

TRANSLANGUAGING READING PEDAGOGY: A MODEL FOR INCLUSIVE MULTILINGUAL ENGLISH EDUCATION

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1. Multilingual classrooms in India: Resources & Challenges
2. Reading comprehension skills of Indian multilingual learners: evidence from MultiED Project on reading intervention through teacher training in ML reading pedagogy
3. Reading comprehension skill development through translanguaging reading pedagogy: a model for inclusive education

Developing contextual vocabulary knowledge & schema

Reading texts aloud

Reading for comprehension

Peer group discussions & meaning negotiation

4. Conclusion & future directions



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INDIAN MULTILINGUAL CLASSROOMS: RESOURCES

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- Children from low SES families come with multilingual resources as they live and grow up in multilingual neighborhoods (Mohanty, 2019).
- They are highly proficient in multilingual oracy (Tsimpli et al., 2020) as they use multiple languages for social communication (BICS, Cummins, 1984).
- Teachers frequently use multiple home languages (or spontaneous translanguaging) and code-switch to support the learning of content (Lightfoot et al., 2021).

INDIAN MULTILINGUAL CLASSROOMS: CHALLENGES

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- Children with different home languages (mother tongues) and cultures find **monolingual pedagogy of English Medium Instruction (EMI)** challenging .
 - Frequently teacher and children's home language(s) **do not overlap** making it difficult for teachers to include home language resources of all the learners in class.
 - Teachers **are not trained** to handle language teaching and teaching academic language (Cummins, CALP, 1984) in a multilingual manner.
 - They resort to **translation** and **code-switching** as **coping strategies**; use multilingual inputs in a fragmented and unstructured manner (Lightfoot et al. 2021).
 - Lack of school support to use multiple language in English classrooms gives rise to **guilt** and **conflict** in teachers (Chimirala, 2017).

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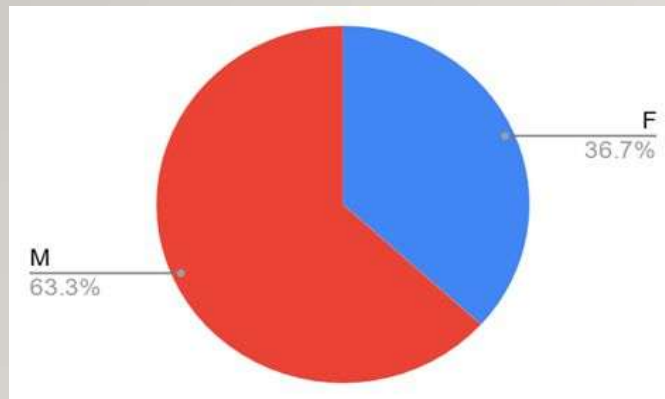
The MultiED study

- Reading comprehension skills of Delhi Tamil Education Association (DTEA) School children in grades four and five (n=250+)
- Experimental group: teachers received training in ML reading pedagogy and collaborated with researchers to use the pedagogy in class
- Control group: teachers used ML pedagogy according to their understanding
- Impact of **conscious training to use the ML reading pedagogy** was **investigated** through reading assessments that were (a) **multimodal** and (b) **multilingual** and in two text types (**narrative** and **expository**).



PARTICIPANTS

Male female ratio



Number: **50** (30 experimental group; 20 control group)

Average Age : 12 years 5 months

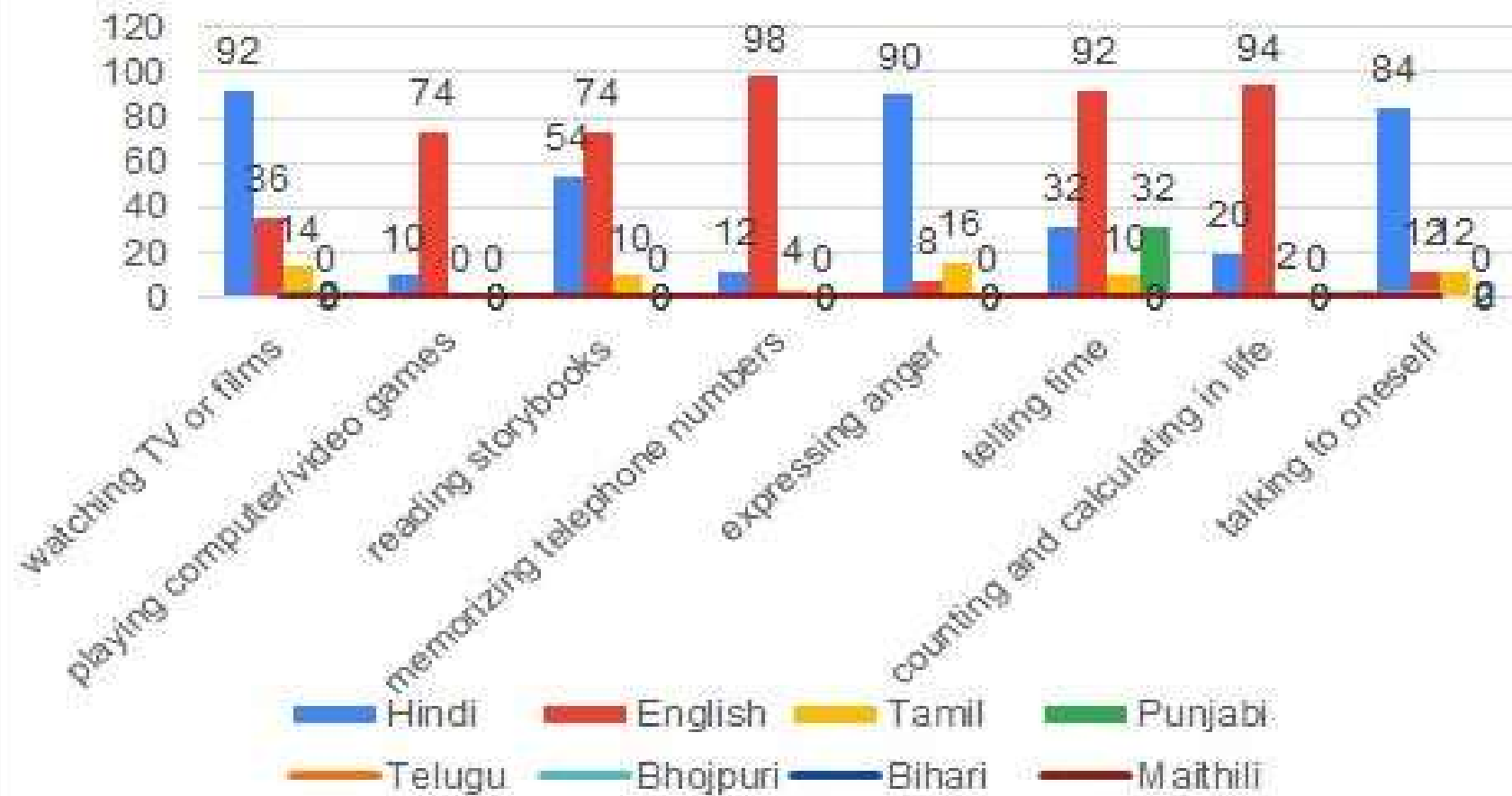
Grades: Four and Five



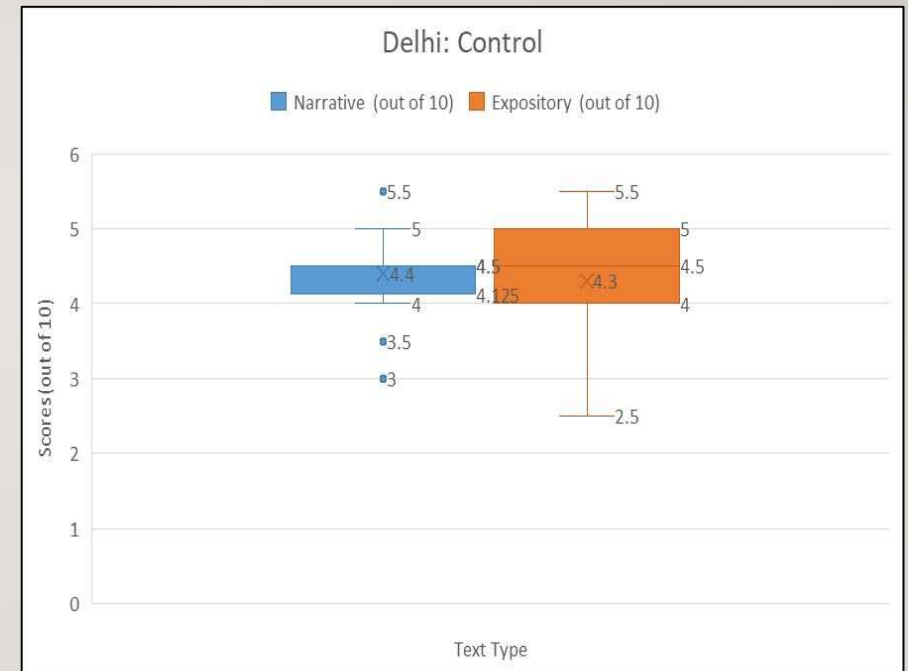
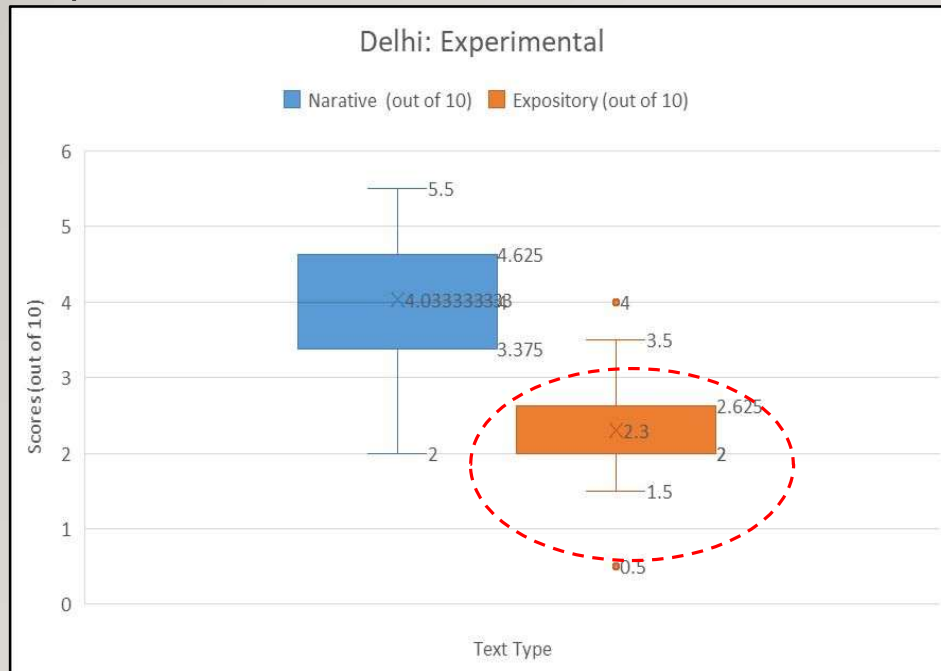
Percentage of DTEA learners knowing various languages



DTEA learners' language use in day to day life



PERFORMANCE ON READING ASSESSMENT: GROUP, TEXT-TYPE (DELHI)



1. Narrative comprehension is at **50%** and comparable across both the groups.
2. Reading issue: Expository text comprehension is at 25% to 30% in Experimental group < 45% in Control group.

Example of Multilingual Reading Assessment: Expository (Hindi items)

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Plastic plates and tumblers are being used during picnics and functions. Though in minute quantity, some plastic enters our body, which is very harmful for us. The plastic takes lakhs of years to decompose and thus adds to soil pollution. It even block the micro organisms which make soil fertile. Plastic glasses and plates when burnt release harmful gases into the atmosphere and thus cause air pollution.

Multilingual comprehension □
plastic is **harmful** and **how**



Leaves of Butea(moduga) and banyan tree are used as plates. Since ancient times, we have been using leaf plates for eating. They decompose in less time. Thus, they protect our environment. Plastic plates are harmful to health and also lead to soil pollution.

3. प्लास्टिक पर्यावरण के लिए हानिकारक क्यों है?

- A. क्योंकि जानवरों को इससे एलर्जी होती है।
- B. क्योंकि इसकी गंध बहुत खराब होती है।
- C. क्योंकि यह हजारों सालों में सड़ता है।
- D. क्योंकि यह आमतौर पर बहुत गंदा होता है।

4. "अपघटन" (decompose) का क्या मतलब है?

- A. टूटना।
- B. विघटित होना।
- C. प्रदूषित करना।
- D. जलना।



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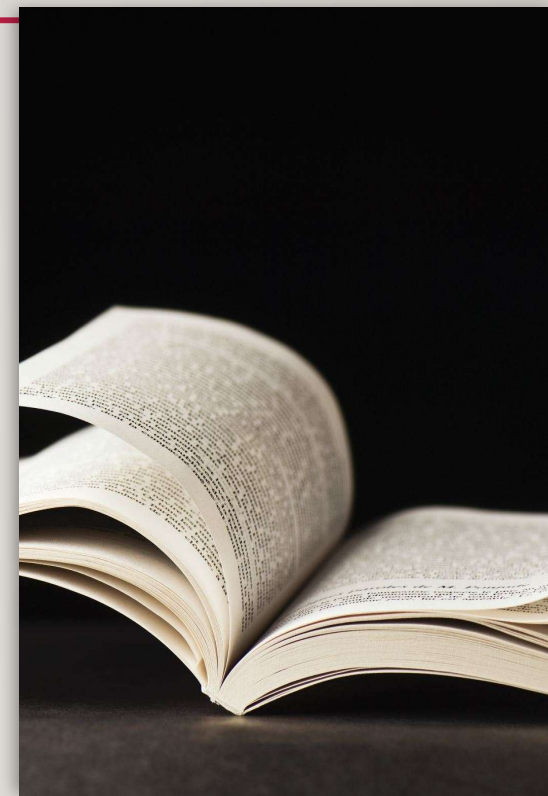
EXPOSITORY TEXT COMPREHENSION: WHY IS IT ESSENTIAL?

- As a genre it has **academic language** as it explains links between ideas (Cao & Hu, 2014, Lei, 2012).
- Text internal structure of expository texts is more varied with a combination of ideas/constructs, [+/- examples], [+/- argumentation] unlike narratives [+setting, + episodes <GOAL-ACTION-OUTCOME>]
- Comprehending the academic language and structure of expository texts is **crucial** for **school success** (Bailey, 2007; Schleppegrell, 2004)

THE BUILDING STONES OF READING COMPREHENSION (RC)

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- **RC** builds on spoken language skills and on decoding, i.e. being able to recognize words when reading (the *Simple View of Reading*; Gough and Tunmer, 1986) as well as text-integration (*Reading Systems Framework*, Perfetti 1999).
 - However, RC **strategies** need to be **taught** so that the text can be understood and the content learned (*inferencing, questioning, vocabulary development*: Phillips, 2009; Geva & Farnia, 2012; Basma & Savage, 2023)
- ☐ **RC problems could lead to very little learning, particularly when the language of education is not familiar to the child (UNESCO GEM Reporst 2014, 2016) and critical thinking while reading is not encouraged.**



OUR INTERVENTIONS FOR IMPROVING RC & REASONING SKILLS

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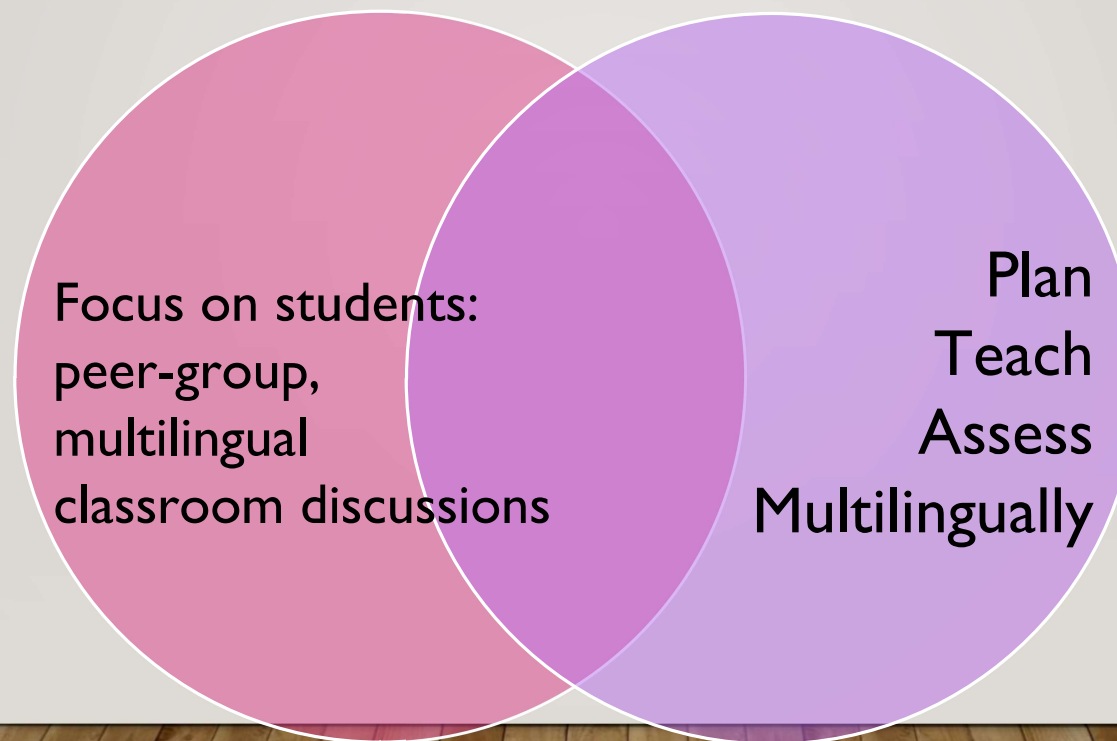
Supporting languages: **Telugu, Hindi (Dakkhini)** in Hyderabad; **Assamese** and **Bengali** in Assam; **Tamil** and **Hindi** in Delhi (DTEA schools)

The building blocks of our interventions:

- a) **Multilingualism** (an essential resource for developing metacognition and critical thinking) to support L2 (English) reading pedagogy
- b) **Orality** (an unparalleled strength in India's primary school learners – mostly due to multilingualism being an oral skill and *storytelling* as a cultural and linguistic resource)
- c) **Learner** agency: peer meet interactions in multiple home languages & English
- d) **Teacher** training

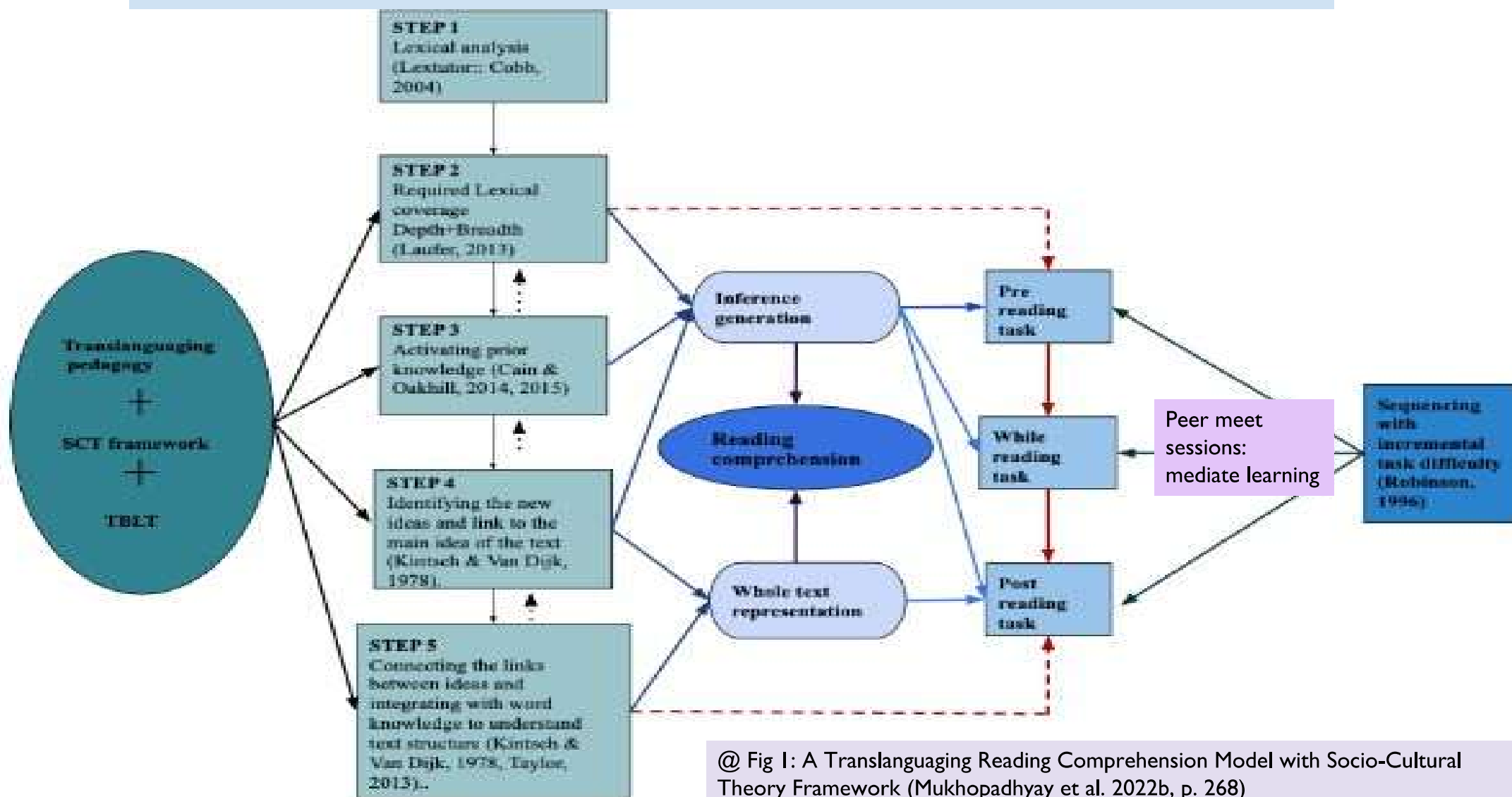
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The Intervention Model: MultiED (Hyderabad, Assam, Delhi) The Teacher Perspective: Pedagogical strategies



A Translanguaging Reading Model

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@ Fig 1: A Translanguaging Reading Comprehension Model with Socio-Cultural Theory Framework (Mukhopadhyay et al. 2022b, p. 268)

TRANSLANGUAGING READING COMPREHENSION MODEL: STEPS TO DESIGN

Step 1: Lexical Analysis of the Text to create ML vocabulary bank (words □ phrases)

Step 2: Creating Bi /multilingual Instructions

Step 3: Creating Pre-reading Tasks

Step 3a: Pre-reading Task 1: Picture Recognition and Discussion, Revision based on the previous class,

Step 3b: Pre-reading Task 2: Enhancing Lexical Coverage

Step 4: Creating While-Reading Tasks

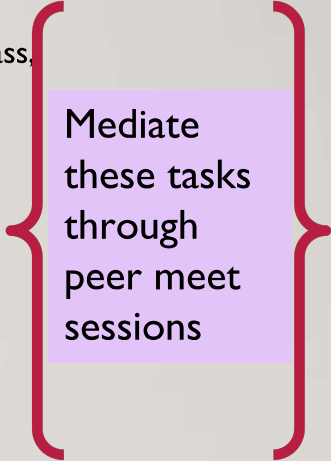
Step 4a: While-Reading Task I: Enhancing lexical depth

Step 4b: While- Reading Task 2: Comprehension Questions

Step 4c: While Reading Task 3: Enhancing Lexical Depth through Lexical Co- Referencing

Step 5: Creating a Post-reading Task

Step 5a: Bilingual Sequential Summary



Mediate
these tasks
through
peer meet
sessions

While planning a teacher has the freedom to change the sequence of tasks given under pre-, while-, and post- reading sections and the alternation in use of home languages.

(Mukhopadhyay et al. 2025)

MultiED: Lesson Plan

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20 Aim: to scaffold comprehension in the target language using multilingual spoken language support

Teaching Unit

Text

Alice in Wonderland

The rabbit started running/ and Alice followed the rabbit./ The rabbit suddenly / popped down/ a large rabbit hole./ Alice jumped into/ the rabbit hole too!/ The rabbit went down/ and down and down/ and down into the rabbit hole./ Alice said aloud,/ "Where am I?/ How many miles down/ have I fallen?/ I must be getting somewhere/ near the centre of the earth./" She wondered,/ "Will I slip through the earth/ to the other side?"

HINDI

नीचे कूद गया
Neeche koodh gaya

TAMIL

கீழே குதித்தான்
Keele gudhithaan

HINDI

अन्दर कूद गई
Andhar koodh gayi

TAMIL

உள்ளே குதித்தாள்
Ulle gudhithaal

'to pop' and
'to jump'

कूदना koodhna
குதிப்பது gudhipadhu

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MultiED: Lesson Plan (Multilingual Vocabulary Bank)

Aim: to scaffold comprehension in the target language using multilingual spoken language support

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The lexical approach

Multi Word Verbs (structure)	Meaning with Pictures	Usage in English (TL)	Meaning and Usage in HL
Phrases with actions (Verb + Preposition)			
popped down	to pass through something	I need <u>to pop down</u> to the store for some milk—do we need anything else?	मैं दूध लेने के लिए दुकान <u>होके आता हूँ</u> - क्या हमें कुछ और चाहिए?
Jumped into		He <u>jumped into</u> the water before he knew that it was freezing cold.	पानी ठंडा है ये जाने बिना ही वहां पानी में <u>कूद गया</u> ।

MultiED: Teach

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22 Peer-group discussion of comprehension questions in translanguaging mode



How far do you think the rabbit went?

वह बहुत नीचे/ गहराई तक चला गया
Vah bahuth neeche/gahrayee thak chala gaya

It went down very deep..

அது ரொம்ப ஆழமா கீழே போய்டுச்சு
Adhu romba aalamaa keela poiduchu

- Oral negotiations of meaning of words/phrases & text
- Thinking aloud and communicating
- Teacher takes the back seat in the process

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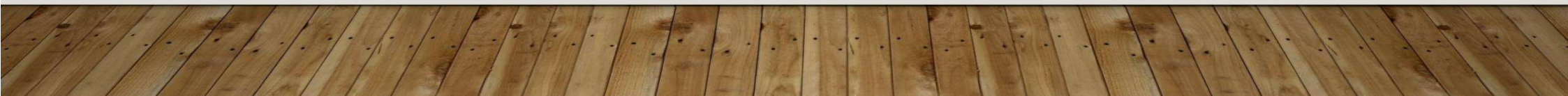
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24 CONCLUSION & FUTURE DIRECTIONS

- Positive impact of the novel multilingual scaffold intervention study on reading skills of multilingual Indian learners in primary grades.
- Teachers can replicate the multilingual reading model in class, especially in EMI contexts as the target language is not available at home; the approach would make learning more inclusive.
- Multilingual pedagogies and their scope for creating inclusivity in education can inform policy makers and curricular changes can be initiated.
- Further research needs to be conducted to better understand the benefits of multilingual pedagogy, cognitive activation and flexibility of young multilingual learners in English classrooms in India and in the Global South.
- Further work on the impact of multilingual assessment to track reading development of young Indian learners is currently underway in our current projects.





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MULTILINGUAL EDUCATION (MULTIED): LEARNING, ASSESSMENT, AND TEACHING (2023-2026)



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Multilingual Education (MultiEd): Learning,, Assessment, and Teaching (2023-2026)

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**Thank you for your
attention!**

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