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Between Educational Policies and Classroom Practices: A Quantitative Study on Translanguaging among Private School English Teachers in Tamil Nadu Context

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ABSTRACT

In Indian classrooms, the state of language pedagogy is becoming more aware of the role of translanguaging as a disruptive solution to the traditional language policing and monolingualism. Translanguaging enables the combination of students' multilingual repertoires to reinforce the acquisition of English and encourages cognitive development and independence among students. Despite the National Education Policy (NEP) 2020's push for multilingual practices in Indian classrooms, private schools often enforce English-only policies, as this study shows. This quantitative study surveyed 44 English teachers from Indian private schools using a 16-item questionnaire (Likert, multi-select, true/false) to examine institutional policies, attitudes toward English-only versus the informal translanguaging practices in their classrooms. Key findings indicate strong pressure of 79.6% and 88.6% reported English-only and management tensions in the classrooms, yet widespread informal translanguaging, the routine use of mother tongue (68.2%), translating difficult concepts by employing the features of translanguaging, such as visuals, gestures, emojis, are found in the teacher practices. Teachers acknowledge English-only drawbacks. This study reveals a policy-practice gap, with teachers employing informal translanguaging despite mandates. Implications suggest professional development in pedagogical translanguaging and aligning school policies or parental expectations with the National Education Policy 2020.

Keywords: Translanguaging, Multilingual, Mother Tongue, Parental Pressure, Teacher Attitudes

INTRODUCTION

The Indian education system is at a crossroads in terms of language teaching and policy adoption. The enduring English-only monolingual classroom instruction in most of the private schools is in contrast with the multilingual experience of the student. Although the National Educational Policy 2020 by the Government of India takes a progressive approach to linguistic plurality as a pedagogical resource, in most learning institutions, strict policies of English-only are still practiced, which undermines the local languages and language identities of students. This gap between policy reform and classroom practice sets up a substantial gap in research, and there is very little known about the presence of translanguaging as an unintentional teaching method in the practices of English teachers in schools in the context of private school settings. Lightfoot et al. (2021) document informal multilingualism in Delhi and Hyderabad with 169 teachers, but this study looks at the practices of translanguaging in the classrooms, where translanguaging cannot be condensed as the sole practice of multilingualism, as it deals with the extensive use of symbols, gestures, emoji and pictures. As Yang & Shen's (2025) study demonstrates, the use of emojis and visual tools are of the translanguaging practice in the classroom. Thus, this gap is addressed in this study through 44 private school teachers of Tamil Nadu. The NEP 2020 is an important change of direction as it explicitly promotes mother tongue-based instruction and the importance of regional languages as pedagogical resources alongside English (NEP 2020). But it is not completely implemented, especially in the case of private schools, where institutional culture and parental demands tend to focus on a monolingual English classroom. These conflicting forces are between formal policy that supports multilingualism, institutional practice that imposes English-only

norms and their own professional philosophy that supports effective teaching in languages. This research contributes to this discussion from the perspective of school education. Educators have to balance competing demands of institutional management, parents, examination systems and on their own as teachers of English.

Translanguaging is the dynamic and integrated application of the entire language repertoire of students to build meaning, negotiate identities, and enhance not only academic interactions but also the target language proficiency (Garcia and Wei, 2014). The study views pedagogical (planned) vs. spontaneous forms (Cenoz & Gorter, 2022), as policy (Questions 1-5), attitudes (6-10), practices of the multimodal (11-14) and the NEP awareness (15-16). Teachers play a highly important role here because they determine whether translanguaging is an informal and marginal phenomenon or a systematic, pedagogically-based strategy due to their beliefs about language, learning, and professionalism (Lee & Canagarajah, 2019)
In this research, the gap is filled by a quantitative survey of 44 school teachers in Tamil Nadu, India. The research is conducted with the help of a structured questionnaire and focuses on the attitudes of teachers towards the English-only teaching and the use of multilingual practices, the frequency and nature of English-only teaching behaviours, and the awareness of language provisions of NEP 2020.

The research questions are based on four fundamental research questions as follows: 1. To what extent do institutional policies enforce monolingual teaching in schools? 2. What are the teachers' attitudes towards English-only instruction and the use of the mother tongue in English language teaching? 3. What are the translanguaging-related practices that teachers use in their English classrooms? 4. What level of awareness do teachers have regarding the NEP 2020 provisions on language use? This study on translanguaging purpose contributes a base for English Language Teaching as an alignment to the multilingual context that exists in Indian education.

The term Translanguaging was coined by Cen Williams (1994), who refers to a conscious pedagogical approach where students read using one language and write using another language to enhance cognitive involvement with information. This initial conception was, in essence, methodological in nature, translanguaging refers to a classroom strategy meant to take further advantage of the cognitive capital of bilingual learners. The turning theoretical point of the concept was made by the work of Garcia (2009) and, later, by Garcia and Wei (2014), who brought the notion of translanguaging more to a classroom strategy rather than a theory of how multilingual people use language. The main argument presented in the framework by Garcia and Wei (2014) is that multilingual speakers are not functioning according to two or more distinct, compartmentalised language systems and alternating between them. Instead, they utilise a unitary, unified linguistic repertoire, whose features are flexibly and situationally used across what have traditionally been referred to as distinct named languages. This view has far-reaching implications for language teaching, silencing one language in the classroom is not an apolitical pedagogical move but an activity that artificially and cognitively as one.

Li Wei (2018) placed translanguaging in a wider practical view of language by stating that translanguaging predetermines the multimodal, multisensory, and politically situated aspects of the multilingual use of language. His ideas of Translanguaging Space, the transitional social space formed when users of multiple languages combine their resources imaginatively and critically, and Translanguaging instinct, the driving urge to access the whole linguistic inventory, have become powerful theoretical reference points in classroom-based studies on translanguaging. Cenoz and Gorter (2022) have theorised the classroom practices of this theoretical tradition under the umbrella of pedagogical translanguaging instructional strategies, planned by teachers, whose deliberate activation of whole linguistic repertoires serves language and content learning. The difference between pedagogical translanguaging and spontaneous or informal translanguaging can be explained by the fact that it is planned by teachers and implemented in curricula. Strong forms of pedagogical translanguaging involve resources in one language in the same lesson to build up metalinguistic awareness, weaker forms are those that organise the activities of the language classes to have the content revisited in other language modes. This difference is significant to the current study,

where it enables us to look not only at whether or not teachers translate languages instinctively, but whether it is with pedagogical purpose, and whether the rest of the policy and teacher development context enables intentional multilingual planning.

The study by Lightfoot et al. (2021) surveyed 169 English language teachers in Delhi and Hyderabad. Their results are educative to the current research, most of the respondents indicated that they mostly used languages other than English in the classroom, mainly in comparing the grammatical structures, explaining, managing the classroom, and translating vocabulary. Anderson (2024) then followed up this with a comparative case study of eight English educators in three Indian states, such as Maharashtra, Telangana and West Bengal. He discovered that all eight of them took part in complicated translingual practices, which emphasised the involvement and understanding of the learner over the direct adherence to English-only instructions. The students in these classes were replicating the translanguaging behaviour of their teachers, which indicated that the behaviour of teachers is very influential in determining the linguistic ecology of the classroom.

Borg's (2003) study showed that teacher cognition influenced the decisions made by instructional choices in ways that are, in most cases, stronger than those of the curriculum or school instructions. These are often beliefs that are used to represent larger societal ideologies regarding language prestige and the superiority of target-language-only pedagogy in the context of language teaching. The findings of Borg can be extended to the current research in that it describes the desire-practice gap that the core of our results resides in the teachers might assume the usefulness of multilingual strategies, but still limit their own practice under the pressure of the institution and internalised language ideology.

The continuity of monolingual ideologies among English language teachers in the Asian and South Asian conditions has been reported widely. Canagarajah (2011) pointed to the native speaker fallacy as one of the causes of self-dealing beliefs among non-native English teachers, the internalised belief that their multilingual classroom practices are worse than what is imagined of a monolingual English teacher. (Lightfoot et al., 2021) observed such ideology in their Indian sample, in which many teachers were pressured by the institutions into stifling their multilingual instincts despite them being pedagogically sound. This monolingualism performance is one of the most notable results; teachers do not merely restrict their own translanguaging but hide it, and consider it a failure instead of a purposeful and successful practice.

The complexity is added by research on the teacher's professional identity. The professional identity of teachers is often tied to the language they are paid to teach. In the case of English teachers, especially, one might experience the sense that speaking the mother tongue in the English classroom means losing a professional identity and the perceived significance of the expertise (Cenoz and Gorter, 2022). In a review of the translanguaging practices and attitudes within English language teaching settings around the world, Fang, Zhang and Sah (2022) discovered that the stakeholders tend to have positive attitudes towards translanguaging as an idea, but when it comes to practice, it is a multifaceted, institution, social, and identity-related set of constraints that restricts the practices in the classroom.

Li Wei (2018) in particular emphasises the multimodal aspect of translanguaging, arguing that the use of language by multilingual speakers is multisensory in nature and that the studies and the pedagogy should take into consideration the visual, gestural, and digital resources, which the speakers combine with the language use. The application of pictures and visual aids in teaching vocabulary and understanding scaffolding has a long history of empirical research in English language teaching in particular (Nation, 2001). Visual resource application allows educators to support the explanation of concepts and vocabulary, without necessarily applying explicit mother tongue translation, and therefore, facilitates access to meaning, without necessarily using English as a means of communication. In research focused on multilingual primary classrooms in South Africa, Omidire and Ayob (2022) discovered that strategic planning of home languages and visual and translated materials produced more inclusive and participatory learning conditions and that a positive attitude of teachers towards the use of home languages was a key enabler of the latter. The current paper discusses the application of multimodal resources and mother tongue by

teachers as a continuum of the translanguaging practices without defining the visual and digital tools as side effects of oral instruction, but as semiotic resources that contribute to the same meaning-making process as language.

METHOD

This study adopts a cross-sectional quantitative descriptive survey design to analyse teachers' attitudes, their classroom practices, and policy awareness related to translanguaging in private school contexts. The study involved 44 English language teachers working in private schools across Tamil Nadu, India. Participants were selected using purposive sampling (Creswell, 2014), ensuring representation only from the private school English teachers across boards such as the State Board, CBSE or ICSE and varying levels of teaching experience, like 0-4 years, 5-15 years, 15-25 years, and over 25 years.

The focus on private schools was intentional, as these institutions strongly follow the English-only policy demands.

While the sample size of 44 is modest, it is considered appropriate for exploratory descriptive analysis within a specific institutional context.

The research instrument consisted of a structured questionnaire comprising 16 items organised across four thematic areas,

1. institutional policy,
2. teacher attitudes,
3. translanguaging-related practices, and
4. policy awareness.

The questionnaire included a combination of five-point Likert scale items (questions 1-10 and 14), multi-select items (questions 11-13) and binary (True/False) items (questions 15 and 16). Multi-select items were used to capture the range of strategies teachers use, particularly in relation to translanguaging practices. These thematic sections were designed to express the three core constructs, with institutional policy functioning as a contextual dimension.

The questionnaire was designed to measure the three key constructs 1. Attitudes towards the use of language, and the teachers' beliefs about English-only versus the use of translanguaging. 2. The use of translanguaging practices, which features the use of mother tongue, and multimodal resources such as visuals, emojis, symbols, and gestures 3. Policy awareness, that refers to the awareness of NEP 2020 language provisions. In addition, institutional policy was examined as a contextual factor influencing these constructs.

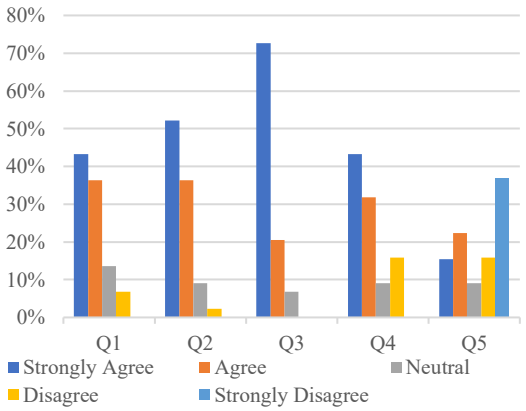
Data was collected using Google Forms. The questionnaire was distributed to participants through professional and institutional networks. Participation was voluntary, and respondents completed the survey anonymously. The Data was analysed using descriptive statistics, including frequencies and percentages, to identify patterns across items and thematic categories. Responses were examined at the aggregate level where they were relevant, across demographic variables such as teaching experience and the school type. Given the exploratory nature of the study and the sample size, inferential statistical analysis was not undertaken, and the focus remained on identifying the trends and distributions.

The validity of the instrument was done through content and face validity. Content validity was achieved through designing the questionnaire items in relation to the current theoretical and empirical findings of translanguaging. All the items were oriented toward the conceptual domains of attitudes, practices and policy awareness. Face validity was justified by the pilot study that was conducted with 18 English teachers who were not included in the main sample. The pilot study provided feedback that undermined the wording of the items and response options to make them more clear and contextually relevant. Likert scale items (Items 1-10 and 14) were evaluated with the assistance of Cronbach's alpha to determine the reliability of the instrument. The value ($\alpha = 0.88$) obtained is a good internal consistency. Although these indicate the adequacy of the instrument for a descriptive analysis, other validation processes, like factor analysis or test-retest reliability, were not done, and it can be included in future research.

RESULTS

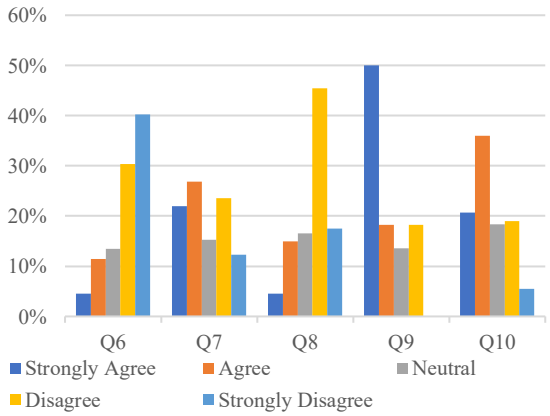
The results are presented thematicallyin form of the graphical and tabular formats. Figure 1 represents the institutional policy-related responses, and Figure 2 captures teacher attitudes. Table 1 provides a summary of reported translanguaging practices, supplemented by descriptive analysis of subsequent items.

Figure 1: Response to Institutional Policy



Q1: Institutional follows English-only policy
Q2: Management strictly enforces English-only teaching
Q3: Parents demand for English-only instruction
Q4: Teacher's preference for English-only instruction
Q5: English-only aids English acquisition

Figure 2: Response to Teacher Attitudes



Q6: Beliefs of mother tongue inclusion in classroom
Q7: English-only impact on weaker students
Q8: Elusion of mother tongue in class
Q9: English-only limits student classroom engagement
Q10: Mother tongue affects teacher identity

Table 1: Translanguaging Practices

Resource	Q11	Q12	Q13
Mother tongue	68.2%	70.5%	70.5%
Pictures	79.5%	63.6%	79.5%
Gestures	56.8%	NA	52.3%
Symbols	29.5%	29.5%	29.5%
Emojis	22.7%	9.1%	20.5%
Dictionary *(English to English)*	NA	40.9%	NA
Dictionary *(English to Tamil)*	NA	29.5%	NA
Prefer not to use	2.3%	0%	2.3%

The results are presented descriptively in accordance with the exploratory design of the study. These results are structured in four thematic areas, namely institutional policy, teacher attitudes, translanguaging practices and policy awareness.

Institutional Policy

The thematic set of questions (Q1-Q5) used in Figure 1 considers the expectations of the institution and influences, the pressure of parents, and the alignment of the teacher with English-only teaching. There is a solid institutional bias towards English-only practices. In the first question, most respondents claimed that their institutions have an English-only campus policy, with 43.2% strongly agreeing and 36.4% agreeing. A majority of 13.6% were neutral, and the 6.8% were in disagreement, which shows that there is an agreement on the institutional norms.

Similarly, question 2 indicates high institutional enforcement. A majority of 88.6% (52.2% strongly agree; 36.4% agree) responded that school management instructs them to strictly follow the English-only practices. The number of neutral responses was low (9.1%), and only 2.3% disagreed, which indicates that the expectations of the institution are well-articulated and the reinforcement is consistent. This trend is also supported by the expectations of the parents. 72.7% strongly agreed, and 20.5% agreed with the statement in question 3, that parents require English-only instruction, with only a small portion (6.8%) not agreeing. This implies that the English-only behaviours are not only institutionally influenced but also parentally influenced.

In the level of individual classroom practice (Q4), there is a variation, but with congruency. The percentage of those who strongly agreed that they personally practice English as the sole medium of instruction is 43% (strongly agree), and agree is 31.8%, with the percentage of those who were neutral is 9.1%, and those who disagree is 15.9%. This shows that most of them embrace the English-only practices. In line with this, the answers to question 5 indicate a more divided opinion on the aspect of English-only environment alone can bring positive language acquisition. 16% strongly agreed, and 22% agreed that English-only practice helps English acquisition, whereas a significant percentage of 15.9% disagree and 37% strongly disagreed with the opinion that although English-only

practices are widely implemented, teachers' beliefs about their effectiveness are not uniformly positive and 9.1% respondents remained neutral. On the whole, the Q1-Q5 set shows that there is a great institutional and social focus on teaching English-only, but a difference in the teachers' beliefs on the value of its teaching.

Teacher Attitudes

The second thematic area, which deals with questions 6 to 10, as shown in Figure 2, covers the views of the teacher's role of the mother tongue in learning, student participation and professional identity. In question 6, there is a lot of variation in the responses, where only 4.5% strongly agreed with, and 11.4% agreed with the fact that learning is difficult when the mother tongue is used, and 13.5% were neutral. A more significant percentage were those who disagreed (30.4%) and strongly disagreed (40.2%). This implies that most teachers do not consider the mother tongue as a barrier to language learning. In question 7, 22% strongly agreed, and 26.8% agreed with the statement that English-only instruction is a discouraging factor to students who are less proficient. In the meantime, 15.3% responded that they were neutral, and 35.9% disagree and strongly disagreed. This means that it is rather balanced and slightly inclined to recognising participation challenges. Question 8 about the elusion of the mother tongue, the responses were spread across categories. Few people strongly agreed, and 5%, and also agreed (15%) that they do not use the mother tongue, whereas 17% of the respondents were neutral. A more significant percentage disagreed (45.5) and strongly disagreed (17.5) that the majority of teachers do not always prevent the use of the mother tongue of students. In Question 9, 50% strongly agreed, and 18.2% agreed that the use of only English restricts students' involvement. There was a 13.6% neutral, and 18.2% disagreed. This can be interpreted as an awareness that teachers have about the fact that, when students are taught only English, they find it difficult to interact with their classmates. Question 10 deals with the professional identity of the teachers. The aggregate responses on the importance of using the mother tongue indicated its influence on their identity as teachers of English by a 56.7% (20.7% strongly agree; 36% agree). In the meantime, 18.3% and 25% disagreed. This is an average degree of concern about the connection between language use and professional identity. At large, the attitude of the teacher presents a rather different picture, with the mother tongue not having a very prevalent attitude as a barrier, and fears of participation are still vivid, with a certain division of opinions.

Translanguaging Practices

Table 1 shows the classroom practices of teachers reported in questions 11 to 14. Pictures (79.5) were the most popular resource used in question 11, general teaching practices, next comes mother tongue (68.2%) and gestures (56.8%). Symbols (29.5%) and emojis (22.7%) were less used, and only 2.3% reported that they do not use any of these features. It implies the prevalence of multimodal which are the core features of translanguaging. Regarding the vocabulary explanation of question 12, the most common strategies were the mother tongue (70.5%) and pictures (63.6%). Dictionaries were also used, 40.9% used an English-English dictionary, and 29.5% used an English-Tamil dictionary. Less frequently used were symbols (29.5%), emojis (9.1%), and neither of them said they did not use these support strategies in their classroom practice. As in question 13, incorporating the following will create a better learning experience in my classroom, pictures (79.5%), the mother tongue (70.5%), and gestures (52.3%) were the most frequently agreed-upon strategies. The use of symbols 29.5% and emojis 20.5% were less common, and 2.3% said that they do not prefer using such strategies. The columns stated as NA in Table 1 reflect as Not Applicable, the choice was not provided for the particular category in the questionnaire. In Q14, the percentages who strongly agreed and agreed that they sometimes translate instructions or keywords into their mother tongue when describing complex concepts were 40.9% and 45%, respectively. A smaller percentage was neutral (9.1%), disagreed (5%), and there was no strong disagreement. It means that the use of the mother tongue is a widespread strategy that is reported in classrooms.

Policy Awareness

The last part, questions 15 and 16, focuses on the level of awareness about the National Education Policy 2020 and the State Education Policy 2025. In Q15, 95% of the respondents gave correct answers to the policy permitting the use of their mother tongue in addition to English, with 5% giving the wrong answers. In question 16, 100% of the

respondents correctly responded that both regional languages and English can be used in schools to serve the needs of diverse learners. These results suggest that there is a great awareness of policy provisions that concern multilingual education.

DISCUSSION

The findings of this study reveal contradictions between the English teachers of the private school English classrooms. It operates between policy enforcement, pedagogical belief, and actual classroom practice. These dimensions interact as a layered translanguaging reality beneath a monolingual surface. One of the main results is the definite disengagement between the classroom practice and belief. Although a significant percentage of teachers stated that they carried on with English-only instructions in their classrooms (Q4: 74.8% agree), their strong beliefs did not substantiate this claim. Indeed, over half of the respondents (52.9%) disagreed with the fact that English-only instruction enhances learning (Q5). This deviation indicates that teaching in English-only is not a pedagogical decision, but a compliance-based practice, which is influenced by the institutional demands. That is, teachers seem to implement policies that they do not support wholeheartedly.

This contradiction is even more meaningful when analysed in connection with responses connected with student participation. A majority (68.2%) reported that the use of English alone reduces student interaction (Q9), and that almost half of them said it de-motivates students who are less proficient in acquiring the language (Q7). The results of these findings lead to the significant conclusion that teachers not only realise the limitations of the English-only instruction but also can trace the particular pedagogical implications of such an approach. But this awareness does not lead to an open violation, which implies that institutional restraints dominate pedagogical judgement.

This brings about a second major discovery that is the development of what can be named as covert pedagogical adaptation. As teachers meet external requirements of the English-only standards, their reported behaviours show uniform and planned use of multilingual materials. For example, 70.5% said that they used their mother tongue to provide the meaning of challenging vocabulary (Q12), and even more (85.9%) said that they would translate important concepts where needed (Q14). This suggests that translanguaging is not a whimsical practice but a formal, though informal, teaching plan. Notably, such adaptation does not work only as far as linguistic practice is concerned. The abundance of multimodal resources, especially pictures (79.5%) and gestures (more than 50%), indicates that the teachers are practicing the meaning-making activities beyond the language. This is indicative of a more comprehensive view of classroom communication, whereby meaning is constructed by creating a mixture of linguistic and semiotic resources. In this context, therefore, translanguaging is not to be considered in limited perspectives such as language mixing but as an extension of a broader multimodal pedagogical repertoire.

The results are quite reminiscent of what Lightfoot et al. (2021) state, they cannot trace the language use in classrooms in India without employing such strict categories as the English-medium and the regional-medium. Their analysis shows how teachers alternatively resort to the use of a variety of languages to enable comprehension even in classrooms that are supposedly English-medium. The current research builds on this point and demonstrates that the practices of such multilinguals are not only common but also intentionally used even in the context of institutional limitations. This is to say that translanguaging is not an accidental thing, but a pedagogically driven reaction to the realities of the classroom.

The third important learning is associated with teacher cognition and professional identity. Although 56.7% of the respondents concurred with the fact that using the mother tongue does influence their identity as teachers of English (Q10), this reason does not stop them from using it in practice. It means some cognitive dissonance, as teachers, at the same time, acknowledge the appropriateness of translanguaging strategies and have a sense of pressure to adhere to the monolingual professional standards. The fact that these tensions still persist indicates that professional identity in English language teaching is still closely associated with monolingual ideology. The other interesting observation is the lack of connection between policy awareness and institutional implementation. The percentage that teachers expressed knowledge of NEP 2020 provisions (95% on Q15; 100% on Q16) was enormous in relation to whether or not they

consider the use of language other than English or along with English as a legitimate practice. Nonetheless, this cognisance does not seem to affect the institutional practice, which is highly English-dominant. It reflects a serious disconnect between the policy intent and ground-level implementation, meaning that simply changing the policy can be ineffective without the alteration of the institutional culture. Combined, these results indicate a reformation of the translation through which the process of translanguaging is to be interpreted within the context of a private school. Instead of being an adopted pedagogical methodology, it is more of a pragmatic, adaptive and frequently hidden practice, conditioned by the necessity to balance between institutional demands and classroom realities. Teachers are functioning in a constrained environment but exercise through subtle pedagogical adjustments.

The study contributes to a growing body of research that challenges the notion of strict monolingual classrooms. It shows that in the situations where English-only policies are highly implemented, there are still translanguaging practices, but they are not oriented to being rebellious, but have to be done to comply with the requirements of teaching and learning. This highlights the fact that there is a need to transcend binary differences between policy and practice and to acknowledge the negotiable nature of language use in classrooms.

CONCLUSION

This study set out to examine the attitudes, the reported practices and the policy awareness of the English teachers working in private schools about translanguaging practices in English-dominant teaching environments. This is demonstrated by the findings, as they indicate a strong trend between institutional expectations and parental preferences towards English-only instructions. Nevertheless, this correspondence does not stand entirely in the pedagogical beliefs of teachers. A significant number of teachers had concerns about the efficacy of English-only strategies, which implies a deviation between conformity and belief. Teachers indicated that they regularly employed translanguaging approaches such as mother tongue instruction, visual supports, at the classroom practice level. These results imply that translanguaging is a practical and reactive method of instruction, even in official monolingual classes. Instead of being a specified pedagogy, it seems to be an informal one to meet the needs of learners. Another observation that is made in the study is the disconnect between policy knowledge and institutional practice. Most teachers also showed knowledge of their NEP 2020 provisions that aimed to promote flexibility in language use, but this knowledge has not been reflected in the institutional practices. It should also be noted that the results are reliant upon self-reported data of a fairly small sample, and thus, perceived as opposed to observed classroom behaviour. The next generation of study can include classroom observations and qualitative techniques to offer more information regarding the practice of pedagogy. Altogether, the paper highlights the necessity to rethink the strict English-only policies and to note the contribution of translanguaging strategies to the inclusive and effective language learning environments.

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Appendix

Work Experience

- 0–12 months
- 1–5 years
- 6–15 years
- 16–25 years
- More than 25 years

Works at

- Private State Board School
- Private CBSE / International School

Please indicate your response to each statement by selecting one of the following options:

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA)

1. My institution follows an English-only campus policy.
2. I am instructed by school management to conduct classes strictly in English.
3. Parents demand that I use only English in the classroom.
4. I personally maintain English as the only medium of instruction in my classroom.
5. An English-only environment helps students learn English better.
6. Using the students' mother tongue in class makes it harder for them to learn English.
7. Using only English in class discourages participation from students with lower proficiency levels.
8. I avoid using the students' mother tongue, even if it might help their understanding.
9. Relying only on English limits some students' ability to participate in classroom activities.
10. I feel that using the mother tongue in the classroom affects my professional identity as an English teacher.
11. I integrate the following elements into my English teaching (Tick more than one).
    - Mother tongue
    - Emojis
    - Symbols
    - Pictures
    - Gestures
    - Prefer not to use
12. When students find words difficult, I use the following (Tick more than one).
    - Mother tongue
    - Emojis
    - Symbols
    - Pictures
    - English–English dictionary
    - English–Tamil dictionary
    - Prefer not to use
13. Incorporating the following will create a better learning experience in my classes (Tick more than one).
    - Mother tongue
    - Emojis
    - Symbols
    - Pictures
    - Gestures
    - I do not prefer using them
14. When explaining difficult concepts, occasionally translate instructions or keywords into the mother tongue.
15. The National Education Policy 2020 allows teachers to use the mother tongue alongside English to improve student learning.
    - True/False
16. As per the National Education Policy 2020, schools can use both regional languages and English in ways that best support students' varied learning challenges.
    - True/False