (for a review refer to Treffers-Daller, 2018). While translation is typically common in the written modality, code-switching is more frequent in the oral modality. As a third variant, in classes that have multilingual teachers and learners, who have shared languages that need not be the dominant language of instruction, fluid use of languages can take place. This is construed as 'translanguaging' as somewhat distinct from translation that focuses only on meaning explanation. Translanguaging goes beyond the scope of translation and helps in using multilingual repertoire for classroom communication (Garcia, 2009; Mukhopadhyay et al., 2023). While much of this behaviour can be spontaneous, as has been found in classes in India (Lightfoot, Mathew et al., 2022), this can also be planned and used consciously by teachers and learners in class (Cenoz & Gorter, 2022). The goal of translanguaging would be to raise language-learning outcomes across languages and aim for multi-competence. All these multilingual behavioural aspects are not completely exclusive from each other; they overlap and yet have their distinctive features that teachers must be aware of. For instance, there are overlaps between code-switching and translanguaging communication as Treffers-Daller (2024) explains. It is common for teachers to be working in contexts where languages are taught separately within a predominant MLE model (but a monoglossic one). In contrast, when teachers function in multilingual societies like that of India, they can use languages in a more fluid manner (Mohanty, 2018). Teachers can alternate between linguistic resources for a variety of pedagogical

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

purposes and with the goal of improving language proficiency of the target language as well as other used languages (Mukhopadhyay et al., 2023).

3. Teacher awareness on Cognitive Academic Language Proficiency transfer and hierarchy of languages

There has been a long-standing debate on the distinction of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) on issues such as the following: Does the latter relate to a different and higher variety of a language? Does it socially advantage only a select few learners who have access to this variety of language? While the original constructs of Cummins (1981) stand the test of time, the author has attempted to clarify and address the conflict by arguing that CALP is an academic variety of language that children primarily learn in a schooled setting. It has distinctive characteristics from the communication skills. However, neither is it a higher variety nor is it totally exclusive from BICS. Furthermore, access to this variety is not exclusive to the educated classes (Cummins, 2021). Cummins (2021) cautions that academic language achievement does not guarantee academic success in general and cognitive functions of academic language such as analysing, hypothesising, and evaluating do not remain confined to school-based print language. These functions can be available for outside classroom activities as well. Thus, teachers need to be sensitised about the BICS/CALP distinction (Cummins, 2021). They need to be trained on the requirement of using CALP-based instruction through translanguaging episodes in literacy and academic development. In doing so, their learners would be frequently challenged to use their cognitive resources, and linguistic repertoire to express critical thinking skills, advanced understanding of content, and application of ideas. Alongside this, in practising translanguaging instruction and/or communication, teachers must be made aware of the hierarchy of languages that they can help to mitigate in the instructional context. The hierarchy to selectively use mainstream languages may create a learning disadvantage for learners from low SES families who may speak different varieties of a dominant language or minority languages (Mohanty, 2012). Hence, teachers should ideally strive for inclusive language practices during translanguaging to promote social equity in the classroom sphere (Sah & Li, 2024).

Evolution of translanguaging pedagogy

An understanding of the evolution of phenomenon of translanguaging becomes necessary. Since its inception in the Welsh-English education system, translanguaging was construed as the use of language repertoires by Williams (1994, 2002) in class. Subsequently, it was interpreted to being a conscious and systematic alternation between input and output languages by Baker (2001). It was argued that such dual-language processing would give rise to deeper language learning. The construct was strongly endorsed by Garcia (2009) and Garcia and Lin (2017) to legitimise learner practices of strategically using several language resources at their disposal in a fluid manner. It was proposed as a tool for academic, and cognitive learning. These author's perception of using translanguaging was to encourage the use languages in a fluid manner and not differentiate between two or more language systems in use. Their attempt was to counter the hegemony of raciolinguistic identities of languages of power (e.g., English as the language of instruction). This was conceptualised as 'unitary' (or strong) form of translanguaging. Researchers who supported unitary translanguaging departed from the original conceptualisation of translanguaging (Garcia & Lin, 2017; Otheguy et al., 2019), which is perceived as a weak form of using two or more languages in alternation (Baker 2001; Cummins, 2017; Williams, 1994). Researchers in support of the weak form also denoted it as cross-linguistic translanguaging where the distinctiveness of language systems was not questioned, but rather learners were encouraged to use their linguistic resources systematically to learn the developing language(s) (Cummins, 2021; Lyster, 2019). In this framework, the development of academic language skills of each language separately was taken into consideration as well as their social needs to use multiple languages for communication (Jaspers, 2018). More recent formulations of translanguaging have continued to emerge from good practices of teachers in that language resources are utilised to scaffold learning in a heteroglossic manner. In that sense, in language education, both unitary and cross-linguistic frameworks of translanguaging can be used in class. They would both be based on the notion of dynamic bi/multilingualism as well as maintaining productive contact between languages for transfer to happen (Cummins, 2021). Through both pathways, the needs of minority learners are prioritised and the monoglossic (or two solitudes notion, as discussed in Cummins, 2008) understanding of MLE is consciously avoided.

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

In more recent formulations of the construct of translanguaging, two significant features have emerged: one is the aspect of planned or pedagogical translanguaging formulated by Cenoz and Gorter (2022) that is closer to its original formulation by Williams (2002). It refers to the systematic and planned alternation of languages between input and output to facilitate learning. As this requires a higher level of cognitive stimulation and, hence demanding, it gives rise to "improved learning outcomes of language, and content learning" (Cenoz & Gorter, 2022:p. 345). The second is the inclusion of a social turn in translanguaging introduced by Sah and Li (2024) to alert that due to linguistic hierarchies between languages in a context, one can easily overuse the mainstream dominant languages giving rise to 'selective translanguaging', thereby perpetrating social injustice (Mohanty, 2018) even while using the model of translanguaging. Hence, one must be critically aware of the power of languages and try to mitigate the same by including learners' home languages that are not dominant and are only used by a lesser number of speakers as an example of 'inclusive translanguaging' (Sah & Li, 2024).

In Figure 1, the various forms of translanguaging and their possible intersections along two continua are represented:

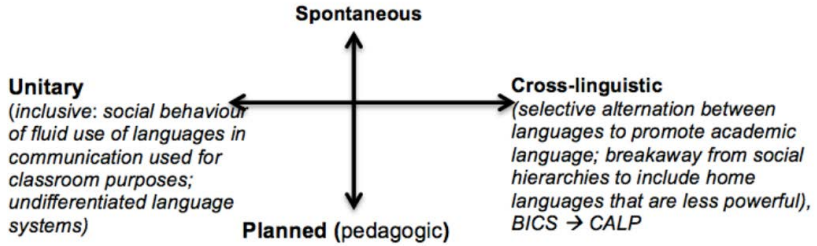

Figure I: Classifying different forms of translanguaging

Source: Adapted from Cummins (2021)

Teachers can use strategies from each of the quadrants based on their background knowledge, training, and skills to use translanguaging. Their choice might be based on their proficiency across the languages to be used, and learners' perceived needs, and ability to use translanguaging to enhance their academic learning goals.

An understanding of what constitutes translanguaging, and the extent to which it is mediated by two factors—one, that it can be regulated as spontaneous to being

planned (or pedagogic) and two, the consciousness to resist against including only the socially dominant language along with English in a translanguaging setup—is a crucial understanding for teachers. Raising teacher awareness and studying their attitudes towards translanguaging, must be included in any CPD for teachers with a multilingual turn.

CPD strategy training for multilingual and translanguaging pedagogy

Practicing translanguaging pedagogy in class would require teachers to consider three aspects of classroom communication: (i) language of instruction; (ii) language of knowledge transaction (like explaining concepts, elaborating details, giving examples and so on); and (iii) language of interaction (discussion with learners, between learners). For each of these, different aspects of translanguaging, as presented in Figure 1, may be employed to scaffold instruction and use learners' home languages for purposes of social equity and equality. Teachers can be trained to use these aspects in alternation in a localised manner to benefit their learners. This would be in keeping with the principles of dynamic bi/multilingualism (Herdina & Jessner, 2002) and to support the development of CALP or academic register (Cummins, 2021) for success.

To offer CPD training to multilingual teachers, the catalytic role of translanguaging pedagogy must be highlighted (Cummins, 2021). Teachers can be made aware of the different directions in which this pedagogy can be used to transform their practices by involving their learners in class in an ethical and socially just manner. There has been classroom-based research to provide evidence that there could be a few possible directions to use translanguaging pedagogy in class in general. They are as follows:

1. to use linguistically appropriate practices like creating language graphs, multilingual big books and newspapers, involving parents and family members to read multilingual texts together from primary grades: positive impact of such practices was found in a study conducted in Canada (Chumak-Horbatsch, 2019);
2. to use language biographies and cross-linguistic comparisons of lexical items from primary grades: significant impact of use of multilingual vocabulary bank on reading comprehension was found in India (Lightfoot, Mathew et al. 2022; Mukhopadhyay et al., 2023);
3. to affirm and mobilise learner multilingual repertoires: evidence for the role of such strategies was found in Italy (Carbonara & Scibetta, 2022) and in India

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

(Amritavalli, 2007; Kalyanpur et. al. 2022); and

4. to leverage the power of teacher agency: the influence of this was found in France (Mary and Young, 2021) and in India (Mukhopadhyay, 2020; Mukhopadhyay et al., 2023).

All these strategies work on the principles of utilising metalinguistic awareness to scaffold learning and acknowledging and using learners' home resources. This promotes a socially just and cognitively effective means to support education needs of a large majority of multilingual learners who do not enjoy home language to language of instruction overlap.

Developing reading comprehension skills through multilingual and translanguaging strategies

While the above examples are translanguaging practices that can be used in the classroom for developing general language proficiency, CPD training in multilingual and translanguaging pedagogy to be fruitful in the reading class must be tailormade to the language proficiency levels, learning needs and contextual challenges of learners. In the Indian context, based on project experiences reported in the second example in the context of Telengana, a state in the South of India, a few strategies are proposed that could be used specifically to scaffold comprehension, the foundation of academic success and transferable from a stronger to a newly emerging language (Cummins, 2017). The strategies can be grouped under the overarching three directions of classroom communication (i-iii) mentioned above. In each of these directions positive results have been reported (Mukhopadhyay et al., 2023). They can, thus, be tailored to scaffold reading comprehension in the early years of schooling of multilingual learners who may not have much home support for literacy development.

The first strategy could be that of developing a multilingual vocabulary bank that is inclusive of words and phrases that the teacher can select as difficult for the learners. The software lexical tutor by Cobb (accessed on 2022) can be used to select words according to the K-level of difficulty based on the BNC. An example of a multilingual vocabulary bank is given in Appendix 1 based on the first part of a text titled 'Karate Kitten' used in a Grade 5 English textbook in Telangana, India. It is a narrative text about a mother who gets a kitten as a pet to overcome loneliness. The kitten has a special quality of practicing karate and can execute karate steps when instructed. This leads to a lot of action at home giving rise to humour and laughter. This bank

can be utilised as an example of linguistically appropriate practice by designing further vocabulary tasks to enhance lexical knowledge of learners. It can also be an example of using learners' multilingual repertoire by asking them to contribute to the bank to work collaboratively with the teacher.

A second strategy to employ learners' multilingual repertoire and scaffold reading would be to design cross-linguistic vocabulary tasks to generate meaning and word relationships (e.g., antonyms, synonyms, phrasal verbs) across two or three languages. An example of such a task concept is presented in Appendix 2. The concept of antonyms is presented in a task-based approach (Robinson & Gilabert, 2020) with incorporation of salient forms in the input and by increasing the complexity of instructions from task 1 to task 4. First, the meaning equivalents of the words are attempted in English and Telugu followed by the antonyms in both languages and finally matching antonyms in English to test meaning retention in the target language. Likewise other word relationships can be attempted such as denominals (drink water to water the plants; keep the change in the pocket to pocket the change), phrasal verbs (e.g., run into, run on, run out), idioms (e.g., to bell the cat), and metaphors (e.g., a furry friend, a finicky feline).

A third strategy to scaffold reading is to build learners' background knowledge or schema, a prerequisite for processing ideas and building links with existing knowledge. Teachers can do this by activating learners' life experiences and background knowledge about concepts, feelings, and attitudes (Anderson, 2021; Mukhopadhyay et al., 2023, 2025). In activating background knowledge, teachers can use translanguaging communication in class to give learners an opportunity to brainstorm, discuss, and share background knowledge related to the theme of a text. An example is provided in Appendix 3 based on the text 'Karate Kitten'. The pre-reading task included in Appendix 3 can be used to familiarise the learners with the theme of the lesson while using their background knowledge. Learners discuss the concept of 'pet/s' 'pet shop', and 'cage' while discussing the questions. This would be an example of promoting cross-linguistic translanguaging as well as attempting to practice fluency in the target language. Practicing this form of communication would be in the framework of dynamic multilingualism. For further unitary and cross-linguistic translanguaging strategies on reading development refer to the translanguaging reading model in Mukhopadhyay et al. (2022) and the uptake of Indian teachers based on training of this model in Mukhopadhyay et al. (2023).

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

A last strategy that teachers can be trained on is the use of multilingual assessment to promote cross-linguistic translanguaging, since language assessments have a monolingual assumption and usually expect responses through one language. An example item is included in Appendix 4. In this example, a propositional inferential question is given that can be answered based on deducing the links between the ideas that there is a hat at the feet of the boy who is blind and needs help. Hence, the boy's expectation is he will get money from others when he keeps the hat near his feet. The input language is English for the question and in Telugu for the options: the language alternation is to facilitate comprehension responses in the learners; the question can be read out for easy access to learners and make the assessment multimodal. English translations are also provided below each option for reference. In case a learner responds using the English options, that would also be a valid possibility. The Telugu options can be read aloud so that lack of literacy skills in Telugu does not impede comprehension and the learner can choose the correct option (C). This multilingual multimodal multiple choice question item is an example of cross-linguistic pedagogical translanguaging in reading assessment by alternating the language of input systematically, yet keeping the two language systems intact. Here comprehension is assessed through the selection of correct option (or in the receptive manner) and not through language production.

Conclusion

The multilingual teacher training pedagogy, as a CPD initiative, proposed in the current study can become a tool for inclusive multilingual education. It can provide social justice, since multilingual resources of learners can be used for literacy development, knowledge transaction, and their multilingual identity formation. Teachers can also form identities that would allow them to easily navigate through the heterogeneity of multilingual classrooms and cater to the diverse needs of their learners. The ideas for MLE CPD included in this study can serve as sustainable practices of professional development and make teachers self-driven to create opportunities of growth either through personal efforts and/or create a network amongst trusted colleagues. Building on teacher self-agency, planning for multilingual CPD activities can be initiated at institutional and state levels as policy requirements to support teacher growth. It could become a mechanism to share good practices, reflect on what works versus what can pose as challenges in such activities. Alongside this, recognising the agency of teachers would make teachers feel appreciated and help them to sustain their professional development activities for longer periods of time in their teaching careers.

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CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

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CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

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CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

Appendix

1. Creation of multilingual vocabulary bank

The following vocabulary bank was created based on a text titled 'Karate kitten' for Grade 5 English textbook used in India (unit 2: 21-38: https://scert.telangana.gov.in/pdf/publication/ebooks2019/5th class english.pdf).

These items were selected based on their difficulty and comparability across three languages: English (language of instruction), Telugu, and Hindi (Indian modern languages and home languages of the children attending this lesson).

English	English meaning	Telugu	Hindi
pet	an animal that is kept in the home as a companion and treated kindly	పెంపుడు జంతువు Pempuḍu jantuvu	पालतू paalatoo
cage	a space surrounded on all sides by bars or wire, in which animals or birds are kept	పంజరం Pañjaraṁ	पिंजरा pinjar
responsible	to have control and authority over something or someone and the duty of taking care of it, him, or her	బాధ్యత Bādhyata	जवाबदार javaabadaar
homemaker	a person who manages a home and often raises children instead of earning money from a job	గృహిణి Gṛhiṇi	गृहनी gruhani
alone	without other people	ఒంటరిగా Oṇṭarigā	अकेला akela
several times	more than two and fewer than many; some	చాల సార్లు Cāla sārlu	कई बार kaee baar
days passed	a period of time that has gone by or when recounting an event that has happened in the past	రోజులు గడిచాయి Rōjulu gaḍicāyi	दिन बीत गए din beet gaye
on my own	unaccompanied by others; alone or unaided	నా స్వంత న Nā svanta na	अपने दम पर apne dam par

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2. Developing cross-linguistic links between vocabulary items: A task-based approach

Task objective: Building cross-linguistic word relations: Antonyms

Step 1 : Teacher writes English words on the board.

English	*Telugu meaning 1*	*Telugu meaning 2*	*Hindi meaning*
small			
near			
buy			
day			

Instruction 1: Read English words on the board. Do you know the Telugu meanings of these words? Discuss with your group and one of you will share the answer with the class. **(5 minutes)**

Step 2: She then writes the Telugu words on the board. If the children do not know, she reads the words for them

English	*Telugu*
small	*చిన్నది Cinnadi*
Near	*సమీపంలో Samīpanlō*
buy	*కొనుగోలు Konugōlu*
day	*రోజు Rōju*

Instruction 2: Do you know the opposite words for the Telugu words written on the board? Discuss in your group and one of you will share the answer. **(5 minutes)**

Instruction 3: Can you tell me an English word for the Telugu opposite in column 3? Discuss in your group. If you don't know, I will tell you. **(5 minutes)**

English	*Telugu*	*Telugu Opposite*
small	*చిన్నది Cinnadi*	
Near	*సమీపంలో Samīpanlō*	
buy	*కొనుగోలు Konugōlu*	
day	*రోజు Rōju*	

(Note: for column three - Telugu Opposites the teacher needs to fill the responses from the children)

English	*Telugu*	*Telugu Opposite*	English word for Telugu opposite
small	*చిన్నది Cinnadi*		big
Near	*సమీపంలో Samīpanlō*		far
buy	*కొనుగోలు Konugōlu*		sell
day	*రోజు Rōju*		night

Instruction 4: Now match the pairs of the opposite words.

a.	small	1	night
b.	Near	2	big
c.	buy	3	far
d.	day	4	sell

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in

3. Building prior knowledge in pre-reading phase: Use of cross-linguistic translanguaging

Greetings: Good morning children! Today we are going to read an interesting story of a mother and son and how they get a special kitten.

Instruction 1: Let us work in pairs. Discuss with your friends and answer the following questions.

Manaṁ jaṇṭagā pani cēddāṁ. Mī snēhituḍitō carciñ ci, ī krindi praśnalaku samādhānamivvaṇḍi.

(A teacher may use these questions as prompt questions for discussion in peer groups.)

1. Have you ever seen a pet shop in your locality? *Miru eppudaina mi inti dhaggara pempudu janthuvulanu amme dhukanam chusara?*
2. What type of pets do we usually see in our homes? Or which animals can we keep as pets? *Elanti pempudu janthuvulanu manam sadharanamga illalo chustham?*
3. Which is your favourite pet? *Miku baaga ishtamaina pempudu janthuvu edhi?*
4. Should animals be kept in cages like we do to pets? Why? *Janthuvulanu ilanti bonullo unchala? Endhuku?*

Instruction 2: Now let's hear from each group what you have discussed.
Ippuḍu prati gumpu nuṇḍi mīru ēmi carciñcārō vindāṁ.

4. Multilingual reading assessment

B. Reading

The Blind Boy

A blind boy sat on the steps of a building with a hat at his feet. He held up a sign board which said:

I am blind. Please help.

There were only a few coins in the hat. A man was walking by. He took a few coins from his pocket and dropped them into the hat. He then took the sign board, turned it around, and wrote some words. He put the sign board back so that everyone who walked by would see the new words.

1. Why does the boy have a hat at his feet?

   A. Ṭōpī nēlapai paḍindi kābaṭṭi.

      Because the hat fell on the ground.

   B. Ataniki iṣṭaṁ lēdu kābaṭṭi.

      Because he does not like it.

   C. Tadvārā prajalu andulō ḍabbulu veyyagalarani.

      So that people would put money in it.

   D. Atanu dānini am'mutunnāḍu kābaṭṭi.

      Because he is selling it.

CONTACT: Lina Mukhopadhyay - linamukhopadhyay@efluniversity.ac.in