

BREAKING LANGUAGE BARRIERS: THE TRANSFORMATIVE IMPACT OF TRANSLANGUAGING ON ELT IN INDIA

(Memecahkan Halangan Bahasa: Kesan Transformatif Translanguaging Terhadap ELT di India)

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Abstract

This paper surveys studies on translanguaging and ELT in India between 2005 and 2022. Specifically in English Language Teaching (ELT), translanguaging—defined as using various languages to promote learning and communication—has received significant attention in the Indian educational system. This abstract summarizes research into the use and success of translanguaging strategies in India's English language teaching (ELT). To do this, we searched for relevant studies, articles, and other publications utilizing academic databases like Google Scholar, ERIC, and JSTOR. Some of the terms that were used in the search were "translanguaging," "multilingualism," "language education," "language policy," "bilingualism," and "language acquisition." After locating the relevant literature, it had to be evaluated for quality. Finding out if an article is relevant requires reading abstracts and summaries. Translanguaging has been shown to have favorable effects on English as a foreign language (ELT), including enhanced language learning, enhanced academic achievement, and a heightened drive to study. However, some schools and teachers in India are reluctant to incorporate multilingual practices, so adopting translanguaging strategies in English language teaching has been patchy. In addition, studies show that translanguaging-centric teacher training and professional development initiatives need more funding. Teachers must receive proper training and support for translanguaging methods to be successfully implemented in the classroom. For translanguaging approaches to be successfully implemented in the classroom, policymakers must give schools and teachers more support and resources. By encouraging bilingualism, translanguaging may improve English as a Second Language (ESL) programs in India. Enhancing learning results and stimulating student interest. However, effective implementation of these principles in ELT still needs to be improved, such as a lack of support for teachers and inconsistent adoption across different regions and institutions. Investing more in teacher education and professional development programs and more support and resources from legislators is necessary to meet these challenges. Translanguaging's long-term effects on student outcomes and the role of teachers in fostering multilingualism in ELT warrant additional study.

Kata kunci: Translanguaging, ELT, India, pedagogical stylistics, NEP-India, multilingualism

Abstrak

Kertas kerja ini meninjau kajian mengenai translanguaging dan ELT di India antara tahun 2005 dan 2022 khususnya dalam Pengajaran Bahasa Inggeris (ELT). Translanguaging - ditakrifkan sebagai penggunaan pelbagai bahasa untuk menggalakkan pembelajaran dan komunikasi - ia telah mendapat perhatian yang signifikan dalam sistem pendidikan India. Abstrak ini meringkaskan penyelidikan ke dalam penggunaan dan kejayaan strategi translanguaging

dalam pengajaran bahasa Inggeris India (ELT). Untuk menjayakan kajian ini, kami mencari artikel dan penerbitan lain yang berkaitan dengan menggunakan pangkalan data akademik seperti Google Scholar, ERIC dan JSTOR. Beberapa istilah yang digunakan dalam carian adalah "translanguaging," "pelbagai bahasa," "pendidikan bahasa," "dasar bahasa," "dwibahasa," dan "pemerolehan bahasa." Selepas mencari kajian lepas yang berkaitan, ia perlu dinilai untuk kualiti. Mengetahui sama ada artikel adalah relevan dengan membaca abstrak dan ringkasan. Translanguaging telah terbukti mempunyai kesan yang baik terhadap bahasa Inggeris sebagai bahasa asing (ELT), termasuk pembelajaran bahasa yang dipertingkatkan, pencapaian akademik yang dipertingkatkan, dan dorongan yang tinggi untuk belajar. Walau bagaimanapun, sesetengah sekolah dan guru di India enggan menggabungkan amalan pelbagai bahasa, jadi amalan translanguaging dalam pengajaran bahasa Inggeris tidak begitu berkesan di sesetengah kawasan. Di samping itu, kajian menunjukkan bahawa latihan guru yang berpusatkan translanguaging dan inisiatif pembangunan profesional memerlukan lebih banyak pembiayaan. Guru mesti menerima latihan dan sokongan yang betul bagi kaedah translanguaging untuk berjaya dilaksanakan di dalam bilik darjah. Untuk menterjemahkan pendekatan yang berjaya dilaksanakan di dalam bilik darjah, penggubal dasar mesti memberi lebih banyak sokongan dan sumber kepada sekolah dan guru. Dengan menggalakkan dwibahasa, translanguaging boleh meningkatkan bahasa Inggeris sebagai Bahasa Kedua (ESL) program di India. Meningkatkan keputusan pembelajaran dan merangsang minat pelajar. Walau bagaimanapun, pelaksanaan prinsip-prinsip ini dalam ELT yang berkesan masih perlu diperbaiki, seperti kekurangan sokongan untuk guru dan penggunaan yang tidak konsisten di seluruh rantau dan institusi yang berbeza. Melabur lebih banyak dalam pendidikan guru dan program pembangunan profesional dan lebih banyak sokongan dan sumber dari penggubal undang-undang adalah perlu untuk memenuhi cabaran ini. Kesan jangka panjang translanguaging terhadap hasil pelajar dan peranan guru dalam memupuk penggunaan pelbagai bahasa dalam ELT memerlukan kajian yang lebih lanjut.

Kata kunci: Translanguaging, ELT, India, gaya pedagogi, NEP-India, pelbagai bahasa

1.0 INTRODUCTION

The ability of multilingual speakers to use multiple languages in communication is known as translanguaging, a term Cen Williams coined in 1994. In recent years, translanguaging has become an area of interest in India's English language teaching (ELT, hereafter). This paper critically reviews some of the research on translanguaging and ELT in India. Translanguaging is helpful in language teaching and learning, particularly in multilingual contexts. According to Canagarajah (2011a, b), using multiple languages in the classroom can enhance language acquisition and promote greater cognitive flexibility. In India, research has shown that using translanguaging in the classroom can help learners develop excellent language proficiency and confidence (Menon & Pallavi, 2022; Lightfoot et al., 2022). In a study conducted in a rural primary school in India, Sah et al. (2022) found that translanguaging effectively improved students' English language proficiency, allowing them to draw on their home language(s) to make connections with English (Shah, 2010).

However, using translanguaging in ELT in India is challenging. One of the main challenges is the perception that English should be taught exclusively in English, with little to no use of the learners' first language(s) (L1). This perception is rooted in the belief that the use of L1 in the classroom is a hindrance to English language acquisition. However, research has shown that this belief is misguided and that using L1 can facilitate language learning (Cook, 2016). In India, researchers have called for a shift

in attitudes toward L1 use in the classroom and greater recognition of the value of translanguaging in ELT (Ramanathan, 2020). Another challenge to translanguaging in ELT in India is teacher training (Durairajan, 2016). Many teachers need to be trained to use translanguaging in the classroom and may feel uncomfortable doing so (Menon & Pallavi, 2022). In addition, the need for appropriate teaching materials and resources can make it difficult for teachers to implement translanguaging effectively (Bhattacharya, 2013). In order to address these problems, it is imperative to offer instructors comprehensive training in translanguaging and to create suitable instructional materials and tools that facilitate its implementation within the educational setting. In India, where people come from various cultural and linguistic backgrounds, speaking more than one language is not unusual. Students who speak more than one language have translanguaging to thank for helping them succeed in school and expand their linguistic and cultural horizons. This research investigates the connection between translanguaging and learning, linguistic growth, and cultural sensitivity in India.

1.1 Translingualism and Educational Success

Translanguaging has been found to improve student's performance in school in India. Roy (2014) looked at translanguaging practices in two public schools in the Indian state of West Bengal. The authors conclude that translanguaging can foster linguistic growth and academic success. Those with expanded linguistic options were more academically successful than students restricted to only one language in class. Jayendran et al. (2021) investigate the potential of translanguaging to foster mutual comprehension and compassion in India's bilingual and multilingual classrooms. The author contends that schools can better serve pupils of all linguistic and cultural backgrounds if they consider these differences. As a result, pupils may see increased success in the classroom.

1.2 Language Change and Translanguaging

Evidence also points to the beneficial effects of translanguaging on the evolution of languages in India. Kumar et al. (2021) examined the effects of translanguaging on language policy and instruction in India's bilingual and multilingual schools. The author stated that teachers can help kids acquire languages and succeed in school by considering their unique cultural and linguistic backgrounds. Teachers may make their classrooms more welcoming and inclusive for all students by utilizing translanguaging. Teachers should encourage students to employ various language skills in class. In this approach, students can practice the language in a more real-life setting.

1.3 Understanding Other Cultures and Languages

Translanguaging has also been demonstrated to increase sensitivity to and enjoyment of India's many cultural traditions. According to research by Khan et al. (2020), translanguaging can help students learn about and appreciate other cultures. Teachers can help students appreciate each other's cultural backgrounds by encouraging them to use all of their linguistic abilities in class (Kalpana, 2023). Educators can efficiently utilize translanguaging to include bilingual and multilingual literature in their lesson plans. Including such texts can be a helpful way to teach students about other cultures. Teachers can foster a more welcoming and accepting school climate by emphasizing the importance of celebrating students' linguistic and cultural differences.

1.4 Challenges and Future Plans

Some obstacles must be overcome, but translanguaging has demonstrated promising results in improving student performance in the classroom, language acquisition, and cultural understanding in India. Lack of training and support for teachers is a significant barrier to successfully using translanguaging in the classroom. Unfortunately, many teachers may not understand translanguaging or know how to use it effectively in the classroom. The stigma that surrounds teaching in a bilingual environment is still another obstacle. Translanguaging is a detriment to language acquisition and the academic success of many teachers and policymakers. More study into successful methods of incorporating translanguaging into the classroom is required to find solutions to these problems. The successful implementation of translanguaging in schools depends on teachers having access to training and professional development opportunities. Policymakers in India also need to be made aware of translanguaging's potential for boosting student performance in the classroom, linguistic proficiency, and cultural sensitivity.

Translanguaging can improve learning outcomes, language acquisition, and cross-cultural understanding in the Indian context. Teachers can foster a more accepting classroom climate by embracing their students' linguistic and cultural differences. It can encourage students to use their full linguistic potential in class, aiding their language acquisition and academic success. It can also incorporate bilingual and multilingual literature into educational resources, increasing students' exposure to and appreciation of different cultures. However, obstacles must be overcome, such as the need for teacher training and support for integrating translanguaging in the classroom and the stigma associated with utilizing many languages. More study is needed to uncover effective techniques to help teachers effectively use translanguaging in the classroom, and more training and professional development programs for teachers are needed. Educators and politicians in India can use translanguaging to help the country's linguistically and culturally diverse student population succeed in the classroom by tackling these issues.

Translanguaging has been acknowledged as an essential tool for fostering academic success, linguistic growth, and cultural understanding among students who speak more than one language in India, where multilingualism is the norm rather than the exception. Menon and Pallavi (2022) delve into the potential of translanguaging to foster intercultural competence and compassion in India's bilingual and multilingual classrooms. The authors contend that schools can better serve pupils of all linguistic and cultural backgrounds if they consider these differences. Roy (2014) researched translanguaging at two public schools in the Indian state of West Bengal. According to the research, translanguaging can help students learn a new language, succeed in school, and better understand and appreciate other cultures. Kumar et al. (2021) researched the effects of translanguaging on language policy and instruction in India's increasingly common multilingual classrooms. The authors stated that teachers can help kids acquire languages and succeed in school by considering their unique cultural and linguistic backgrounds. Menon and Pallavi (2022) recently published an outline of translanguaging's application to Indian classrooms. According to the authors, teachers may foster a welcoming, productive, and culturally sensitive environment if they consider their students' language and cultural differences. Collectively, the results of these studies point to translanguaging as a viable strategy for enhancing learning, linguistic proficiency, and cultural understanding in the Indian school setting. Teachers may make their classrooms more welcoming and inclusive for all students by utilizing translanguaging. Encouraging students to use their full range of language abilities in class can help achieve this. Bilingual and multilingual texts can be used in the classroom as well. Teachers may do more for their students' language

acquisition, academic success, and cultural understanding if they consider their students' wide range of cultural and linguistic origins (Viniti, 2019).

The first stage in conducting a literature review on translanguaging was to formulate a research topic. The research question is general and focused enough to direct the synthesis: What are the most recent findings and developments in ELT and translanguaging in India? The next thing to do was to do a thorough search of the relevant literature. We searched for relevant studies, articles, and other publications utilizing academic databases like Google Scholar, SCOPUS, Web of Science, and JSTOR. Some of the terms that were used in the search were "translanguaging," "multilingualism," "language education," "language policy," "bilingualism," and "language acquisition." After locating the relevant literature, it had to be evaluated for quality. Finding out if an article is relevant requires reading abstracts and summaries. Articles that fit the criteria were included in the analysis. The next stage was to conduct a literature review to extract the most important findings and trends. For this, reading the articles and noting the most important results, methods, and underlying theories. The research also uncovered any contradictions or missing information in the literature. The last part of the process involved synthesizing the review's results. This stage required arranging the significant themes and results into an argument that answered the study's central question.

2.0 TRANSLANGUAGING: AN OVERVIEW

Numerous changes have been made to the ontology and epistemology of English language education, which have impacted the field of applied linguistics and teaching English to speakers of other languages. It would appear that English language education has seen more than a "multilingual revolution" from the early debate challenging the dichotomy of native and non-native speakers of English (Liu, 1999, p. 14) and the development of World Englishes (Kachru, 1992) to Global Englishes language teaching (Rose & Galloway, 2019) and translanguaging as an approach or an effective method of language education (García & Wei, 2014; Li, 2022a, b; Li & García, 2022). Understanding English as a global language with complex linguistic, cultural, and multimodal practices is crucial in light of the wide variety of contexts in which it is used. According to the native-speakerism ideology, which is reflected in essentialist approaches to teaching and learning English, learners' first languages (L1) and multilingual and multimodal practices are linguistic deficits, while native-speaker 'standard' English is the ultimate goal (cf. Fang and Liu, 2020; Holliday, 2006; Lippi-Green, 2012). Due to English's globalization, non-native speakers now outnumber natives, prompting scholars, educators, and policymakers to re-evaluate English language education, particularly how the language is taught, assessed, and situated within the broader curriculum. Because of its global reach and widespread use, English has a sociolinguistic makeup that appreciates the variety of languages spoken in everyday conversation. In a world where 'native-speaker norms' are no longer seen as the cure and can even be challenged through the 'playfulness' of language use (Li, 2018), it is natural for people to utilize their varied linguistic, multimodal, and multi-semiotic resources in communication.

Since the focus of education has shifted from the traditional, monolingual perspective towards multi/translingualism (Cenoz & Gorter, 2019; May, 2014), it is no longer acceptable to consider English to be the exclusive domain of native speakers, both from a sociolinguistic and an English-for-international-communication standpoint (Jenkins, 2007; Seidlhofer, 2011). Students and teachers of English as a foreign language (EFL) around the world often prefer native-speaker models, even though they often fail to achieve the desired results in terms of pronunciation and intonation

when attempting to mimic those of, say, British or North American English speakers (see, for example, Zhang, 2004). In the present, it is a time to reflect on the possibility that the 'trans-era' is pushing traditional second language acquisition away from the limiting 'native norms' in English learning and toward a focus on the pragmatics of language use in service of the ever-changing needs and goals of learners, as well as for communication in natural settings where people make use of a wide range of multimodal resources (Zhang, 2022).

Translanguaging, which has roots in Welsh bilingual education, has been adopted as an integrated approach to language study because it recognizes multilingual speakers' "multiple discursive practices" (Garcia, 2009, p. 45). Translanguaging emphasizes speakers' multilingual repertoires in which "they share beliefs, values, practices, and ways of talking and doing things" (Cenoz & Gorter, 2021, p. 17). Particularly, translanguaging acknowledges the linguistic elements of learning and considers incorporating body language, tones, visual signals, sounds, and words as crucial components to acquiring a new language (Fang et al., 2022; Garca & Wei, 2014; Li, 2022b). Learners' language repertoire is highly valued in the learning process for improved communication because it provides a foundation upon which to construct new information by drawing on and applying existing linguistic resources (Cenoz & Gorter, 2019; Cenoz et al., 2017).

Both language and subject learning have benefited from translanguaging as an educational idea (Fang & Liu, 2020; Lin, 2019; Wang, 2019). The widespread prevalence of monolingual policy and ideology is a barrier to the widespread adoption of translanguaging in language policy (Jenkins, 2007). However, research has demonstrated that language use is more nuanced than previously thought. For instance, Wang (2019) found that educators had optimistic views about translanguaging procedures while still favoring monolingual ones. Translanguaging strategies are met with mixed reactions from students (Wang, 2022a, b). Fang and Liu (2020) showed that while subject teachers were more open to translanguaging, language teachers favored monolingual approaches. Most students were optimistic and resisted conforming to a single ideology (Fang & Liu, 2020). It is not apparent, however, if students' resistance to a monolingual ideology is due to a lack of understanding of the benefits of translanguaging for learning or vice versa. The teachers who participated in Fang and Liu's (2020) study also mentioned having trouble getting students to stop relying so much on their native language (L1) when translanguaging. In order to fully understand how the notion of translanguaging might improve learning for multilingual students (including their vocabulary acquisition, morphological awareness, and phonological awareness), more research into translanguaging education from a multilingual perspective is required. Translanguaging has been studied in instructional and spontaneous contexts, such as schools (Cenoz, 2017). While translanguaging has received some attention as a theory and a pedagogical and linguistic tool (Cenoz & Gorter, 2019, 2022; Fang & Liu, 2020; Li, 2018), the efficacy of implementing such a tool in language learning and use needs further investigation (Liu, 1999; Wang & Curdt-Christiansen, 2019). Established and emerging scholars on translanguaging or translingual/multilingual education have been motivated by this topic to investigate the role of language in educational and social contexts, evaluate the efficacy of the translanguaging strategy in language/content learning, advocate for decolonizing pedagogy by valuing students' multilingual skill sets, and adopt a translanguaging perspective in order to advance linguistic diversity and linguistic equality (Fang et al., 2022).

3.0 EDUCATION SYSTEM OF INDIA: AN OVERVIEW

India's public school system is integral to the country's broader educational infrastructure. It is the cornerstone of a child's academic, social, and personal development, providing them with an education from kindergarten through high school. Here is a quick rundown of India's public school system. The school system has a 10+2 structure, meaning that students spend their first ten years in elementary school and their second two years in secondary school. It has three distinct tiers:

- a) Primary Education, which entails Grades 1 through 5, emphasizes acquiring fundamental abilities, information, and character traits.
- b) Middle school, which consists of grades 6 through 8, is when kids begin to delve deeper into topics they have only scratched the surface of.
- c) The secondary education level consists of grades 9 and 10. Students at this level engage in broad curricular study and exam prep.

Multiple boards in India oversee the country's public school system and provide standardized tests. Notable secondary education boards in India include the Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), and state boards. All these institutional bodies set curriculum, textbooks, and evaluation standards. Schools in India provide instruction in multiple languages, including English, Hindi, and regional languages. It is up to the school district, the children, and their families to decide which medium is best for their education. Languages (English, regional language, and sometimes Hindi), mathematics, science, social studies, and physical education are all staples of the Indian school curriculum. Computer science, the arts, music, and even foreign languages are available as electives at some schools.

Methods of Instruction and Evaluation Tests, textbooks, and lectures have long formed the backbone of education in India. Project-based learning, group activities, and interactive classroom sessions are just a few examples of the more student-centric and experiential learning approaches that are gaining popularity. The most common types of evaluations include tests, homework, and yearly assessments. There are two primary types of schools in India: public (financed by the government) and private (not supported by the government). The government operates and provides funding for public schools, often known as government schools. There is a wide range in tuition, facilities, and quality of education provided by private schools because they are independently owned and operated.

There are inequalities in the availability of high-quality education in India's public school system, regional infrastructure problems, teacher shortages, and an overemphasis on memorization. The National Education Policy (NEP) 2020 is one of many measures put in place in response to these problems. The NEP seeks to revamp the current schooling system by focusing on basic literacy and numeracy, encouraging a multidisciplinary approach, integrating technology, and emphasizing vocational education and critical thinking abilities. It is worth noting that there are significant differences in curriculum, pedagogy, and infrastructure between the several state and regional educational boards in India. Still, people are working to make schools more welcoming, skill-focused, and comprehensive for all students.

In India, students can pursue advanced degrees in universities that are part of the country's tertiary education system. It is essential for the country's economic growth, scientific progress, and job creation, and it helps students get ready for successful professions. There are several different kinds of institutions in India that offer post-secondary education:

- a) Universities: Central, state, and recognized institutions all provide extensive academic options for their students. They can award degrees, and they can undertake their studies.
- b) Colleges: University-affiliated colleges provide specialized undergraduate and graduate education. The university's curriculum and rules are strictly adhered to.
- c) Institutes of National Importance: The federal government establishes and supports institutes of national importance to advance knowledge in strategic areas like engineering, technology, management, and medicine. The Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) are two such institutions.
- d) Autonomous Institutions: Institutions that fall under the category of "autonomous" are free to determine what courses to offer, how to evaluate students' knowledge, and how to award degrees. Some examples are the All-India Institute of Medical Sciences (AIIMS) and the National Institutes of Technology (NITs).

Tertiary education in India traditionally consists of a ten-year primary and secondary schooling phase, followed by a three-year undergraduate college phase (10+2+3). Some examples of Bachelor's degrees that can be earned after completing an undergraduate program are a Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Commerce (BCom), or Bachelor of Engineering (BE). Universities and research institutions also provide advanced degree programs, such as Master of Arts, Master of Science, Master of Commerce, Master of Education, and Doctor of Philosophy (Ph.D.) degrees:

- a) University Grants Commission (UGC): The University Grants Commission (UGC) is the governing organization that ensures quality and consistency throughout universities. It accredits schools, hands them funding, and regulates course load, grading, and faculty hiring. The UGC also supports academic inquiry by financing various research initiatives.
- b) Technical Education: The All-India Council for Technical Education (AICTE) and the National Board of Accreditation (NBA) govern India's technical education system. Technical education programs in areas like engineering, technology, and management are held to high standards by these organizations.
- c) Professional Courses: Medical, legal, pharmaceutical, architectural, and certified public accounting programs are just some of the many available in India. The medical field in India is overseen by the Medical Council of India (MCI), and the legal field in India is governed by the Bar Council of India (BCI).

There are issues in India's higher education system, such as a disconnect between industry needs and curriculum, a lack of research money, and restricted opportunities to study abroad. The National Education Policy (NEP) 2020 is one such policy that aims to address these concerns. The NEP's goals are to improve the standard of higher education, provide opportunities for interdisciplinary study, increase funding for basic research, and create a National Research Foundation. It is worth noting that there is a wide range of quality in India's higher education institutions, facilities, and curricula. However, ongoing attempts are to boost availability, quality, and relevance to serve students better and advance national development goals.

4.0 TRANSLANGUAGING AND PEDAGOGICAL STYLISTICS: DO THEY INTERSECT?

The subject of language instruction has recently paid more attention to pedagogical stylistics and translanguaging concepts. Translanguaging emphasizes the use of many languages and linguistic varieties in the classroom. In contrast, pedagogical stylistics focuses on studying language use and the significance of literary texts in the language classroom. This critical review will draw from various sources to investigate the overlap between these ideas and their possible effects on language instruction. Using literary works as teaching tools is one use of educational stylistics and translanguaging. Literature has been proven to be an excellent tool for fostering language acquisition and literacy (Dovchin & Lee, 2019; Carter, 2016). Using literary texts also raises essential problems about the function of cultural, identity, and language diversity in the classroom (Kramersch, 1993; James & Mendlesohn, 2003).

By respecting and honoring students' native languages and cultural identities, translanguaging addresses these concerns. This strategy promotes the use of many languages and linguistic varieties in the classroom (Garca & Wei, 2014; Li, 2018), emphasizing the malleability and flexibility of language use. Translanguaging has the potential to make classrooms more welcoming and empowering for students of various linguistic and cultural backgrounds. By providing a framework for investigating literary works' cultural and linguistic components, pedagogical stylistics can contribute to a more welcoming and empowered classroom setting. Students can learn more about the text's cultural and social contexts and how language is employed to generate meaning by examining the text's stylistic elements (Carter, 2001; Simpson, 2017).

By allowing students to draw on their native languages and cultural knowledge in their analysis and interpretation of literary texts, translanguaging can improve the texts' educational value (Li, 2018). Translanguaging methods like code-switching and code-mixing can help students build links between the target language and their home language, leading to a deeper and more nuanced text comprehension (Garca & Li, 2014; Hu, 2016). Despite the promising future of pedagogical stylistics and translanguaging in the language classroom, several obstacles still need to be overcome. Teacher training and support are needed, especially in settings where monolingualism and standardization are prevailing paradigms (Canagarajah, 2013; Garcia & Wei, 2014). It has been found that many educators need more linguistic and cultural fluency to effectively employ these strategies in the classroom (Anderson & Lightfoot, 2018; Anderson, 2022). Another difficulty is the risk that these methods will be misconstrued or abused in the classroom. Translanguaging, for instance, may be seen as code-switching and thus discouraged by certain educators rather than as a purposeful and dynamic use of many languages to assist learning (Li, 2018; Lightfoot et al., 2022). Similarly, a restricted and prescriptive understanding of language and literature might result from some instructional stylistic approaches (Simpson, 2017; Kramersch, 1993).

In order to address these challenges, instructors must be equipped with comprehensive resources that underscore the significance of employing diverse instructional mediums in language instruction. Teachers can benefit from workshops and conferences emphasizing the importance of incorporating pedagogical stylistics and translanguaging into the classroom (Samrat & Singh, 2019; Pandey & Anshu, 2014) and using materials and tools representing their students' linguistic and cultural diversity. To ensure that these methods are being used in a way that is empowering and respectful of students' linguistic and cultural backgrounds, it is essential to engage in continual critical evaluation and discourse about their application (Rao, 2013; Regnoli, 2019; Garca & Li, 2014). Therefore, the exciting prospects for language teaching that acknowledge and value pupils' linguistic and cultural diversity can be

found at the junction of educational stylistics and translanguaging. By incorporating these techniques into their language teaching practices, teachers can better encourage their students' language and literacy growth and critical and creative engagement with literature and language use. However, the difficulties of teacher training and support and constant critical reflection and dialogue must be overcome to implement these methods effectively.

5.0 TRANSLANGUAGING AND ELT IN INDIA: SOME RECENT LITERATURE

Learning and communicating in a variety of languages is called translanguaging. It can effectively resource English as a Second Language (ESL) teachers in India (Table 2). Here is Table 1 detailing some of the applications of translanguaging to English language teaching in India:

Table 1. Translanguaging Practices in Multilingual Education Scenarios

Scenario	Translanguaging Practice
Clarifying instructions	Using the learner's first language to explain tasks and procedures before switching to English
Introducing new vocabulary	Presenting new English vocabulary alongside translations in the learner's first language
Encouraging participation	Allowing learners to use their first language during group discussions and activities, as long as they share a summary or critical points in English afterward
Providing feedback	Providing feedback in both English and the learner's first language, especially for learners who are just starting to acquire English language skills
Connecting with learners' backgrounds	Incorporating learners' cultural and linguistic backgrounds into classroom discussions and activities and allowing them to use their first language to share stories and experiences
Assessment	Allowing learners to use their first language in some parts of assessments, such as translating sentences from English to their first language to demonstrate comprehension
Grammar explanations	Using the learner's first language to explain complex grammatical concepts and structures before translating them into English

It is worth noting that the degree to which translanguaging is employed in English language teaching in India may vary depending on factors such as the nature of the learning environment, the characteristics of the target audience, and the aims of the course. Translanguaging, when utilized correctly, however, can help students gain confidence in their language skills and a more thorough grasp of the target language. Table 1 below collectively goes into the intricate terrain of bilingual schooling in India, revealing a thematic commonality. These sources provide insights into different aspects of this complex topic, such as the impact of neoliberalism on English Medium Education (EME), the infringement of linguistic human rights, the ideological debates surrounding the English language, and initiatives aimed at promoting multilingual education based on mother tongues. Moreover, it is vital to highlight the difficulties encountered when attempting to harmonize linguistically diverse communities with established educational systems. During their varying focuses and perspectives, the references underscore the importance of acknowledging and valuing linguistic diversity, addressing language inequities, and adopting innovative practices such as translanguaging to foster a more equitable and inclusive educational setting in India.

Table 2. Multilingual practice and ELT in India

Author(s)	Year	Publication Details	Major Findings
Boruah & Mohanty	2022	Springer, Cham	EME in India thrives due to neoliberal constructs involving the middle class, the absence of language consensus, and pedagogy.
Mohanty & Skutnabb-Kangas	2022	The Cambridge Handbook of Child Multilingualism	Children in India face linguistic discrimination in education, violating linguistic human rights.
Taylor & Mohanty	2021	Routledge Handbook of Plurilingual Language Education	Instructional settings in South Asia often need to pay more attention to multilingualism, impacting language education.
Bhattacharya & Mohanty	2021	World Englishes Volume 2: Ideologies	English in India is ideologically contested, accessible primarily to the urban and upper classes.
Mohanty	2017	Multilingualism and Development	English's role in development in India is questioned; it has some advantages but disadvantages.
Panda et al.	2011	Swara	Mother Tongue-Based Multilingual Education programs aim to transition tribal children from their mother tongue to the state language.
Durairajan	2016	Multilingualism and Development	Research in India explores using the first language as a resource in English classrooms.

The educational system of India exhibits a diverse and intricate environment for multilingual education, which is significantly shaped by neoliberal ideologies and historical intricacies (Boruah & Mohanty, 2022). The prevalence of English Medium Education (EME) in the nation is supported by the neoliberal notion that individual and institutional agencies are crucial for achieving economic prosperity (Boruah & Mohanty, 2022). While there is a prevailing perception that the privileged classes perpetuate language inequities through the use of prestigious varieties of English, it is crucial to recognize that this issue has deeper roots. The middle class enjoys economic stability and is crucial in reinforcing the neoliberal discourse on English education by making substantial investments in it (Boruah & Mohanty, 2022). The exacerbation of this problem is attributed to the need for a unified agreement on a designated language at the national level, coupled with the presence of multiple lingua franca(s) across the nation. The influence of English is reinforced by educators and educational approaches outlined in national curricular frameworks (Boruah & Mohanty, 2022). Despite its intricate nature, India's English Medium Education (EME) system upholds the neoliberal regime, effectively hindering the adoption of a more comprehensive and fair multilingual education policy.

Furthermore, it is worth noting that within India's educational framework, linguistic human rights violations exist, specifically affecting children belonging to Indigenous, Minority, and Minoritized groups (Mohanty & Skutnabb-Kangas, 2022). The linguistic prejudice and stigmatization experienced by these children are frequently seen since official educational institutions tend to prioritize and elevate more dominant languages (Mohanty & Skutnabb-Kangas, 2022). India possesses a diverse linguistic landscape characterized by a rich plurilingual heritage. However, educational environments often adhere to monolingual norms, disregarding the potential advantages associated with multilingualism (Taylor & Mohanty, 2021). The intricate milieu, shaped by neoliberal influences, highlights the significance of the translanguaging notion. The concept of translanguaging acknowledges that humans instinctively utilize a variety of languages and linguistic resources when engaging in communication and learning activities (Taylor & Mohanty, 2021). The adoption of translanguaging in the educational system of India has the potential to empower students by allowing them to effectively employ their whole linguistic abilities, including their native languages. This approach can contribute to the creation of a learning environment that is more inclusive and egalitarian. This approach is in

accordance with the imperative to uphold linguistic human rights, foster multilingualism, and question the hegemony of English in the Indian educational context, hence striving for a more inclusive and equitable education system that embraces linguistic diversity.

Table 3. Research on translanguaging in ELT in India

Author(s)	Year	Major Findings	Journal Name
Mukhopadhyay, L.	2020	Translanguaging is used effectively in an Indian primary-level ESL classroom, facilitating learning of English and native languages.	International Journal of English Language Teaching
Pandey, N., & Anshu, A. P.	2014	Examines the role of English-medium teaching at Delhi University, highlighting language barriers for non-English medium students.	The Delhi University Journal of The Humanities & The Social Science
Paul, A.	2019	Explores the preference for English as a first language vs. English as a second language, emphasizing the importance of both in a global context.	International Journal of English Learning & Teaching Skills
Rajasekaran, S., & Kumar, R.	2020	Investigates language practices in an urban Indian school, suggesting that rigid language compartmentalization may be counterproductive.	Contemporary Education Dialogue
Rao, A. G.	2013	Argues for mother-tongue-based multilingual education in India, highlighting the ineffectiveness of English-medium-only education.	Language Problems & Language Planning
Regnoli, G.	2019	Explores translanguaging as an expression of transnational identity in an Indian diasporic community in Germany.	Translation and Translanguaging in Multilingual Contexts
Sah, P. K., & Kubota, R.	2022	Reviews literature on English as a medium of instruction in South Asia's school education and its implications.	Asian Englishes
Samrat, B., & Singh, S.	2019	Examines the impact of collaborative learning and translanguaging in multilingual classrooms, emphasizing the benefits of translanguaging.	FORTELL
Shah, M.	2010	Discusses bilingual educational programs in Indian schools and the challenges of providing English language education.	The Routledge International Handbook Series
Sharma, A., & Kaur, H.	2014	Explores the impact of new schemes CBSE introduced in developing students' English-speaking and listening skills.	IOSR Journal of Research & Method in Education
Singh, N. K., Zhang, S., & Besmel, P.	2012	Investigates the influence of globalization on language policies and practices in South East Asia, focusing on India.	Revista Brasileira de Linguística Aplicada
Veettil, R. P.	2013	Examines attitudes toward varieties of English in the postcolonial context and analyzes the reasons behind varying attitudes.	ELT Voices – India
Viniti, V.	2019	Explores the challenges of implementing translanguaging pedagogy for low-achieving students in India.	Classroom Discourse
Menon, S., & Pallavi	2022	Discusses multilingualism in the Indian educational context and critiques the translanguaging perspective.	Contemporary Education Dialogue
Mishra, P. K.	2014	Explores the objectives of teaching and learning English in India, emphasizing the importance of making students independent learners.	Global Journal of Multidisciplinary Studies
Kumar T, Nukapangu V, Hassan A.	2021	Investigates the effectiveness of code-switching in language classrooms in India, particularly in primary education.	Pegem Journal of Education and Instruction
Gonsalvis, K.	2022	Addresses the difficulties Kannada medium students face in learning English and the role of English in India's multilingual context.	Journal of Emerging Technologies and Innovative Research

Gopalakrishnan, A.	2020	Examines factors influencing the implementation of multilingual pedagogies in adult foreign language instruction in the US and India.	International Journal of Multilingualism
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Studies of translanguaging in English language teaching (ELT) in India (table 3) have revealed its usefulness as an instructional strategy (Mukhopadhyay, 2020; Menon & Pallavi, 2022). Translanguaging, as Canagarajah (2011) discovered, improves language learning and fosters cognitive plasticity. Cook (2016) supports this argument by stating that teaching in L1 helps students acquire the language. Sah (2010) found in a case study conducted in a rural primary school that translanguaging helps pupils enhance their command of the English language by strengthening their ties to their native tongue(s). Ramanathan (2020) stresses the importance of changing our feelings about L1 use and acknowledging translanguaging's worth. The study also suggests that to fully reap the benefits of translanguaging in ELT in India, proper training of teachers and adequate resources are necessary. Viniti (2019) and Sah and Kubota (2022) note that despite the benefits of translanguaging for students' language acquisition and self-esteem, the practice needs to be improved by a lack of teacher preparation and appropriate materials. According to Pandey and Anshu (2014), for translanguaging to be effectively implemented, proper pedagogical methodologies and teacher training are required.

In short, studies have shown that translanguaging can improve language learning, increase students' cognitive flexibility, and boost their language skills and self-confidence in ELT (Mukhopadhyay, 2020; Canagarajah, 2011; Cook, 2016; Sah & Kubota, 2022; Ramanathan, 2005; Rajasekaran & Kumar, 2020; Jain & Anshu, 2014; Paul, 2019). However, barriers such as widespread misconceptions, insufficient educator preparation, and the need for more relevant course materials and resources all work against its efficient implementation (Singh et al., 2012). As previously discussed, (Mukhopadhyay, 2020; Canagarajah, 2011; Cook, 2016; Shah, 2010; Samrat & Singh, 2019; Pandey & Anshu, 2014), for India to fully realize the benefits of translanguaging in ELT, there needs to be a change in attitude towards L1 use (Veettil, 2013), greater recognition of its value, and the provision of teacher training and appropriate resources (Viniti, 2019; Gonsalvis, 2022).

6.0 MODALITIES OF TRANSLANGUAGING AT THE SCHOOL AND COLLEGE LEVELS IN INDIA

First, know that using translanguaging in English as a Second Language (ESL) classrooms in India is not novel. Many researchers and teachers of languages have argued that translanguaging is an effective way to facilitate language acquisition in a bilingual or multilingual setting (Canagarajah, 2011; Li, 2011; Garca & Wei, 2014). Since English is so commonly used as the medium of instruction in ELT classes in India, and many teachers mistakenly believe that having students use their native language will lower their English skills, translanguaging has been slow to catch on. As a result of these obstacles, language teachers in India have devised methods for incorporating translanguaging into English as a Second Language (ESL) classrooms. One such method is code-mixing and code-switching, in which students switch back and forth between their L1 and English in class (Kumar et al., 2021). Using the students' native language in the classroom is called translanguaging pedagogy (Mohanty, 2017).

Language teachers in India have also created resources and exercises to facilitate translanguaging in English as a Second Language (ESL) classrooms. Reading comprehension and vocabulary development can be improved using texts written in both the target language and the learner's L1 (Rao, 2013; Lightfoot et al., 2022). Multilingual games and activities have also been created to support language

acquisition (Mukhopadhyay, 2020). While research on the efficacy of translanguaging in ELT classes in India is scant, it has been shown that allowing students to use their native language (L1) in class can improve students' English proficiency (Kumar et al., 2021; Sharma & Kaur 2014). However, a shift in perspective and teaching methods may be necessary before translanguaging can be successfully implemented in ELT classrooms in India (Mohanty, 2017). The use of code-mixing and code-switching, translanguaging pedagogy, and translanguaging materials and activities make up the blueprint of translanguaging strategies in ELT classes at the college or university level in India (Brahmaiah & Mani, 2018; Groff, 2016). Using learners' L1 can improve their English language skills, but further empirical studies are needed to determine whether or not translanguaging is helpful in ELT lessons in India.

Translanguaging is a helpful tool that can be utilized to help students from multilingual backgrounds in India. Educators in India might choose from a variety of translanguaging approaches. Code-mixing is one type of translanguaging in which multiple languages are used in a single speech (Canagarajah, 2011). Code-mixing can be especially helpful for students whose English is not yet proficient because it allows them to employ words and phrases from their native language. Code-mixing is another strategy for making education more engaging and applicable to students' lives. Code-mixing allows instructors to incorporate examples from students' native languages when elaborating on abstract ideas. Code-switching is another form of translanguaging (Heller, 2010), in which two languages are used rapidly during a conversation or discourse. Code-switching can aid in developing a student's proficiency in their native language and English. It can also help students feel more at ease expressing themselves in their language in class.

Transliterated scripts, which include writing one language using the script of another, are another method of translanguaging. Such texts might be constructive for students who prefer writing in their native language but struggle with English. Students who have difficulty transitioning from their native language to English can benefit from using transliterated scripts (Garcia & Wei, 2014). Translanguaging spaces, natural or virtual, allow students to draw from their linguistic toolkits while studying (Garcia et al., 2017). Translanguaging environments are a great way to encourage multilingualism and foster an accepting atmosphere in the classroom. In addition, they can aid in the growth of students' metalinguistic awareness (Creese & Blackledge, 2010) by encouraging them to consider and analyze the linguistic frameworks underlying the many languages they encounter. Better language learning outcomes, academic achievement, and student engagement and motivation have all been linked to using translanguaging strategies in the classroom (Anderson & Lightfoot, 2018; Anderson, 2022). For instance, Lightfoot et al. (2022) indicated that students who participated in translanguaging techniques in English classes had more significant gains in language competence than those who did not.

The implementation of translanguaging procedures in Indian schools has obstacles as well. Teachers may find it challenging to effectively implement translanguaging methods into their teaching due, in part, to a lack of training and support for translanguaging. The perceived superiority of English and the stigma associated with regional languages may also lead to opposition to their usage in the classroom (Menon & Pallavi, 2022). As a result, translanguaging has the potential to be an effective method for increasing linguistic diversity and enhancing English language skills among Indian students (Lightfoot et al., 2022). Teachers can better accommodate their students' varying linguistic abilities and interests by utilizing various translanguaging modalities in the classroom (UNESCO, n.d.).

7.0 TRANSLANGUAGING: A MYTH OR REALITY IN THE INDIAN ELT CONTEXT

Researchers and teachers have different opinions on whether or not translanguaging is a myth in the Indian ELT context. Others argue that translanguaging can be a valuable tool for promoting multilingualism and enhancing language learning outcomes in Indian classrooms, while others raise questions about its viability and effectiveness. Concerns have been raised that translanguaging in the Indian ELT context could further marginalize students who speak languages other than English and foster a deficit perception of those languages. For instance, Anderson (2022) claims that translanguaging in English as foreign language classrooms further entrenches English's dominance while simultaneously undervaluing and underpromoting students' native languages. Translanguaging may not help people become multilingual but cause them to become less proficient in any one language (Mishra, 2014; Kalpana, 2023).

Others, however, have argued that translanguaging practices are valuable and doable in the Indian ELT context. Translanguaging, according to the Government of India (2021), can make schools more welcoming to all students by recognizing and using their native languages. Furthermore, studies have shown that translanguaging practices improve students' language learning outcomes. According to English Language Education in India (ELEI) (2021), using translanguaging to teach Hindi as a second language improved students' language skills and attitudes toward language learning. Similarly, Menon and Pallavi (2022) discovered that translanguaging in Hindi classes increased student engagement and improved linguistic competence. Adopting translanguaging procedures has also improved students' metalinguistic and cognitive development. Translanguaging has increased students' metalinguistic awareness and cognitive flexibility, as Mohanty (2019) reported in their study of ESL classrooms in Odisha, India.

While translanguaging practices may face some obstacles in the Indian English language teaching (ELT) context, discounting them would be a mistake. Instead, Kalpana (2023) proposes acknowledging the potential benefits of translanguaging procedures while being conscious of the obstacles and restrictions that may arise depending on the unique circumstances. While there is still much discussion about whether or not translanguaging practices are practical or even possible in the Indian ELT context, it is crucial to recognize the potential benefits of these practices in fostering multilingualism, improving language learning outcomes, and creating a more welcoming and equitable classroom. They recommend providing educators with translanguaging skills training and encouraging classroom trials. Researchers Menon and Pallavi (2022) found that students saw using their native language as a way to improve their English skills. They advocate for educators to be more open-minded about students' usage of different languages in the classroom. Likewise, translanguaging strategies, according to Samrat and Singh (2019), can help Indian school children better connect their native languages with the language of instruction. They argue that rather than perceiving students' native tongues as a barrier to learning English, educators should embrace them as a rich resource for instruction. Therefore, implementing translanguaging requires a sophisticated and critical outlook that considers the specific environment in which it will be used.

8.0 TRANSLANGUAGING AND INDIAN EDUCATION POLICY

As a result of recent legislative shifts, translanguaging has received much attention in the Indian educational sector. This change reflects the increasing awareness of the value of an inclusive education system that meets the linguistically diverse

requirements of all pupils. For instance, the National Education Policy 2020 (NEP) recognizes the value of incorporating translanguaging practices and focusing on several languages in the classroom. In contrast to the prior policy, which prioritized English as the language of instruction, this is a significant change (Det, 2019; ELEI, 2021 GOI, 2021; Kumar et al., 2021). Translanguaging in the classroom has been found to benefit students by increasing their comprehension of course material (Garcia & Wei, 2014). Students who grow up around a language other than English have been shown to benefit significantly from translanguaging techniques in India (Samrat & Singh, 2019). Despite translanguaging's promise, it has been implemented inconsistently across India's many regions and educational institutions. Some states, including Karnataka and Tamil Nadu, have adopted policies supporting bilingual and multilingual classrooms (Sharma & Kaul, 2014; Gonsalvis, 2021), while others have been slower. Another issue is that educators need the proper tools to translanguage effectively in the classroom (Menon & Pallavi, 2022). According to Bhatt and Bolonyai (2019, 2022), the policy encourages teaching elementary school students their native tongue while stressing the importance of learning English. Translanguaging methods have made great strides in recent years, and it is encouraging to see the educational system finally acknowledge the worth of kids' home languages. Multilingualism and translanguaging are emphasized as educational priorities in the NEP (2020). The policy stresses the need to teach students in their native or regional languages through the fifth grade and then gradually introduce English and other languages (Government of India, 2021). Translanguaging techniques are encouraged in the classroom to support multilingualism and language acquisition (Mukhopadhyay, 2021; MII-AAS, 2023).

Despite these encouraging policy shifts, there are still obstacles to successfully incorporating translanguaging practices into the Indian school system. Using English as the language of instruction in most universities is a significant barrier. According to Mohanty (2019), there is a preference for English-medium education in India because the English language has become a status symbol. As a result, teachers are less likely to use translanguaging strategies like encouraging pupils to speak their native languages in the classroom. There needs to be more training for educators in translanguaging procedures. According to Lightfoot et al. (2022), many Indian educators lack the confidence to implement translanguaging methods since they have not received training in using various languages in the classroom. Teachers need training in the efficient use of various languages in education to effectively promote translanguaging in the classroom.

Despite these obstacles, research suggests that translanguaging practices may help advance multilingualism and inclusive education in India. According to Canagarajah (2013), translanguaging can result in a less rigid grasp of language, blurring linguistic boundaries, and creating a more welcoming linguistic environment. The importance of translanguaging is emphasized in the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001), which also acknowledges its worth. In general, the Indian school system is beginning to see the advantages of translanguaging and other forms of multilingualism. Recent education policies, such as NEP (2020), have recognized the value of translanguaging strategies to aid in language acquisition and provide an inclusive education for all students. However, obstacles must be overcome before these policies can be fully implemented, such as English's status as the *de facto* instructional language and a need for teacher training in translanguaging practices. Efficacious techniques for encouraging translanguaging practices in the Indian education system require further study to identify and address these obstacles.

More resources should be allocated to teacher education and professional development programs emphasizing translanguaging methods to meet these

problems (Garcia & Wei, 2014; Wei, 2014). For translanguaging methods to be successfully implemented in the classroom, policymakers must also provide increased support and resources to schools and teachers (Sharma & Kaur, 2014; Shah, 2010). Furthermore, the role of teachers in promoting multilingualism and translanguaging practices is worthy of investigation, as is the long-term impact of translanguaging on students' academic outcomes (Garcia & Wei, 2014). It is crucial to study how translanguaging affects students' perspectives on their native tongue and culture (Cummins, 2017). Translanguaging approaches are being adopted in the Indian educational system to encourage multilingualism and boost academic performance. A lack of support for educators and variations in implementation between areas and institutions remain key obstacles to successfully introducing these methods. Investing more in teacher education and professional development programs and more support and resources from legislators is necessary to meet these challenges. The long-term effects of translanguaging on student outcomes and students' attitudes and views of their language and culture should be the focus of future studies.

9.0 CONCLUSION

In the context of teaching English in India, translanguaging has emerged as a potential approach to pedagogy. Translanguaging tactics have improved comprehension and retention for multilingual students in the classroom. To completely grasp the efficacy of translanguaging in the Indian ELT environment and investigate how it might be implemented effectively, more research is needed. There are various essential directions that future studies on translanguaging in the Indian ELT environment could take. First, additional research is needed to determine whether translanguaging practices help multilingual students learn more effectively. Second, studies must determine how to incorporate translanguaging into India's established language regulations and curriculum frameworks. Third, studies should examine what can stand in the way of implementing translanguaging in the Indian ELT environment and how it might be overcome. When taken as a whole, translanguaging can drastically improve English education in India. To fully realize its potential and ensure its effective implementation in the Indian ELT setting, however, more study is required. Educators and researchers can better meet the demands of India's multilingual students by building on existing research and addressing the gaps and obstacles in language teaching practices.

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