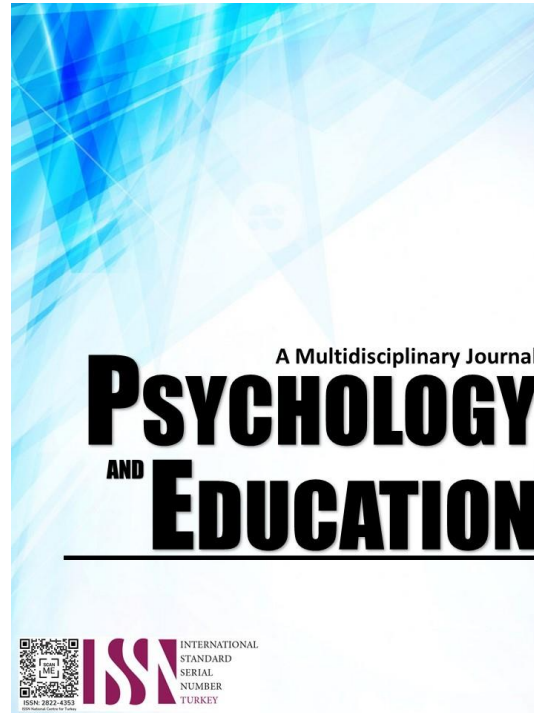


**PEDAGOGICAL TRANSLANGUAGING REALITIES  
IN THE CLASSROOM: TEACHERS' PRACTICES,  
PERCEPTIONS, AND AWARENESS**



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## Pedagogical Translanguaging Realities in the Classroom: Teachers' Practices, Perceptions, and Awareness

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### Abstract

This study investigated the translanguaging practices, perceptions, and awareness of five (5) Senior High School (SHS) teachers at Pimbalayan National High School (PNHS). This study is qualitative research design that employed phenomenological approach to fathom the depth of the participants' lived experiences. The researchers utilized classroom observations, semi-structured questionnaires, and field notes as primary data collection methods. Using a thematic analysis adapted and modified from the methodologies of Braun and Clarke (2016) and Boyatzis (1998), the researchers followed the steps of thematic analysis, including open coding, axial coding, and selective coding. The researchers found that the teachers utilized translanguaging for collaborative learning and facilitation of instruction, such as giving examples and directions, translation, and assessments. While other teachers perceived translanguaging as beneficial, others perceived it as detrimental, especially in expanding vocabularies in the target languages. Moreover, some teachers were fully aware of what translanguaging is all about and acknowledged its significance in teaching, while others were practicing it unknowingly.

**Keywords:** *teachers' practices, perceptions, awareness, multilingualism, translanguaging*

### Introduction

Language policies in the Philippines have evolved over the last century for nearly every generation. Despite the constant change in language policies, the Philippine Educational System intends to produce highly competent graduates. It opened its viewpoint on learning a second language by fusing English in the curriculum as a second language and a medium of instruction. Hence, the upsurge of bilingualism and bilingual education is decreed in the 1987 Philippine Constitution under the Language Policy Article XIV Sections 6 and 7. However, about 80% of the population speaks neither of these as their first language.

Initiatives towards implementing language policies deemed to provide access to schooling for everyone regardless of their mother tongue have also been evident in South Asia, particularly in India and Pakistan, which still struggle to develop equitable multilingual education policies (Canagarajah, 2013). At the classroom level, challenges related to implementing Mother Tongue Based- Multilingual Education (MTB-MLE) policies are gleaming in linguistically diverse countries such as Kenya, Nepal, and the Philippines, where students bring multiple language varieties to the classroom (Wa-Mbaleka, 2014).

The variety of languages spoken in multilingual classrooms creates pedagogical challenges among teachers, particularly in using these languages for

instruction. In the broader context, implementing MTB-MLE as a language-in-education policy has implications for language development for multilingual children (Kaplan & Baldauf, 2005). While many other elements are involved in delivering quality basic education, language is clearly the key to effective communication and understanding in the classroom, and even more so in multilingual education (Benson, 2005).

Geographically, the Philippines has 7,641 islands, accounting for various languages. Ethnologue: Languages of the World listed 186 languages in the country. In Mindanao, there is a rough estimate of 50 languages and dialects found on the island. Due to isolation from others, each group developed a distinct vernacular and later its contact with particular groups through trading, immigration, or colonization (Dolan, 1991). Thus, the Philippines offers a challenging environment for implementing a language policy that can serve the whole country.

Maguindanaon, which has 1.4 million speakers, is densely populated in the southern part of the Philippines. It is spoken in Maguindanao, Cotabato, South Cotabato, North Cotabato, Sultan Kudarat, and Zamboanga del Sur provinces. Its dialects are comprised of the following: Biwangan, Ilud, Laya, Sibugay, and Tagakawan: Maranao (60% intelligibility) and Iranun (96% intelligibility). Countries with complex linguistic setups, such as the Philippines, use a certain strategy to make communication more effective and meaningful. One is translanguaging, which is evident mainly in the



classrooms of second language learners.

Canagarajah (2011) remarks on the assumptions regarding translanguaging in which he believes that languages are an integrated system for bilinguals or multilingual to be negotiated for communicative purposes. This system requires a multi-competence working for different languages in one's repertoire. On the other hand, Garcia (2009) defines translanguaging as the discursive practices of bilinguals to create meaning in communication. For Lubliner and Grisham (2017), translanguaging is the purposeful embodiment of students' linguistic and cultural resources as a medium of instruction. This process allows students to shift effortlessly between their native tongue and their second or third language.

Few studies on translanguaging in the classroom highlight the attitudes and uses of translanguaging in an English as a foreign language context. However, there is still a dearth of studies concentrating on the translanguaging practices of teachers and students in the Philippine context, especially in the Maguindanao classroom setting. Given all the considerations above, knowing how a multilingual classroom negotiates for meaning and makes its linguistic realities, especially with the current MTB-MLE implementation is interesting. This study, therefore, examines how teachers utilize translanguaging in classroom instruction.

Specifically, this study focuses on the language use and language practices of Grade 11-Humanities and Social Sciences (HUMSS) teachers, particularly in translanguaging as a form of meaning negotiation. Further, this study aims to describe and draw out the realities of translanguaging in non-English classes at Pimbalayan National High School (PNHS), which caters to 95% of Maguindanao students. This study also intends to investigate their perceptions and awareness of teachers in translanguaging.

### Research Questions

This study explored the translanguaging practices of Senior High School teachers of PNHS and their perceptions and awareness. Specifically, it addressed the following questions:

1. What are the translanguaging practices of teachers in face-to-face classes?
2. How do the teachers perceive translanguaging?
3. How do the teachers in non-English subjects characterize their awareness of translanguaging?

## Methodology

This study utilized a qualitative research design to investigate the translanguaging realities in SHS classrooms at PNHS. Using a phenomenological research design, the researchers comprehensively understood these phenomena. According to Creswell (2007), phenomenological research seeks to uncover reality by analyzing individuals' narratives of their experiences and emotions and by providing exhaustive descriptions of the phenomenon. In an educational setting, phenomenological research focuses on participants' lived experiences, perceptions, and emotions in relation to a particular phenomenon.

This study's use of phenomenological research was motivated by two factors. The first objective was to highlight the phenomenon regarding teachers' language shifting between English, Filipino, and Maguindanao to facilitate meaningful classroom conversations. Secondly, the richness of qualitative accounts generated by phenomenological research enabled an examination and depiction of data in real-world contexts, thereby enabling an investigation of the complexities of students' cultural and linguistic use and social repertoires (Creswell, 2007).

### Locale of the Study

This study was conducted at Pimbalayan National High School, Barangay Pimbalayan, Lambayong, Sultan Kudarat, specifically in the SHS Department. This public institution is situated on the outskirts of the municipality, which serves as a demarcation between the provinces of Sultan Kudarat and Maguindanao. PNHS caters to 1024 students, categorized as a large school in terms of the number of students per the Department of Education's Educational Structure. The school has two (2) institutional leaders, two (2) non-teaching staff, and 22 teaching staff.

### Research Participants

A phenomenological framework requires a relatively homogenous group of participants. Therefore, in phenomenological research, participants should have the same experiences in the same phenomenon. Individuals selected to participate in the phenomenological study should have significant experiences with the phenomenon being investigated (Cresswell, 2007). Initially, ten (10) SHS teachers of

PNHS were selected for the study. Following the criteria selection, however, only five (5) teachers were selected to participate in the study. These participants were involved in classroom observation and semi-structured interviews.

### Data Analysis

The practices, perceptions, and awareness of teachers in translanguaging were analyzed using thematic analysis. Adapting and modifying the methodologies of Braun and Clarke (2016) and Boyatzis (1998), the researchers carried out the stages of thematic analysis, which included open coding, axial coding, and selective coding. Open coding consisted of identifying relevant text units and designating descriptive codes. In addition, axial coding consisted of organizing codes into clustered themes, whereas selective coding classified pertinent themes according to teachers' practices, beliefs, perceptions, and awareness. This method enabled efficient data analysis and presentation in accordance with the research questions.

### Results and Discussion

This section presents the gathered data, analysis, discussion, and interpretation of the translanguaging practices, perceptions, and awareness among Grade 11-HUMSS teachers.

#### Teachers' Translanguaging Practices

There were 15 initial themes and eight (8) clustered themes under Teachers' Translanguaging Practices. From this, there were six (6) relevant themes generated: (1) Incorporating Translanguaging in Greetings; (2) Giving Directions using Translanguaging; (3) Learning through Relatable Examples; (4) Integrating Translanguaging in Assessments; (5) Translanguaging Through Peer Support; and (6) Initiatives in Learning Maguindanaon.

#### Relevant Theme 1: Incorporating Translanguaging in Greetings

Recognizing and celebrating the students' diversity can help create a welcoming environment and promote inclusivity. In this context, the shifting of languages demonstrates appreciation and respect for the students' culture by beginning class with a greeting in their local tongue. Including cultural education in the curriculum can also assist learners in understanding and appreciating diverse customs, beliefs, and behaviors. It

is exemplified in the excerpt below:

Excerpt 1:

Teacher 1: "Assalamulaykum! Mapiya mapita sa lakanu langun. Kumusta naman kayo? Ngin ibetad nengka?" ["Peace be with you! Good morning everyone. How are you?"]

Student 1: "Walaykumusalam. Mapiya bun Ma'am." ["Peace be also with you. We are alright, Ma'am."]

The student responds with a mix of Arabic and Maguindanaon before switching to Filipino, indicating they are comfortable using multiple languages to communicate with their teacher. The student's response also showcases the effectiveness of translanguaging as a communication strategy. This exchange of thoughts highlights the importance of creating an inclusive classroom environment that values and respects the linguistic diversity of the students.

According to Vygotsky's sociocultural theory (SCT), language is an instrument that facilitates social interaction, which is crucial to language development. (Vygotsky, 1978). Language is the primary way individuals communicate and partake in social interactions, making language development a crucial aspect of social development.

Further, SCT posits that children learn language through social interaction with more knowledgeable others, including parents, instructors, and peers. Children progressively internalize language through these interactions, transforming it from an external tool to an internal mental process. As emphasized by SCT, language development occurs in the context of culture, history, and social practices.

#### Relevant Theme 2: Giving Directions Using Translanguaging

It is evident that utilizing translanguaging to instruct students during classroom activities has enhanced their learning experience. In addition to fostering a sense of cultural pride and identification, using Maguindanaon in the classroom can help children feel more connected to their heritage and community, as mentioned here:

Excerpt 5:

Teacher 3: "Beg-answer nu niyaba activity sa page-a 15. Iped-sulat nu sa one-half sheet of paper. Answer only bu." ["Answer the activity on page 15. Write your answer on one-half sheet of paper. Answer only."] Students: "Yes, Sir."

Using translanguaging when providing instructions

and examples has been highlighted as a crucial aspect of preserving cultural identity and encouraging language use. Epps and Arkoh (2019) found that using translanguaging in language education can increase language learners' motivation and engagement, enhance their language skills, and contribute to preserving the language and culture.

### **Relevant Theme 3: Learning through Relatable Examples**

Assimilating diverse languages into classroom education is a practical approach to enhancing students' comprehension of lessons. By presenting examples and explaining topics in a language that students understand, teachers can facilitate a stronger connection between students and the subject, resulting in enhanced academic performance, as pointed out by one participant:

Excerpt 6:

"I use Maguindanaon in my classes, especially when I am giving examples during my lesson. In that way, they easily understand the lessons."

Traditionally, relatable examples have been regarded as an effective learning instrument. According to cognitive psychology, humans learn most effectively when new information is connected to prior knowledge and experiences. Providing relevant examples assists learners in relating new information to what they already know, making it more straightforward for them to comprehend and retain the material. Miller and Ross (1975) reported that college students who were provided with pertinent examples while learning new material performed significantly better than those who were not.

### **Relevant Theme 4: Integrating Translanguaging in Assessments**

Due to its impact on students' learning outcomes and academic achievement, the choice of language in the classroom is very important. One participant claimed that shifting from one language to another in the classroom can promote student engagement and participation, such as in oral exams. To wit:

Excerpt 8:

"I allow my students to shift from Maguindanaon to another language instead of pure English or Filipino in oral exams."

While the use of translanguaging in the classroom has a number of benefits, it also presents some obstacles.

The difficulty of articulating complicated concepts and terms in Maguindanao during written exams, particularly in areas like Health, is one of the greatest obstacles. One participant expressed this in this statement:

Excerpt 9:

"If it is written exams, especially during assessments, it is not helpful because they cannot totally express their feelings during explanations in our subject Health."

According to a study by Blevins et al. (2021), using students' native languages in assessments can enhance their comprehension and performance, particularly for those with limited English proficiency or who are English language learners.

Additionally, this method has been recognized in promoting linguistic rights and inclusivity in the Philippines. Under Department of Education Order No. 74 (s. 2009), students should be permitted to use their native languages in assessments, particularly for subjects requiring higher-order cognitive abilities. The order emphasizes that using native languages in assessments can improve comprehension, enhance critical thinking, and encourage language use in everyday life.

### **Relevant Theme 5: Translating Through Peer Support**

Creating a positive and inclusive learning environment in the classroom relies extensively on peer support. According to Wang and Holcombe (2010), peer support is the assistance and encouragement peers provide in an individual's learning, social, or emotional development.

Even though it is already given in Tagalog, the speaker warns that some students may not fully comprehend the instructions. The speaker shifts to Maguindanaon for difficult-to-translate Tagalog terms and phrases to address this difficulty. The speaker also solicits the assistance of students who can translate the instructions for their classmates. The statement below emphasizes the difficulties associated with utilizing Tagalog as the language of instruction in the classroom:

Excerpt 11:

"Sometimes, there are terms that the students cannot understand. They usually ask to translate in Maguindanaon some unfamiliar terms that they cannot grasp in English or Filipino. [...]"

One of its many advantages is peer support's capacity to foster a collaborative and supportive learning environment. Peer support encourages students to collaborate and support one another, nurturing a classroom community and sense of belonging. According to Bandura's theory of social learning, people can learn by observing and modeling the behaviors and attitudes of others (Bandura, 1977). Students can develop positive dispositions toward learning and themselves by observing and interacting with their peers.

### **Relevant Theme 6: Initiatives in Learning Maguindanaon**

Despite not being a native speaker, the teacher's desire to comprehend the language is apparent. The teacher interacts with the students and tries to learn from them by asking for their assistance in building a mini-glossary. It indicates that the teacher goes the extra mile to acquire and comprehend a distinct culture. It is evident in the response of the teacher below, which demonstrates the teacher's curiosity and desire to learn Maguindanaon:

Excerpt 12:

"[...] Sometimes, after classes, I call this student to teach me some Maguindanaon words. They have created mini-glossary where they write some Maguindanaon words to at least allow me to learn their language."

The importance of teachers' initiatives to learn the Maguindanaon language cannot be overemphasized. Teachers' knowledge and proficiency in the Maguindanaon language can help bridge the communication gap between teachers and students, especially those who are Maguindanaon speakers. The study also found that teachers' ability to use the Maguindanaon language in the classroom can help create a more inclusive learning environment and promote the cultural identity of Maguindanaon students (Tarum, 2016).

Furthermore, teachers' initiatives to learn the Maguindanaon language can also promote language preservation and revitalization. Diangkinay et al. (2021) noted that language loss and erosion are significant challenges facing the Maguindanaon language. However, teachers willing to learn and use the language can help preserve it for future generations.

Vygotsky's Social Development Theory claims that social interaction is essential to cognitive

development. Furthermore, people acquire knowledge and skills through interactions with others and their culture.

Lastly, the Salad Bowl Theory asserts that society comprises distinct cultures that coexist but do not inherently merge. In this way, it acknowledges and values the distinctiveness of each culture while preserving national identity.

### **Teachers' Perceptions of Translanguaging**

There were 20 initial themes deduced from eight (8) clustered themes, generating six (6) relevant themes under the Teachers' Perceptions. The following relevant themes were: (1) The Benefits of Translating; (2) Expanding Vocabulary in English and Filipino; (3) The Teachers' Misconceptions; (4) Mother Tongue in Language Policies; (5) The Effects on Learners' Behavior; and (6) Politeness in Maguindanaon.

#### **Relevant Theme 1: The Benefits of Translating**

It can be especially crucial for seniors in high school, who must develop a solid grasp of their courses in preparation for college or the workforce. Thus, incorporating Maguindanaon into the classroom can favor academic performance, cultural identification, and a sense of community among students. It is evident in this response:

Excerpt 20:

"I think it is helpful because firstly, there are still students that can't still understand Tagalog language. So, sometimes Maguindanaon is really helpful to better understand the lessons."

According to Kuo (2019), using translation as a language-learning strategy can help students assimilate new words and concepts by associating them with their native language. As it gives them a sense of control over the language-learning process, translating unfamiliar terms can also help learners develop confidence in acquiring a second language.

On top of that, using translation as a language-learning strategy can enhance students' retention of new vocabulary. In their study, Kuo and Anderson (2010) discovered that using translation to acquire new vocabulary led to greater retention than other methods, such as memorization.

#### **Relevant Theme 2: Expanding Vocabulary in English and Filipino**

It is essential to balance accommodating students'

language needs and ensuring they can effectively communicate and learn in the target language. Ultimately, a flexible and inclusive approach incorporating Maguindanaon and the language of instruction (English or Filipino) may be the most effective way to support diverse learners in the classroom. The statement below raises concerns about the use of Maguindanaon in the classroom, highlighting the potential drawbacks of relying on it too heavily:

Excerpt 24:

"There are also disadvantages in using Maguindanaon in class such as they will just become dependent [...]"

Using Maguindanaon in the classroom can help students feel more connected to their culture and identity, but it is important to consider the potential disadvantages. Over-reliance on Maguindanaon can hinder students' ability to learn and communicate in other languages, limiting their future opportunities.

Evidently, a study by Ndura-Ouédraogo (2017) exposed that over-reliance on the native tongue can hinder students' ability to learn and use French, the official language of instruction in Burkina Faso. Furthermore, the study discovered that excessive reliance on the mother tongue could contribute to a lack of exposure to other languages and cultures, limiting students' appreciation for diversity.

### Relevant Theme 3: The Teachers' Misconceptions

The teacher's fear of students speaking in Maguindanaon behind their backs may stem from a lack of understanding of the students' language or culture. This misconception can lead to distrust and miscommunication between the teacher and students. This misconception is manifested in this statement:

Excerpt 25:

"Actually, to be honest, if one of my students speaks Maguindanaon, I felt like, "What is he/she saying?". I was afraid because maybe he/she is speaking against me."

The Social Identity Theory proposed by Tajfel and Turner (1986) posited that individuals derive a portion of their self-concept from their membership in social groups and that the groups they belong to influence their attitudes, behaviors, and beliefs. According to the Social Identity Theory, individuals also endeavor for positive distinctiveness or maintain a positive image of themselves and their social groups. To accomplish this, individuals may acquire behaviors or attitudes that distinguish them from other groups.

### Relevant Theme 4: Mother Tongue in Language Policies

Language policies in English and Filipino can be effective in specific contexts, but it is also essential to consider the students' native language. English is a vital language to learn, but it is essential to recognize that not all students have the same level of English proficiency and that using their native language can improve their learning, as noted by another participant:

Excerpt 29:

"I think the classroom that allows the students to speak in Maguindanaon is more effective because it enables the students to express their feelings and insights.

Supportive instruction that builds on a solid foundation of first-language competence can result in high levels of second-language proficiency (Cummins, 2000).

Thomas and Collier (1997) discovered that students who maintained their native language while learning English had superior academic outcomes and were more likely to pursue higher education.

### Relevant Theme 5: The Effects on Learners' Behavior

Even if the teacher is not fluent in Maguindanaon, one of the participants noted that students appreciate any effort to use their language. As the students perceive that the teacher is trying to connect with them on a cultural level, this can help foster a positive relationship between the teacher and students. It can lead to a more engaging and comfortable conversation between the teacher and the students, in which both parties feel respected and valued, which is evident in this statement:

Excerpt 35:

"Actually, I have noticed that when you greet the students using English, there's no impact to them. They are ashamed to respond. However, when you greet them using their native language, their facial expression lightens up [...]"

In linguistics and anthropology, the Theory of Linguistic Relativity referred to as the Sapir-Whorf hypothesis, proposes that a language's structure, syntax, and vocabulary can affect how individuals think, conduct, and perceive the world. Therefore, a person's language can influence their cultural identity, beliefs, and values.

### Relevant Theme 6: Politeness in Maguindanaon

In the Filipino language, *po* and *opo* are frequently viewed as a sign of politeness and respect in the Philippines. However, this linguistic feature may not be present in other languages such as Maguindanaon, leading teachers to wrong conclusions when Maguindanaon students use their language.

The common misconception arises when students who speak Maguindanaon without using *po* and *opo* are perceived as impolite or disrespectful, leading to misunderstandings and tension in the classroom. One participant mentions it:

Excerpt 36:

"One misconception that I have with Maguindanaon language before is that when they are speaking, I feel like that they are impolite because they don't use *po* or *opo* in their language. I just later found out that such linguistic feature is not present in Maguindanaon language."

According to Payumo and Natividad (2018), the absence of civil expressions in certain Philippine languages may result from the country's colonial past, Western values, and language imposition. It may have displaced indigenous cultures and languages, leading to the loss of traditional values and practices, such as respectful expressions.

The Social Development Theory of Vygotsky believed that language and social interactions contribute to cognitive development. In the context of language acquisition, students permitted to use their native language in addition to the language of instruction will have enhanced cognitive development, which will aid in acquiring the new language.

Lastly, Krashen's Affective Filter Hypothesis suggests that a student's emotional state can affect their language-learning ability. As one of the generated themes, teachers' misconceptions about politeness in Maguindanaon can harm students' emotional state and, consequently, their language learning ability. Students who believe their teachers do not value or appreciate their mother tongue may experience anxiety, frustration, or a lack of motivation, all of which can elevate their affective filter and impede their progress in language learning.

### Teachers' Translanguaging Awareness

Teachers' awareness of translanguaging is essential to ensure learners receive a high-quality education that meets their linguistic and cognitive needs. In this aspect, Teachers' Translanguaging Awareness was generated from 6 initial themes and 3 clustered

themes. After which, these were deduced into (2) two relevant themes, namely, (1) Significance of Translanguaging Awareness; and (2) Practicing Translanguaging Unknowingly.

### Relevant Theme 1: Significance of Translanguaging Awareness

As mentioned in the response, teachers' translanguaging awareness can be acquired through various means, such as researching online, attending seminars or workshops, and learning from colleagues. Being aware of translanguaging does not necessarily mean that teachers need to be proficient in all the languages spoken in the classroom. Instead, it involves understanding how to use the languages present to support learning effectively. Another participant also expressed his awareness of translanguaging:

Excerpt 49:

"[...] I am aware of what is translanguaging all about. This was method of teaching was also introduced to by my co-teacher [...]"

In a school like PNHS, where most students speak Maguindanaon, teachers need to be fully aware of translanguaging in such a setting. According to Garcia and Wei (2013), teachers must be familiar with their students' language practices and the social and cultural contexts in which they are used for translanguaging to be effective.

### Relevant Theme 2: Practicing Translanguaging Unknowingly

Teachers may use translanguaging to facilitate better communication and learning among their students without realizing they are doing so. The teacher in the statement below mentioned shifting languages from English or Filipino to Maguindanaon in their class, which is an excellent example of translanguaging. The statement below highlights how teachers can practice translanguaging unknowingly in their classrooms:

Excerpt 52:

"Not really, Sir. I only knew it from you. Only in this interview. Though I am shifting languages from English or Filipino to Maguindanaon in my class. I am not actually fully aware that it is called translanguaging. [...]"

Translanguaging can happen unconsciously or unknowingly as individuals move back and forth between languages and use various linguistic resources to communicate. García & Wei (2014) argue that this



type of translanguaging can be especially valuable in multilingual contexts, as it allows for the negotiation of meaning and the creation of hybrid linguistic forms not tied to a single language or culture.

Despite its benefits, some teachers may not be aware of the term translanguaging or the advantages of using this approach in their classroom. It is evident in the study of López & Tashakkori (2018) that examined how teachers in a dual-language bilingual program use translanguaging practices. The authors found that while the teachers were not explicitly taught about translanguaging, they naturally incorporated it into their teaching to support student learning.

MTB-MLE recognizes the importance of students' mother tongues in learning and promotes using these languages as a medium of instruction. Teachers who are aware of translanguaging can use it as a tool to enhance the effectiveness of MTB-MLE. For example, teachers can allow students to use their mother tongue to help them understand and engage with new concepts and vocabulary in the classroom. By doing so, teachers can tap into the students' existing knowledge and cultural background and create a more inclusive and meaningful learning environment.

Vygotsky's social development theory is an additional theoretical foundation for comprehending the significance of translanguaging in education. According to Vygotsky, language is crucial to the maturation of the mind. He argued that children learn through social interactions and that language is a vital component of these interactions. Translanguaging allows students to interact socially using their first and second languages, fostering cognitive development.

Lastly, in *Imagined Communities*, Anderson (1983) stresses the significance of language in forming and maintaining social identities. He contends that language is more than just a means of communication; it is also a source of identity for individuals and communities. In a multilingual classroom, students may use various languages to construct their social identities, which can be reflected in their learning experiences. The awareness of translanguaging by teachers can facilitate the construction of social identities for multilingual students and foster a sense of belonging in the classroom.

## Conclusion

In conclusion, the study has identified various ways in which teachers incorporate translanguaging into their

instruction. By using multiple languages in greetings and directions, teachers foster a supportive learning environment that improves students' comprehension and participation in the lesson. In addition, the use of relevant examples derived from the students' cultural experiences fosters a deeper connection between students and the topic.

Moreover, the incorporation of translanguaging into assessments enables students to express their ideas more effectively, resulting in more accurate assessments of their comprehension. Encouragement of peer support for translation not only enables students to assist one another, but also fosters a sense of collaboration and community within the classroom. Teachers' efforts to actively acquire the local language demonstrate their dedication to enhancing communication with students and embracing linguistic diversity.

Teachers also view various significant features of the usage of the Maguindanaon language in education. They acknowledge that translating unfamiliar terms can improve students' comprehension and overall learning experience. In addition, teachers value the Maguindanaon language as a means of cultural preservation and identity while recognizing the importance of English and Filipino as important languages for education. However, teachers have misconceptions about pupils who speak Maguindanao, highlighting the need for increased comprehension and awareness. The research also emphasizes the significance of mother-tongue in language policies for inclusive and effective education.

Lastly, the teachers' awareness of translanguaging as a pedagogical tool made them recognize its potential to enhance students' learning experience. They identify the importance of utilizing students' multiple languages to facilitate comprehension and promote inclusiveness in the classroom. In addition, the research suggests that some teachers may already be employing translanguaging practices without realizing it, indicating a natural inclination to utilize students' linguistic resources to facilitate learning.

Based on the drawn conclusions, it is recommended that: (1) Translanguaging practices in schools and educational institutions are encouraged. (2) Teachers are encouraged to use the mother tongue in collaborative learning by giving examples and incorporating the local language, such as Maguindanaon, in teaching practices can positively impact student learning and engagement, create a more inclusive learning environment, to make the

curriculum more culturally relevant and open to students from different linguistic backgrounds,(3) Schools and educational institutions might consider creating a safe and inclusive learning environment where students can express themselves in their native language and feel valued for their linguistic and cultural diversity to promote a more nuanced and culturally responsive approach to language education.(4) It would also be advantageous for teachers to have access to professional development opportunities and resources that can help improve their translanguaging practices and encourage the promotion of it—a more inclusive and culturally responsive learning environment. (5) Schools and educational institutions might study how to prioritize promoting awareness and understanding of translanguaging among teachers to support the diverse linguistic backgrounds of students better and promote more effective language learning. It can be done through workshops, seminars, and ongoing professional development opportunities that promote inclusive and equitable educational practices.

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