

ACHIEVING A HOLISTIC AND INCLUSIVE PEDAGOGY FOR STUDENTS WITH VARIOUS LINGUISTIC BACKGROUNDS

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ABSTRACT

Students in a multilingual classroom come from different ethnic, cultural, and linguistic origins. Their needs, views, and philosophies diverge. Because of this, "one size fits all" pedagogy is both unnecessary and ridiculous since classroom interactions and instructions do not meet the needs of every student. As a result, a well-thought-out pedagogy that meets each student's needs in the classroom uniquely is required. Given the circumstances, it may be more advantageous to use multilingual pedagogy in the classroom since it can better meet the requirements of individual students by ensuring that education is inclusive and available to all. According to Neuner (2004), multilingual pedagogy is a collection of ideas that are used in various ways and to varied degrees based on the curriculum, learners, and teaching situation. This essay explores some multilingual pedagogical approaches, techniques, and tactics that can be used in a classroom with pupils from different linguistic origins. The discussion of the concepts' actual application in certain schools helps to paint a clear image of the theoretical concepts. It is discovered during implementation that bilingual education has the ability to improve student learning.

Keywords: multilingual pedagogy, students, linguistic background

I. INTRODUCTION

Globalization has led to an increase in the diversity of cultures and languages around the world. Globalization has led to a wide range of linguistic and technological requirements among nations, which has an impact on education as well. By questioning the educational discourse of a standard classroom, which supports the separationist perspective of language, it has made the teaching-learning discourse more sensitive and complex (Gorter & Centoz, 2016). The dynamic nature of our increasingly globalized society demands a fresh and innovative approach to education that can meet the varied language and cultural requirements of the students.

In this case, multilingual teaching might be a more effective way to deal with the problems and demands of students from different linguistic and cultural backgrounds. According to Neuner (2004), multilingual pedagogy is a collection of ideas that are used in various ways and to varied degrees based on the curriculum, learners, and teaching situation. This paper's first section discusses the state of multilingual education in India today. A discussion of the gaps in the body of current literature follows. The next part addresses multilingual pedagogy's core principles, which outline its essential concepts. This is followed by a discussion of the many multilingual pedagogy approaches and methodologies. Without the active participation of teachers, whose role shapes the pedagogy, any pedagogy is incomplete. As a result, the function of teachers in a multilingual classroom is covered in the following section. In the end, the conclusion emphasizes how successful multilingual education is in the Indian setting.

II. MULTILINGUAL PEDAGOGY

Students in India are drawn from a variety of language and cultural backgrounds. They bring a variety of viewpoints, languages, and cultural backgrounds to the classroom (MacKenzie, 2009). Yet, the linguistic and cultural resources of the students are frequently disregarded in the traditional classroom because it believes they impede classroom interactions (Bisai & Singh, 2018). The majority of classroom interactions only occur in the language that is more common. Additionally, materials are created with speakers of dominant languages in mind (Mohanty, 2009). Students from linguistic minority backgrounds so continue to be unknown since they are unable to understand the languages of the majority. For minority children making it through regular classrooms, educational attainment is still appallingly low. They eventually stop caring about learning and leave the system (MacKenzie, 2009). According to Mohanty (2009), half of pupils from linguistic minorities drop out of school before they complete their fifth year of education. Thus, it is necessary to develop a pedagogy that would validate the students' first language and culture in the classroom, thereby addressing the concerns of linguistic diversities.

Students from different linguistic origins will feel more at ease in the classroom and have the opportunity to share their ideas and opinions with others thanks to this type of instruction. It will also assist in ensuring that all students have access to education. Thus, it is imperative to implement a multilingual pedagogy in order to drastically alter the educational system (García & Flores, 2012). Since multilingual pedagogy would incorporate all of the experiences that students have in the classroom, it ought to be at the core of the educational system. Additionally, according to Mohanty (2009), this pedagogy will incorporate "traditional values and knowledge system among the indigenous communities." Even though the students in India come from a variety of cultural and linguistic backgrounds, the teaching methodology primarily uses one or two state- or nationally-level dominant languages.

As a result, the tribal students' languages continue to be suppressed. Very few attempts have been made to really apply the "three languages formula," despite endorsement for its adoption from the Education Commission and the National Curriculum Framework (Ministry of Education, 1966; NCERT, 2005). This is because the Indian educational landscape is changing. It doesn't include comprehensive instructions for correct execution. In actuality, the majority of educators only ever utilize one language in the classroom, and the remaining educators know very little about teaching students in several languages. Because of this, classroom conversation typically stays in majority languages, ignoring the linguistic resources of the tribal students. Due to their inability to understand the classroom's teaching language, speakers of tribal languages have undoubtedly experienced difficulties as a result of this predicament (MacKenzie, 2009). They don't say anything during the class discussion (MacKenzie, 2009; Mohanty, 2009). Students from tribal communities face a variety of issues that call for a distinct kind of pedagogical approach. In this case, incorporating multilingual pedagogy into the classroom helps meet each student's unique needs by ensuring that education is inclusive and open to all.

A number of academics have suggested multilingual pedagogy as a substitute for traditional methods of managing language variety in the classroom (Korne, 2012; Sachtleben, 2015; García & Sylvan, 2011). They use distinct terminology for defining multilingual education. According to Taylor (2010), multicultural, heterogeneous, and culturally sensitive classroom practices give rise to multilingual pedagogy, which addresses the problems of social variety, cultural hybridity, and multiple belongingness of students in an institutional setting. Although it is not a single approach, its tenets are used in many ways based on the learners, the curriculum, and the teaching

environment (Haukas, 2016). Similarly, García and Flores (2012) agree that by raising students' critical awareness of their languages, multilingual pedagogy should meaningfully incorporate their learning experiences in a variety of socio-educational contexts. Enhancing language learning efficiency and raising students' knowledge of language learning in general are the main goals of multilingual pedagogy (Haukas, 2016). A number of distinguished academics have made compelling arguments for the promotion of multilingual pedagogy in twenty-first-century classrooms in order to meet the unique demands of the students (García & Sylvan, 2011; Taylor, 2010).

While many academics (Korne, 2012; García & Sylvan, 2011) acknowledge that it can be difficult to handle linguistic and cultural diversity issues in a classroom setting, it is imperative that language gaps be bridged, particularly in multilingual classrooms. Through a variety of curriculum subjects, students in a multilingual classroom critically examine their languages, identities, and cultures (Korne, 2012). In the classroom, they use multiple languages at once to negotiate difficult academic information and meaning with one another (García & Sylvan, 2011). According to Giampapa (2010), when students engage in dialogic encounters with one another, they develop a sense of cooperation and teamwork among themselves as well as investigate, negotiate, and structure their personal and social identities. According to García and Sylvan (2011), this approach is dynamically based around the students' linguistic practices and experiences, which undoubtedly address both their individuality and plurality in the classroom. Bedadur (2013) adds that context and culture are significant factors in bilingual education. Therefore, it is important to give pupils resources that are both intellectually rigorous and culturally meaningful.

Initiating relationships at many levels, such as teacher-student, student-student, and student-parents-teacher, is the goal of multidimensional multilingual pedagogy (Giampapa, 2010). These interactions improve the educational experience in a multilingual classroom. Hough et al. (2009) make a compelling case for adding a third dimension of participation to classroom interactions: student, teacher, and community. They contend that indigenous people should be treated as the subject matter experts in their courses using new pedagogies. To teach the indigenous epistemology in the classroom, indigenous people can be involved, which will improve the efficacy of the educational system. Along with choosing the subject matter of their instruction, they will work together to engage the students in a variety of activities.

According to Taylor (2010), it's critical to actively involve parents, teachers, students, and the community in the multilingual education process. She investigates the idea that community interaction is essential to the material development of indigenous learners because it might guard against cultural distortion and misunderstanding. According to Sachtleben (2015), elders from the indigenous community should be viewed as resources since they may support students in a multilingual classroom during the teaching-learning process. The aforementioned scholars strive to identify appropriate approaches and methods for executing multilingual education within a classroom setting. In his research in New Zealand, Sachtleben (2015) used a variety of pedagogical techniques, including report writing, group discussions, pair work, and report interpretation, to improve the teaching-learning process in multilingual classrooms. He has found that because these tactics allowed the students to collaborate and participate actively in class, they received enthusiastic support from the students. In an effort to test the efficacy of multilingual pedagogy in American classrooms, Catalano et al. (2016) have used a variety of techniques, including collaborative discussion and critical reflective journaling. They find that the use of multilingual

pedagogy has a favorable impact on students' learning since it fosters more opportunities for group debate and introspective thought. Additionally, it improves the pupils' meta-linguistic awareness and a variety of social abilities. It focuses mostly on social justice and equality issues in the classroom. The literatures previously listed have covered the necessity, significance, and methods of putting multilingual education into practice in language classrooms. Nevertheless, the methods or techniques put out by earlier researchers have not adequately addressed the demands of educators and students in multilingual classrooms and have not provided a comprehensive picture of multilingual pedagogy. The goal of this work is to identify the kinds of pedagogical approaches, strategies, or procedures that can be used to improve teaching-learning in a multilingual classroom with students from a variety of linguistic backgrounds.

III. CORE PRINCIPLES OF MULTILINGUAL PEDAGOGY

Principle of Collaboration and Cooperation among Student-Teacher

Pedagogical principles can be described as the norms or ideas which are necessary to implement pedagogy. An excellent teaching practice or effective teaching always includes sound pedagogical principles as it enhances the quality of education (Carolan et al. 2008; Dandavino et al., 2007; Hativa, 1998). The idea of core principles of multilingual pedagogy, as discussed in the following, has been adapted from the works of García and Sylvan (2011) and Druzhinina et al. (2019). It is frequently observed that typical classrooms are teacher-centric and that students' voices—particularly those of the minority pupils—are disregarded. Teachers in the Paschim Medinipur area of West Bengal primarily use the "chalk-talk method" instead of getting the kids involved in activities, according to observations made during a visit to their schools. In the classroom, it is discovered that the kids are passive listeners.

Little cooperation occurs in the educational process between teachers and pupils, according to the observation. There is a dearth of cooperation and teamwork between professors and students in traditional classrooms. Therefore, the goal of a multilingual classroom should be to encourage teacher-student collaboration. When students and teachers work together, they each offer a variety of viewpoints, skills, experiences, and information to the classroom, which enriches the discourse (Bisai & Singh, 2019). It gradually improves communication between educators and learners, which is beneficial for efficient learning.

Principle of Activity-based Learning and Learner-centered Classroom

The focus of the educational process should be on the learners. In the classroom, the greatest consideration should be given to their needs and priorities. However, the researchers discover that the "chalk and talk method" is rigorously adhered to in West Bengal's tribal schools. Students don't participate in class activities very often, and they stay mute the majority of the time. Most of the time, educators use the lecture format. Given this, we believe that educators ought to involve their pupils in a variety of classroom activities that allow them to actively engage in discussion, negotiate with peers and teachers, and make sense of the world. Students benefit from bringing their personal resources into the classroom through these kinds of activities.

Principle of Hybrid Language Practices

Mixing various languages is a social reality (García, 2009). During a visit to schools in tribal areas in Paschim Medinipur district of West Bengal, the researchers observed that students mixed

Santali and Bengali languages in the absence of the teachers. The students seemed to struggle in using only the dominant Bengali in the classroom. However, most teachers have a negative attitude towards the use of Santali in the classroom for two reasons: 1) It is not the language of the majority in the classroom; 2) Teachers cannot understand Santali. Hence, they have created a language boundary in the classroom. Multilingual pedagogy should strictly reject these traditional language boundaries in a classroom as various scholars such as García (2009) and Haukas (2016) have defined language as a fluid system which creates its meaning out of a social context. Hence, mixing various languages in a single classroom discourse or social context is not an absurd phenomenon but a reality of multilingualism (Blackledge & Creese, 2014). Students, therefore, should be allowed to mix various languages in the classroom as it enhances the possibility of dialogues and interpretations among them (Gutiérrez et al., 1999a; Gutiérrez et al., 1999b). In addition, multilingual teachers should promote a learning zone where hybrid language practices will be allowed among the students cordially by considering it to be the resource in the teaching-learning process (Bisai & Singh, 2019; Gutiérrez et al., 1999a, 1999b).

Inclusion of Different Styles in the Curriculum

To make the teaching-learning process more effective in a culturally diverse classroom, a teacher should incorporate various learning styles to make the instructions effective. The term 'learning style' can be described as an individual's habitual, natural and preferred way of absorbing, processing, and retaining new skills and information (Oxford, 1998). Keefe (1979) believes that it is an indicator of how learners interact, perceive, and respond to the learning environment. Every individual has different learning styles (Prajapati et al., 2011). They absorb and process knowledge in different ways. If a mismatch occurs between learning styles and teaching styles, instructions become ineffective to the students. Hence, incorporating various learning styles in the teaching-learning process improves the pedagogical model, makes learning more accessible and leads the students to better academic achievement (Graf et al., 2007). The inclusion of various learning styles in the curriculum makes the classroom transactions smooth, attractive, and lively to the students.

Promoting Learner Autonomy

Formal education system is often not successful in fulfilling the needs of the learners. It has been observed that language classes remain mainly textbook-based and teacher-centric, which fails to provide autonomy to learners (Smith et al., 2017). In this scenario, learner autonomy can be promoted in a multilingual classroom to create a better teaching-learning situation. Learner autonomy is said to be the ability of the learners to take charge of their learning (Holec, 1981). In a multilingual classroom, learner autonomy should be fostered, so that students can engage in the learning process actively by planning, monitoring, evaluating, and assessing their learning. Students need to be actively involved in determining their goals, choosing their learning content, attempting to make the learning content more relevant to their needs, and engaging in various activities with the sense of interests and commitment that make the educational discourse affluent. Chang (2007) claims that promoting learner autonomy in the classroom initiates interactions among the students, which creates an interdependent learning environment in the classroom. It also establishes positive group norms among the students, which reinforces their learning. Ho and Crookall (1995) argue that it promotes group spirit among students as they start work and learn in a group, negotiate various ideas with other participants in the classroom, state their views, and develop various skills.

IV. APPROACHES AND METHODS OF MULTILINGUAL PEDAGOGY

CLIL is a unique curricular innovation that offers a new dimension for promoting multilingual education in a heterogeneous classroom. CLIL can be defined as “... a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010, p. 1). The additional language refers not only to English but also to any language other than the first language, including minority language, second language, or foreign language (Eurydice, 2006; Marsh & Lange, 1999). Blakemore and Frith (2005) believe that students learn both the subject matter and content simultaneously in a CLIL classroom. It gives the students the opportunity to develop both linguistic and subject knowledge (Dale & Tanner, 2012; Mathole, 2016). CLIL can be implemented widely, ranging from pre-school to higher education, specifically in the classrooms where the students come from diverse linguistic backgrounds. Merino and Lasagabaster (2015) point out that it is a powerful tool to boost multilingualism in a classroom.

In the CLIL classroom, students learn all the languages simultaneously without hampering their development in the first language (Isidro & Lasagabaster, 2018). Moreover, it improves the competence in all languages used in the classroom, including majority, minority and foreign languages (Anderson, 2009; Somers, 2017). As Scholey (2015) argues, CLIL removes the barriers among languages, and students use the resources of all languages in the classroom. It does not compartmentalize the languages but engages the students in meaningful tasks through the integration of all languages in the curriculum (Isidro & Lasagabaster, 2018). CLIL has various pedagogical benefits in a multilingual classroom. It is a student-centered and innovative pedagogical approach which provides the learners with a naturalistic learning environment to use various languages in real-life situation (Kampen et al., 2016; Scholey, 2015). It creates an environment that enhances proficiency both in the target language as well as in the mother tongue (Ludbrook, 2008; Mathole, 2016). It also enhances various skills and confidence in the target language (Dalton-Puffer, 2008).

Furthermore, Vázquez and Ordóñez (2018) state that the use of L1 (first language) facilitates the learning of L2 (Second Language) in CLIL classroom. L1 becomes a vehicle to access knowledge which could not be accessed through L2. To check how the learners are using resources of their mother tongue to enhance the learning of the second language i.e., English, the researchers conducted an activity among sixth class students in a second language classroom of a tribal school in Paschim Medinipur district, West Bengal. The students were asked to produce a text on Durga Puja, which is an important festival for the people of West Bengal. The context of Durga Puja is well known to the people of Bengal. While writing the paragraph in English, the students produced various Bengali lexical items. They were then instructed to classify these lexical items into three categories, i.e. food items, puja items, and items for pandal decoration.

The class was then divided randomly, where students from various linguistic groups (Santali, Lodha, Kurmi, Bengali) were mixed in smaller groups. Now each group was asked to produce a text using a particular category of lexical chunks. The researchers also informed them that they could also use various lexical chunks from their respective culture. When we collected their works, we found words like dhamsa (drum), madal (a type of musical instrument), and murup (a flower). At the end of the class, the researchers found out that CLIL had positively influenced both their content and language learning outcomes. It created a

naturalistic learning environment in the classroom where the students actively took part in producing a text in the second language. They did not banish their L1 from the classroom, but they used it as a resource in the classroom. They even related their culture and context in the language learning classroom.

Translanguaging

Translanguaging is one of the essential pedagogical strategies to impart education effectively in the multilingual classroom (Canagarajah, 2011; Makalela, 2015). It is said to be a pedagogical practice where languages are deliberately switched from one language to another to maximize the learning potential of the learners (Garrity et al. 2015). García (2009) opines that it is an act performed by different language speakers to access various linguistic modes and features in order to optimize their communicative potential. It is a meaning-making process which does not only enable students to use resources from various languages, but also validates the knowledge of linguistic minority students in the classroom (Gort, 2015). Translanguaging can also be described as an ideology where the language is fluid, constantly shifting, and creates its meaning out of social discourse (Cenoz & Gorter, 2017). Hence, it breaks the superficial language boundaries and establishes a new language practice in the classroom, where students can always hover between, across and among languages (García, 2009).

Gradually, it creates an environment where a student delimits his language boundaries by creating a translanguaging space in the classroom. When the students intermingle various languages together in the classroom discourse, the communication becomes more diverse, dynamic, and sensitive towards the minority students. One example of translanguaging is cited below, where students are encouraged by the teachers to use various languages in the class to bridge the gap among various languages:

Teacher: (showing a picture from the chart) Where is the woman going?

Student 1: She is going to temple.

Student 2: Sa mondir a jaccha puja korar jonno. (She is going to temple for worshipping)

Teacher: Good! What is she carrying in her hand?

Student 3: A dish

Student 2: A dish full of fruits

Teacher: How many fruits are there in her plate?

All Students: (in chorus) Five fruits

Teacher: Sobai ak songa uttor dis na. Akhon ai diker chalara amar

questioner uttor daba (Don't give answer together. Now, this row will give the answer of my questions)

Student 5: Duto apple, akta piyara, duto kola (Two apples, one guava and two bananas)

Teacher: Raghu! Which temple is the woman going to? (Raghu was silent for a minute)

Teacher: Bolo (Give the answer)

Raghu: Bahu kuri Shiv mandire chalak kana (The woman is going to Shiv temple)

From the above extract, it is evident that the teacher was trying to initiate the conversation in the classroom to bring out the best in them. Most of the students were taking

part actively in the classroom while a Santali student was not engaged in the discourse. Hence, the teacher was trying to encourage the Santali student who certainly had some ideas about the topic but could not express himself due to a linguistic barrier. However, when he was allowed to speak in Santali, he produced a meaningful sentence in Santali language. It proves that Santali students can produce meaningful sentences in the classroom when the teachers support them. Their silence in the classroom was not due to the lack of creative ideas but due to their inability to express their ideas in the dominant languages. In an interview with the researchers, the teachers also opined the same:

They can come out with many creative ideas. But the problem is they cannot express themselves in Bengali or English as they have little exposure to these languages (Bengali and English) in their community. Therefore, they take little more time to learn and become fluent in Bengali.

In this classroom, the teacher was trying to use the linguistic repertoire of the students to elicit information, knowledge, or linguistic resource from the students and was trying to make the classroom interactive. Though the teacher did not know Santali, he was giving space to the tribal language speakers to speak in their languages in the classroom.

Code-switching and Code-mixing

Code-switching and code-mixing are natural phenomena in a multilingual classroom. When students interact with others in a multilingual classroom, students code-switch and code-mix automatically and unconsciously. Code-switching is known to be an alternative use of two or more languages within a conversation. Essien (1995) defines it as a process in which a speaker changes or switches from one code or language to another, depending mostly on the subject matter, audience, and situation. Similarly, Meisel (1994) states that it is “the ability to select the language according to the interlocutor, the situational context and the topic of conversation, and to change languages within an interactional sequence following socio-linguistic rules and without violating specific grammatical constraints” (p. 415). Scotton and Ury (1977) describe code-switching as a creative act that validates a person’s linguistic choice in a social context. Scotton (1982), in another paper, argues that code-switching is a vehicle to negotiate social relationships, maintaining intergroup contacts and motivation to maintain multilingualism in a community.

Code-mixing, on the other hand, is known to be a random alternation of two codes from different languages within a sentence (Ugot, 2010), or in the course of a single utterance (Wardough, 1992). These codes could be in the form of lexical items and grammatical features (Muysken, 2000; Rabbani & Mushtaq, 2012). Code-switching and code-mixing as a communicative strategy often opens a new direction of the conversation in a multilingual classroom. An individual code-switches and code-mixes according to his own preference to fulfill various social functions. When the students code-switch and code-mix in the classroom, they create an environment of collaboration and cooperation, which gradually helps the students to reduce the language boundaries from the classroom by eliminating the gap between home language and school language. Code-switching and code-mixing also help bring together cultural knowledge and academic knowledge into the same platform of a classroom, maximize the learning potentiality among the students, minimize classroom difficulties and

increase critical skills as well as meta-linguistic awareness among the students (Canagarajah, 2011).

These activities gradually provide the students a chance to select, acquire, create, and use new knowledge (Unamuno, 2008), and they learn to frame a new discourse in the classroom. A teacher uses code-switching and code-mixing for various purposes. When he tries to motivate a student or try to explain new ideas in the class, he does code-switch and code-mixing. While few teachers code-switch or code-mix in the multilingual classroom to make the classroom lively and attractive, some teachers use it for different purposes in a classroom, such as, to restore peace, harmony and order in the classroom, and to reinforce students' learning (Unamuno, 2008). When the teachers want to discuss the extra-pedagogical matter (personal matter, daily happenings) in the classroom, they take recourse to code-switching and code-mixing (Canagarajah, 2011). The teaching of code-switching and code-mixing should occupy an essential place in the multilingual classroom. To analyze the effectiveness of the code-switching and code-mixing in the multilingual classroom, we produced a mute video. Students were told to reproduce the gist of the video. When the students were narrating the story, they were always code-switching and code-mixing among Bengali, Santali, and English. They mainly used words like daka (rice in Santhali), dress (English), kora (boy in Santhali) jacchi (going in Bengali), and school (English). In another class, when the students were instructed to produce a text on Indian Independence, they were using lexical chunks both from Bengali and English. The following is an example of intra-sentential code-switching:

Bharat sadhinota payachilo 1947 salar 15th August. Bharater protham prime minister holen Jawaharlal Nehru, jinni akjon prokhato political leader chilan. (India got independence on 15th August 1947. He was the first prime minister of India and a famous political leader).

While they were conversing in the classroom as they were engaged in the activity, they produced the following sentence, which is an example of inter-sentential code-switching:

You have to complete the task. Karon ata porikh ta asta para. (You have to complete the task. The reason is it might be there in the examination).

Here students used code-switching or code-mixing unconsciously to bridge the gap between languages and to make the classroom discourse smooth and easy for them. It helped them establish their linguistic identity in the classroom. They switched to their mother tongue in English classrooms when they faced any language difficulties in the classroom. In such situations, code-switching and code-mixing can become an essential approach towards the promotion of multilingual education.

ROLE OF TEACHERS

Any pedagogical transaction is incomplete without the intervention of teachers, and they play a crucial role in influencing pedagogy in the classroom. Their beliefs and attitudes towards a particular pedagogy influence the teaching-learning process in a classroom. Magos (2006) and Mwanza (2017) found in their studies that teachers play a limited role in using various linguistic repertoires in the multilingual classroom, and have negative attitudes towards the

use of minority languages in the educational spaces. Since teachers are the key facilitator in any teaching-learning process, they should cherish positive attitudes towards promoting various languages simultaneously in the multilingual educational space. This attitude will help promote multilingual pedagogy in the classroom. They can also participate in creating a space for communication in diverse or multiple ways, which will enhance the linguistic competencies of the students.

Teachers can create an environment where students collaborate and learn from each other, engage them in the meaning- making process, collectively solve various problems, and develop various social skills through active engagement in the classroom. Apart from these, teachers can openly discuss the issues of diversities in the classroom with the students, which helps them develop a positive attitude towards diversity in the classroom (Cousik, 2015). They can also encourage students to visit nearby communities, which in turn can help them understand social realities and give them a ground to connect their knowledge with the realities of life. The teacher can also train the students in multiple ways to fulfill their cultural and environmental needs by themselves. A teacher trained in using multilingual pedagogy will also treat diversity in a classroom in a practical manner. The following are two examples of how a teacher can play a positive role in a multilingual classroom.

Example 1:

Teacher: (Showing the picture from the chart) How many persons are there in the picture?

1st Student: Choi Jon (In Bengali)

(Six Persons)

2nd Student: One girl, two boys, two women and an old man.

All Student: Hai sir (in Bengali) (Yes sir)

Then, the teacher asked a Santali student (Raghu) to answer.

Teacher: What is the dog doing?

Raghu: (silent for a minute)

Teacher: No problem, you can speak it in Santali.

Raghu: Joma lagit setai ra ra kana (The dog is barking for food)

Teacher: Can you now translate this sentence into Bengali for your friend?

Raghu: Kukur ta khowar jonno kandcha. (The dog is barking for food)

Teacher: Excellent Raghu!

In Example 1, the teacher encouraged the students to take part actively in the classroom discourse by using the various linguistic repertoires of the students. He also motivated the students by praising their contribution in the classroom.

Example 2:

(The teacher divided the class into four groups. Each group was asked to write a story. The researchers recorded and transcribed one of the stories written by the students).

Student 1: The demon broke the door and entered into the palace.

Student 2: Na, story sobsomay once upon a time diya suru hoi. (Story always starts with once upon a time)

Student 1: Ha thik (Yes)

Student 3: Once upon a time, there was a demon.

Student 4: He killed everybody with ... (mumbling)

Student 5: a knife

Student 1: Knife hoba na. Ata valo sunaccha na (It will not be a knife. It does not sound good.)

Student 3: Ata axe hoba. He killed everybody with an axe. (It will be an axe. He killed everybody with an axe.)

In the second example, the teacher engaged the students in story writing and group discussion. He only worked as a facilitator in the classroom and monitored the students' progress the students were arranging the stories, finding suitable words for the story and producing coherent meaning. The teacher encouraged students to use languages meaningfully and coherently in the classroom.

V. CONCLUSION

Multilingual pedagogy should be an integral part of the present education system as it is progressive, inclusive, and holistic, and satisfies the dynamic needs of students from diverse linguistic and cultural backgrounds. Although the implementation of a multilingual pedagogy in the classroom is challenging and may need an experienced teacher, it is necessary to bridge the gap between language and content and to build a nexus between knowledge and social reality. Multilingual pedagogy is conceptualized wrongly most of the time by the teachers because of the lack of proper theoretical and empirical knowledge in this area. Hence, this paper aims at helping the teachers find a theoretical foundation in conducting their teaching practices in the multilingual classroom. In order to implement this pedagogy in the classroom, the education system needs experienced teachers who have positive outlooks towards multilingual education systems and those who are sensitive towards their students' educational needs.

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