

## Educating Teachers for Multilingualism: A Critical Reflection

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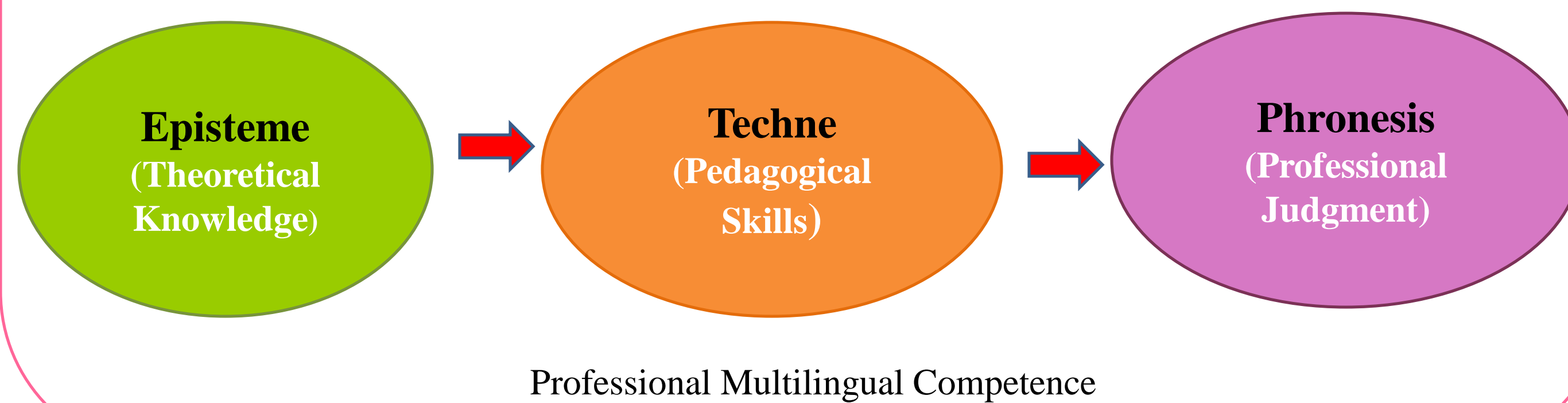
Every Language is a Resource. Every Teacher Makes the Difference.

### INTRODUCTION

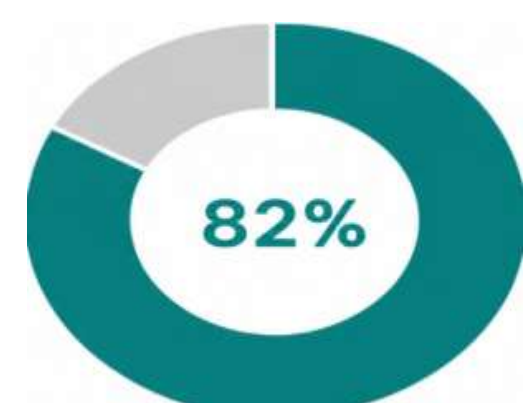
Multilingualism is a defining characteristic of contemporary classrooms and a powerful resource for learning.

India's linguistic diversity is both a richness and a responsibility. Policies like the Three Language Formula and NEP 2020 promote mother tongue-based instruction and multilingual competencies.

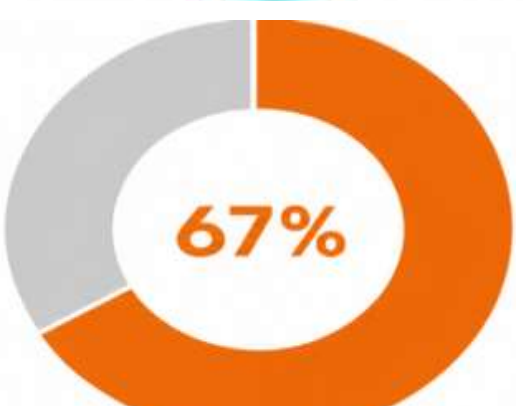
However, teachers are rarely prepared systematically to teach in multilingual ways-leaving a gap between policy aspirations and classroom realities.



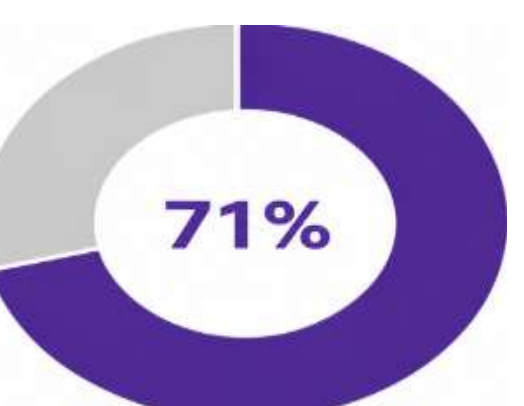
### WHAT THE DATA SHOWS



Agree that multilingualism is a key reality in today's class rooms.



Reported limited or no formal training in multilingual pedagogies.



Believe practical experience contributes more to their confidence than coursework.

### OBJECTIVES

- To examine how multilingualism is conceptualised in teacher education and classroom practice.
- To explore the components of teachers' professional competence for multilingual education.
- To analyse how teacher education programmes support the development of multilingual competence.

### METHODOLOGY



**Method and Tools:**  
Mixed-Method, Structured questionnaires and semi-structured interviews



**Participants:**  
Pre-service (N=45) and in-service teachers (N=38) from diverse institutions



**Document Analysis:**  
Teacher education curriculum documents



**Data Analysis:**  
Descriptive statistics for quantitative data; Thematic analysis for qualitative data, guided by a critical pedagogical lens

### RESULTS



#### Pedagogical Concern:

Multilingualism is acknowledged, but often seen as a general pedagogical concern, not as a specific professional competence.



#### Learning beyond the classroom:

Practical school experiences and personal linguistic backgrounds were perceived as more influential in building confidence than campus-based course work.



#### Limited formal preparation:

Teachers reported insufficient training in multilingual instructional strategies, translanguaging practices and language-responsive pedagogy.



#### Curriculum gap:

Analysis revealed inadequate integration of applied multilingual frameworks and insufficient opportunities for experiential learning.

### FUTURE PROSPECT



#### Curriculum Reform

Embed multilingual frameworks and language-responsive pedagogy across programmes.



#### Capacity Building

Strengthen teacher educator preparedness in multilingual pedagogies.



#### Experiential Learning

Build partnerships with diverse schools for immersive practice.



#### Policy to Practice

Align policy goals with ground realities through sustained support and resources.

### CONCLUSION

Educating teachers for multilingual classrooms requires stronger integration of theory, practice, and reflective professional preparation. Multilingual competence should be understood as a combination of knowledge, pedagogical skill, and ethical responsiveness.

### REFERENCES

- Cummins, J. (2021). *Rethinking the education of multilingual learners: A critical analysis of theoretical concepts*. Multilingual Matters. <https://doi.org/10.2307/ij.22730517>
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.