International Journal of Multidisciplinary Studies in Higher Education

Translanguaging In Language Learning: Ip Students' Insights And Experiences

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Article Info

A b s t r a c t

This study explored the insights and challenges experienced by Indigenous Peoples (IP) students, specifically those whose native language is Matigsalog, on the use of translanguaging as a pedagogical strategy to improve their language skills. Conducted at Mangayon National High School-Side 4 Extension in Davao de Oro, the research involved 17 Grade 7 and 8 students through in-depth interviews and focus group discussions. Employing a qualitative phenomenological approach, the study examined how translanguaging influences students' comprehension, critical thinking, and engagement, while identifying challenges and proposing interventions to optimize its implementation. The findings revealed five key themes: enhancement of language learning, facilitating comprehension, fostering collaborative learning, building language confidence, and greater accessibility compared to traditional methods. These themes collectively underscore the transformative potential of translanguaging in the education of Indigenous Peoples, as they address both the linguistic barriers and the cultural dynamics that often hinder academic success. Translanguaging was shown to aid understanding of complex concepts by allowing students to translate difficult English terms into Matigsalog, enabling clearer comprehension of lessons. However, challenges such as translation constraints, complex materials, limited external support, and fear of asking questions were identified. Proposed interventions included integrating fun and collaborative activities like games and group storytelling, alignment of tasks with developmental stages, emphasizing guided reading and bilingual practice, enhancing teacher presence to address translation challenges, and applying translanguaging across subjects to link technical terms with the curriculum. The study highlights the need for curriculum developers and educators to formalize translanguaging strategies and provide professional development for teachers. Additionally, addressing resource limitations and fostering a supportive learning environment are critical to improving educational outcomes for IP learners.

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Introduction

Globally, Indigenous Peoples (IP) face significant challenges in acquiring dominant languages like English due to systemic educational inequities, cultural marginalization, and linguistic barriers. Education systems frequently disregard the linguistic and cultural needs of IP learners, leaving them marginalized and unsupported in traditional classrooms (Chakma, 2024). These systemic issues, compounded by language prejudice, exacerbate the educational struggles of Indigenous students and highlight the urgent need for reforms that prioritize linguistic and cultural inclusivity. This challenge is particularly pronounced in multilingual countries such as the Philippines, where IP students must navigate a complex interplay of native languages, Filipino, and English as mediums of instruction.

In the Philippines, the educational system predominantly employs Filipino and English as the primary languages of instruction. This reliance on non-native languages creates significant barriers for IP students, including challenges in spelling English words, constructing sentences, and building vocabulary (Cosepe & Motus, 2023). These difficulties are further compounded by the lack of cultural and linguistic relevance in classroom instruction. Furthermore, IP students are challenged when they are tasked with reading and pronouncing unfamiliar English words. These challenges can be attributed to a range of factors, such as the linguistic differences between their native language and English, the lack of exposure to advanced English vocabulary, and the difficulties associated with decoding complex English words (Lumontod & Pradia, 2023). Traditional monolingual teaching strategies exacerbate these issues by failing to leverage the linguistic resources that IP students bring into the classroom, leaving their potential untapped.

Amid these challenges, translanguaging has emerged as a promising pedagogical approach that fosters inclusivity and accessibility by integrating native languages with the language of instruction. Translanguaging allows students to utilize their full linguistic repertoires, enhancing their comprehension, critical thinking, and engagement. Translanguaging plays a pivotal role in classroom management, from providing instructions and feedback to encouraging participation and fostering a positive learning environment (Antony, Ramnath, & Ellikkal, 2024). Additionally, the use of translanguaging as a pedagogical strategy is particularly beneficial for students who struggle to acquire the English language quickly. It serves as a transitional mechanism, enabling students to gradually build their proficiency in English by first leveraging their mother tongue (Deniega & Neri, 2024). However, despite its potential, translanguaging also presents challenges. For example, its implementation can extend lesson durations due to the need for translation and explanation, and many teachers lack clear policies or training on how to apply translanguaging effectively (Nyimbili & Mwanza, 2021).

In the Philippine context, research underscores the value of translanguaging in bridging linguistic and cultural gaps for IP learners (Perfecto, 2020; Gonzales & Machado, 2022). It not only supports literacy and content knowledge development but also enhances students' metalinguistic awareness. Translanguaging aligns with the multilingual realities of Philippine classrooms, helping IP students bridge their native languages with English. Despite these promising findings, limited empirical research exists on the lived experiences of Matigsalog-speaking students and their unique challenges in engaging with translanguaging as a learning strategy.

This study aims to address this research gap by exploring the perspectives of Matigsalog-speaking IP students on the use of translanguaging to enhance their language skills. Specifically, it seeks to understand how

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translanguaging impacts comprehension, critical thinking, and classroom engagement while identifying barriers and proposing targeted interventions. By focusing on the integration of Matigsalog into classroom pedagogy, this research aligns with the goals of the K-12 curriculum and the Department of Education's

inclusive education policies. The findings offer practical recommendations for curriculum developers, educators, and policymakers to design culturally responsive teaching practices that empower IP learners and promote equitable educational outcomes.

Materials and Methods

Research Design

The study utilized a qualitative phenomenological design to explore the insights and lived experiences of Indigenous Peoples (IP) students, specifically those whose native language is Matigsalog, regarding the use of translanguaging in improving their language skills. Qualitative data sources included interviews, classroom observations, and the researcher's reflections and field notes (Myers, 2013). This design focuses on understanding how individuals interpret their experiences, construct their worldviews, and attribute meaning to their encounters (Merriam & Tisdell, 2015). A phenomenological approach was employed to capture the essence of the IP students' experiences with translanguaging as a pedagogical strategy. This approach is particularly suitable for this study, as it aims to uncover how IP students perceive translanguaging, the challenges they face, and

the strategies that could enhance its effectiveness in the classroom. By focusing on the shared experiences of the participants, this approach provides a deeper understanding of the phenomenon of translanguaging in the unique sociocultural and linguistic context of IP learners. As highlighted by Creswell (2006), phenomenological research seeks to describe the meaning of lived experiences related to a particular concept or phenomenon, reducing individual accounts to a universal essence. In this study, the phenomenon under investigation is translanguaging and its impact on language learning for IP students. This approach enables the researcher to identify commonalities across participants' experiences, shedding light on the transformative potential and challenges of implementing translanguaging in multilingual and culturally diverse classrooms.

Research Site and Participants

The participants of this study were 17 Grade 7 and 8 students from Mangayon National High School-Side 4 Extension, located in Purok 4B, Sitio Side 4, Brgy Mangayon, Compostela, Davao de Oro. These students, aged 12 to 14, were selected based on their experiences with multilingual learning environments, where they engage with both their native language and the medium of instruction. The researcher chose this group of students to gather the necessary data for the success of the study. The school administrator assisted in identifying students

who could participate, ensuring the right selection of students for the study. In the in-depth interviews, ten students were chosen, and the other seven participated in the Focus Group Discussion (FGD). Cebuano was used during the interviews to facilitate smooth communication between the interviewers and the participants. In qualitative research, it is important that the participants are well informed about the interview process, the time, and the location, ensuring convenience for their participation (Creswell, 2007; Jamshed, 2014;

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Mason, 2010). The selection of informants is crucial for gathering information-rich cases that are directly related to the phenomenon of interest (Tongco, 2007; Palys, 2008; Teddie & Yu, 2009). The participants, ranging in age from 12 to 14, included both males and females, ensuring diverse perspectives. All the students have been learning in a multilingual classroom environment where English is taught as a subject. The age range and varying language experiences among the students provided a balanced view of how translanguaging affects language comprehension, critical thinking, and overall learning. The researcher ensured a varied sample, considering factors such as linguistic background, participation, and engagement in classroom activities, to avoid bias and capture a holistic view of the phenomenon. Pseudonyms were used to protect the anonymity of the participants and ensure confidentiality throughout the study.

Data Analysis

In this study, thematic analysis was used to gain insight and knowledge from data that were gathered. The method involved distilling data and determining broad patterns to conduct more granular research and analysis. The researcher coded every two or three lines of text to identify key words or concepts. To minimize misinterpretation and biases, the data were thoroughly reviewed with the assistance of a qualitative research expert. The expert's role involved carefully reading and re-reading the data, as well as meticulously double-checking the codes to ensure consistency and validity throughout the analysis. Emergent themes were identified after the codebook was prepared. The codebook was used to identify themes and sub-themes that emerged from patterns like conversation topics and vocabulary. These themes were defined sufficiently. The name of each theme was finalized with description and illustration of quotations from the original text (Attride-Stirling, 2001; Braun & Clarke, 2006). The use of coding and audit trail were utilized in the discussion and analysis of the study since it utilized thematic analysis. The codes used for in-depth interview are (IDI01, IDI02, IDI03…) and for focus group discussion (FGD01, FGD02, FGD03…). The codes were utilized to label the transcribed interviews of the participants of the study.

Trustworthiness of the Study

To ensure the reliability of this qualitative content analysis, the study adopted the concepts of credibility, confirmability, transferability, and dependability, as proposed by Lincoln and Guba (1985). Credibility was prioritized to establish the significance and accuracy of the findings to ensure they genuinely reflect the participants' experiences and perspectives. Confirmability was addressed by maintaining a detailed audit trail, which recorded every decision made during the data analysis process, from coding to theme generation, ensuring the findings were derived from the data rather than researcher bias.

Transferability, which concerns the applicability of the findings to other contexts or populations, was supported through rich, thick descriptions of the research setting, participants, and procedures. These detailed accounts enable readers to determine whether the findings are relevant to their own contexts. Dependability, focusing on the consistency and stability of the research process over time, was achieved through a systematic and rigorous approach to data collection and analysis. The use of clearly documented methodologies, such as thematic

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analysis and coding protocols, ensured the research process could be replicated.

Additionally, peer debriefing was employed, with a qualitative research expert reviewing the data and analysis to identify potential inconsistencies or biases.

Results

This chapter presents the findings of the study. This section examines the detailed narrative of experiences uprooted from the interview questions leading the study. The results are presented in themes and core ideas and in the order of the research questions. Further, the presentation of data is supported by transcripts obtained from the in-depth interview and focus group discussion. The data are described, analyzed and explicated in this section.

Profile of Participants

The informants and participants of this study were 17 Grade 7 and 8 students from Mangayon National High School-Side 4 Extension, located in Purok 4B, Sitio Side 4, Brgy Mangayon, Compostela, Davao de Oro. These students, aged 12 to 14, were selected based on their experiences with multilingual learning environments, where they engage with both their native language and the medium of instruction. Ten of them participated in the in-depth interview and seven in the focus group discussion. These participants, a mixture of seven male and ten females, and ages that range from 12 to 14 years old, voluntarily participated in this study without expecting any return.

Table 1. Profile of Participants

No.	Code	Sex	Age	Grade Level	Study Group
1	IDIP01	Female	13	Grade 8	IDI
2	IDIP02	Male	13	Grade 8	IDI
3	IDIP03	Male	13	Grade 8	IDI
4	IDIP04	Male	14	Grade 8	IDI
5	IDIP05	Male	12	Grade 8	IDI
6	IDIP06	Female	13	Grade 7	IDI
7	IDIP07	Female	14	Grade 8	IDI
8	IDIP08	Female	14	Grade 7	IDI
9	IDIP09	Female	14	Grade 8	IDI
10	IDIP10	Female	14	Grade 8	IDI
11	FGDP01	Male	13	Grade 7	FGD
12	FGDP02	Male	12	Grade 7	FGD
13	FGDP03	Female	12	Grade 7	FGD
14	FGDP04	Female	13	Grade 7	FGD
15	FGDP05	Female	14	Grade 8	FGD
16	FGDP06	Female	12	Grade 7	FGD
17	FGDP07	Female	14	Grade 8	FGD

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Insights of the Students on the Use of Translanguaging in Improving their Language Skills

Shown in table 2 are the essential themes and core ideas extracted from the IDI and FGD on the use of translanguaging in improving students' language skills. The themes are discussed in the preceding pages.

Table 2. Insights of the Students on the Use of Translanguaging in Improving their Language Skills

Essential Themes	Core Ideas
Enhancement of Language Learning	Help students understand unfamiliar words Enhance their ability to read and pronounce them Expand their English vocabulary and their ability to express ideas Understand the lessons more
Facilitating Comprehension	Make lessons more engaging Promotes comprehension Find it helpful when concepts in Matigsalog are translated into English to clarify meanings Offer clarity on complex ideas
Collaborative Learning	Foster cooperation Allow students to learn from one another Enhance understanding and make learning enjoyable. Promote peer collaboration
Language Confidence and Risk-Taking	Make them more willing to answer questions Build Confidence Encourage active participation Help them felt less intimidated
Greater Accessibility Compared to Traditional Methods	Allow students to process information at their own pace. Simplify lessons by connecting English with native language. Facilitate active learning compared to passive note-taking.

Enhancement of language learning. This is the first theme that emerged from the responses of the participants in the study. This theme highlights the positive impact of translanguaging on students' ability to learn and use the English language effectively. Students shared that translanguaging activities helped them understand unfamiliar words, improving their reading and pronunciation skills. Additionally, it facilitated better retention of English vocabulary, allowing them to express their ideas more confidently.

> Kay daghan man mga dili mailhan nga mga pulong nga di namo masabtan, maong nakatabang gyud sa amua nga masabtab kung amuang hubaron ug nakatabang gyud nga mas pauswagon ang among kahanas sa pagbasa. *Because there are unfamiliar words that we do not understand, it helps us understand them more when we translate it, and helps us to enhance our ability to read the words.* (FGDP03)

> Daghan kog natun'an nga bag'ong pulong ug kaya na nako ma sulti ang mga naa sa akong huna-huna. *I*

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learned a lot of new words and sentences and that I could express ideas better. (IDIP08)

Okay ra, sir. Nasabtan nako ang mga leksyon ug maayo.
It was okay, sir. I understood the lessons well. (IDIP06)

Facilitating comprehension. This is the second theme that emerged based on the responses of the participants in the study. The theme highlights the role of translanguaging in making lessons more engaging and promoting comprehension. Participants noted that translanguaging, or the practice of alternating between languages, is particularly effective in clarifying complex ideas. For example, when concepts in Matigsalog are translated into English, students can understand and internalize the material more easily. The participants also emphasized that translanguaging offers students a more accessible way of learning, particularly when they are not fully proficient in English, by providing explanations in their native language while still incorporating English terms.

Lingaw ug makapahimulos kay makig-uban mi sa among mga kauban sa klase, ug pinaagi sa among panag-uban sa mga activities, masabtan namo ang among gibasa. *It is fun and engaging because we get to engage with our classmates and through our teamwork in the activities, we can understand what we are reading.* (IDICP01)

Mas masabtan nako ang story nga among gibasa kung among hubaron sa Matigsalog kay makatabang kini sa pagkat-on sa buot pasabot sa mga pulong. *I understand the story we read better when we translate it to Matigsalog because it helps me learn the meaning of the words.* (IDICP07)

Human namo mabasa ang story, hubaron namo kini sa Matigsalog unya hubaron na sad sa Iningles, diha pa mugana among utok, unya didto na namo masabtan jud ang story. *After reading the story, we translate it in Matigsalog and then followed by English translation, that was when our brain worked, and the lesson started to make sense because somehow, we understand the whole story.* (IDIP08)

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Collaborative learning. This theme emerged based on the responses of the participants and underscores how translanguaging fosters cooperation and peer collaboration in the classroom. Participants highlighted that translanguaging allows students to learn from one another in which it enhances understanding and makes learning more enjoyable. This collaborative approach not only deepens their understanding of the material but also creates a supportive learning environment where peers can help each other.

Kung mag-grupo mi aron maghubad, lingaw kaayo, ug makat-on pod ko gikan sa akong mga kauban sa klase. *When we group in groups to translate, I find it fun, and I learn from my classmates too. (*FGDP04)

Usahay, ang akong mga kauban sa klase magpasabot sa mga pulong nga mas maayo, labi na kung group work. Makatabang kini sa pagpaayo sa among pagsabot kung magtinabangay mi, ug makapahimuot ug makalingaw sa tanan. *Sometimes, my classmates explain things to me better, especially during group work. It helps us enhance our understanding when we work together, and it makes everything enjoyable and fun. (*FGDP05)

Language confidence and risk-taking. Participants also noted that translanguaging can play a crucial role in building students' language confidence and encouraging risk-taking. By providing opportunities for students to use both their native language and English, they feel less intimidated and more willing to engage in the lesson. The use of multiple languages helps them feel supported, which led to increased participation. With translanguaging, students are encouraged to take risks in using English, knowing they can rely on their native language for clarification.

Dili na kami mahadlok motubag sa mga pangutana sa teacher.
We are no longer afraid to answer the questions of the teacher. (IDIP05)

Mas daghan na akong masulti karon kay nahu-hunaan na nako daan ang akong tubag sa Matigsalog. *I can say more now because I already processed my answer first in Matigsalog.* (IDIP08)

Greater accessibility compared to traditional methods. This is the last theme that emerged from the responses of the participants. From this theme, the participants emphasized how translanguaging offers greater accessibility compared to traditional, monolingual teaching methods. For the participants, translanguaging allows students to process information at their own pace. It helps them simplify their lessons by connecting English concepts with their native

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language. In contrast to traditional methods that often involve passive note-taking, according to some participants, translanguaging promotes a more interactive and dynamic learning experience, where they actively participate in their own understanding and application of the content.

Mas ganahan mi ani kay mas masabtan namo ang istorya kung i-translate una namo kini. *We prefer this because we understand the story better when we translate it first. (*IDIP04)

Mas ganahan ko ani kaysa magtan-aw lang ug video lessons. Nakita nako nga maka-active ni para sa amoa. *I prefer this over just watching video lessons. I realize that it makes us active in the process.* (IDIP03)

Challenges faced by Students on the Use of Translanguaging in Improving their Language Skills

Shown in table 3 are the essential themes and core ideas extracted from the IDI and FGD on the challenges faced by students on the use of translanguaging in improving their language skills. The themes are discussed in the preceding pages.

Table 3. Challenges faced by Students on the Use of Translanguaging in Improving their Language Skills

Essential Themes	Core Ideas
Translation constraints	Having difficulty in translation from native language to English
	Having difficulty in translating complex words or unfamiliar terms
	Making translation more challenging with complex assignments
	Translating complex words takes time and effort
Complexity of Learning Materials	Struggling to analyze lengthy texts or sentences
	Making comprehension difficult when the texts are lengthy
	Adding confusion when there are long words in short stories
Limited External Support	Relying solely on themselves when they have assignments
	Lacking access to resources
	Having difficulty due to absence of internet or cellphones to study bring home materials
Fear of Asking Questions or Clarifications	Hesitating to clarify doubts
	Avoiding help due to fear of judgment when tasks are individual
	Experiencing limited assistance

Translation constraints. This theme emerged from students' struggles with translating English to their native language and vice versa and highlighting that it is time consuming. The first core idea highlights difficulty in translating complex terms, where students face mental strain trying to convert difficult words. The second core idea, challenging assignments further exacerbate this difficulty, as students find it hard to keep up with the translation demands of lengthy tasks which led to cognitive overload and time consuming.

Okay ra nga hubaron ang English padulong sa amoang pinulungan, pero didto nako maglisod kung

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gikan sa Matigsalog nga pinulungan padulong sa English. *It was fine translating from English to Matigsalog, but I find it hard to translate it from Matigsalog to English.* (IDIP01)

Usahay lisod labi na jud kung ang assignment nga ipabuhat kay daghan ug lisod na kaayo sabton sa ka-taas. *It was very difficult when sometimes the assignments are complex or difficult to understand and it is time consuming.* (IDIP08)

Lisod kung taas ug dili na nako masabtan ang words, nga kung usahay madugay jud kay kinahanglan man mahubad jud. *It is very difficult when words are too difficult to understand, which sometimes takes time and requires so much effort from us to translate.* (FGDP04)

Complexity of learning materials. This theme highlights how students expressed difficulty in understanding lengthy texts and complex vocabulary. Long sentences make it hard to analyze key ideas, while the presence of difficult words in shorter stories adds confusion to them when they translate.

Usahay kung ang story kay taas ug lisod sabton ang mga pulong.
Sometimes the story is long, and it is hard to analyze the sentences. (FGDP06)

Naa pud mga pulong nga maglibog mi kung unsa jud ang buot ipasabot kung akoa kining hubaron. *Some words are so long that I get confused about their meanings when I translate them.* (FGDP05)

Limited external support. This theme that emerged from the participants' responses shows how students often rely solely on themselves for assignments due to the lack of support. According to them, limited resources, such as the absence of internet or cellphones, further hinder their ability to study or access materials outside class when they have bring home tasks. Further, they said that it is hard to complete tasks sometimes.

Kung usahay magdala mi ug buhatunon sa balay, di sab makatabang among ginikanan, mo nang ako ra jud ang mutabang sa akong kaugalingon. Mao nang lisod jud humanon usahay ang mga assignment. *Whenever we have bring home tasks, my parents*

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cannot help me with my tasks, so I have to depend on myself. That's why it is so hard to complete the tasks sometimes. (FGDP02)

Di jud ko makaanswer kay wala man jud mutabang sa akoang buluhaton hilabi najud kung tag-isa. *I couldn't answer because no one would help me when the tasks are individual.* (FGDP07)

Wala man gud mi kurente ug internet sa balay, mao nang dili jud mi maka-study pagka-gabii para magpractice ug paghubad. *We don't have electricity and internet at home, so we can't study at night to practice translation.* (IDIP07)

Fear of asking questions or clarifications. This is the last theme that emerged from the responses. According to them, they often hesitate to clarify doubts or avoid asking questions due to fear of judgment. Some also said that they have limited assistance from teachers or peers sometimes which leaves them feeling unsupported, which prevents them from seeking help when needed.

Usahay man gud makabati mi nga masamukan ug mairita na siya kadugayan ug magsige nami balik-balik ug pangutana. *We feel like he might be annoyed when we ask from help repeatedly.* (IDIP03)

Usahay, mahadlok jud ko mangutana kay basi ug kasab-an na hinuon ko sa akong maestra o di ba kaha, kataw-an ko sa akoang mga classmate. *I am afraid sometimes to ask questions because I might be scolded by my teacher or laughed at by my classmates.* (IDIP01)

Proposed Intervention Scheme Improve the Strategy for Language Learning

Shown in table 4 are the essential themes and core ideas extracted from the IDI and FGD on possible intervention that can be proposed to improve the strategy based on the insights of the students. The themes are discussed in the preceding pages.

Table 4. Possible Intervention that can be Proposed to Improve the Strategy based on the Insights of the Students

Essential Themes	Core Ideas
Incorporate More Fun and Collaborative Learning	Adding games, interactive storytelling and group activities
	Providing interactive and fun games
	Allowing more collaboration with classmates
	Incorporating more engaging and enjoyable tasks

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Alignment of Tasks with Developmental Stages	Starting with simpler tasks Preparing students for advanced language tasks without overwhelming them Moving to more challenging tasks later Building foundational skills first
Emphasis on Guided Reading and Practice	Encouraging consistent reading and comprehension through translation Guiding students familiarize with English terms and sentence structures Giving of more guided practice or drills for retention
Enhanced Teacher Presence and Immediate Feedback	Providing more guidance during difficult tasks Highlighting the need for timely assistance Giving of detailed explanations Providing immediate clarification Making sure teachers are available to help during exercises
Integration of Translanguaging Across Subjects	Extending translanguaging beyond English Helping students grasp technical terms and concepts across subjects when there is translation

Incorporating fun and collaborative learning. This theme highlights the importance of making lessons interactive and enjoyable through translanguaging. Participants suggested that teachers should include games, group activities, and storytelling to make their tasks more engaging. They also emphasized that collaboration with classmates helps them stay motivated and improves their overall learning experience.

Mas daghanon pa ang mga lingaw nga dula ug activities, sir.
Add more fun games or activities, sir. (IDIP08)

Lingaw kaayo kung magtinabangay mi ug hubad sa laing pinulungan, mao nang ganahan ko kung grupo-grupo. *That was fun because we helped each other translate the words, so I like it when we are in groups more.* (IDIP07)

Alignment of tasks with developmental stages. Participants emphasized the need for an alignment of tasks with developmental stages in which they suggested that it must start first with simpler tasks and gradually increase the difficulty. Also, they said that it is important to build foundational skills to prevent them from feeling overwhelmed when tackling more complex tasks.

Unahon ang mga sayon nga buhaton unya sa hinay-hinay, lisod-lisoran na.
Start with easy tasks and gradually make them harder. (IDIP05)

Mas ganahan ko ug mga sayon sa una, unya maghinay-hinay ug kalisod.
I prefer easier activities at first, then gradually increase difficulty. (IDIP06)

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Para sa akoa, mas nindot kung makabalo pa jud mi sa pinakasayon aron dilidayun mi makuratan kung makasugat nami ug mas lisod pa jud. *I think it's better to focus on building foundational skills first to prevent me feeling overwhelmed or facing difficulty later.* (IDIP05)

Emphasis on guided reading and practice. According to participants, guiding students through reading exercises and offering consistent practice helps improve comprehension. They suggested that using translation alongside reading helps students become familiar with English terms and sentence structures, which makes it easier to understand and retain new information.

Mas daghanon pa unta ang pagpabasa ug perm inga pag-practice sa paghubad sa laing pinulungan, sir. Mas matagaan man gud ko ug oras nga masabtan apa ug maayo ang story. *I want more reading and consistent practice through translation, sir. It gives me time to comprehend the story better.* (IDIP07)

Maghinaot mi nga mas palapdan ug daghanon pa ang paghubad namo sa laing pinulungan aron mas masabtan pa namo ug mahanas mi sa pagbasa. *Please allow us to translate more so that we can understand more and master reading.* (IDIP06)

Enhanced teacher's presence and immediate feedback. Further, participants highlighted the importance of a teacher's presence, especially when students are struggling with difficult tasks. They emphasized that providing immediate feedback and detailed explanations helps students overcome challenges and move forward with confidence to ensure they do not get stuck or discouraged.

Mas maayo kung naa jud ka sa matag tubag namo sa mga pangutana. *It would be better if you were there everytime to answer our questions.* (IDIP08)

Magsalig jud mi sa imuha, sir. *We can only rely on you, sir.* (IDIP06)

Manghinaot mi nga mas daghanon pa ug mga examples aron dali ra namo masabtan ang mga ipabuhat sa amo ug matabangan pud unta mi nimo usahay sa paghubad namo. *Please give more examples for us to easily understand the tasks and help us in the translation sometimes.* (IDIP07)

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Integration of translanguaging across subjects. According to participants, using translanguaging not only in English but across subjects like Science and Math also aids comprehension. They explained that translating key terms and concepts in different subjects makes it easier for students to understand difficult ideas, particularly when they are encountering unfamiliar technical terms.

Oo, hilabi na jud sa Science ug Math. Mao nga mas masabtan namo ug makahibalo mi ug mga bag-ong pulong. *Yes, especially in Science and Math. So, we can understand and learn new words.* (IDIP06)

Mas nindot kung sa tanang subject i-apil ang paghubad aron makabalo ug makasabot mi. *It is better if all subjects include translation or allow us to translate.* (IDIP01)

Discussions

Based on the findings of the study under research question one, five major themes emerged from the insights and experiences of students on the use of translanguaging in improving their language skills: (1) enhancement of language learning, (2) facilitating comprehension through translanguaging, (3) collaborative learning, (4) language confidence and risk-taking and (5) greater accessibility compared to traditional methods.

The first theme demonstrates that translanguaging positively impacts students' ability to acquire and use English effectively. Participants reported that the use of translanguaging helped them understand unfamiliar words, improve pronunciation, and expand their vocabulary. These findings align with the study of Antony, Ramnath, and Ellikkal (2024), which highlights that translanguaging as a pedagogical tool for explaining various linguistic aspects of the target language, including pronunciation, grammar, vocabulary, and cultural concepts. According to them, translanguaging facilitates knowledge construction by scaffolding grammar concepts, introducing new vocabulary, and clarifying cultural nuances, thus enhancing students' understanding and proficiency in the target language.

The second theme proves that translanguaging has proven to enhance comprehension by making lessons engaging and accessible. Participants noted that translating complex concepts into their native language (e.g., Matigsalog) made them easier to understand. This finding resonates with the conclusion of Hillcrest (2021) that translanguaging helps multilingual learners comprehend and communicate about subject area content and it improves their English proficiency by enabling them to make connections between their home language(s) and English.

Further, the third theme shows how translanguaging also fosters peer collaboration and cooperation. Students found group activities involving translation enjoyable and beneficial for deepening their understanding. Further, according to Antony, Ramnath, & Ellikkal (2024), the interactive function of translanguaging facilitates peer-based interactions and collaborative learning experiences. Students initiated translanguaging practices to enhance classroom teaching and

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learning interactions, promoting active engagement and participation. Through peer-based activities, students leveraged their multilingual resources to support each other's language learning journey, fostering a sense of community and inclusivity in the classroom

Also, the fourth theme explains that the use of translanguaging encourages students to take linguistic risks, making them feel less intimidated to participate actively. This finding is consistent with findings by Dikilitas & Mumford (2020), who said that structured promotion of translanguaging in the classroom helped students feel more protected, motivated, and eager to learn, with enhanced understanding resulting from overcoming the challenges of pedagogical tasks, ultimately broadening their comprehension.

The last theme highlights how translanguaging provides a more inclusive and adaptable learning approach. Participants noted that it allows them to process information at their own pace and simplifies complex ideas by connecting English with their native language. Unlike traditional methods focused on passive note-taking, translanguaging fosters active engagement and comprehension. Additionally, translanguaging is argued to be more inclusive than traditional additive or subtractive dyadic teaching methods (Garcia & Wei, 2014), benefiting learners of all linguistic backgrounds.

Under research question two, the challenges experienced by students were categorized into (1) translation constraints, (2) complexity of learning materials, (3) limited external support, and (4) fear of asking questions or clarifications. Despite its benefits, students also faced challenges with translanguaging. One significant challenge was translation constraints, as participants found it difficult due to translation difficulties, particularly with complex vocabulary and lengthy assignments, which were perceived as time-consuming. This aligns with the findings of Nyimbili and Mwanza, who noted that translanguaging was perceived to be time consuming in the literacy multilingual class

because the knowledge delivery processes were seen to be longer. The perceived longer process was from the activities that involved learner interaction with knowledge in their local languages, teacher writing the similar sound on the board and giving the learners feedback on the sound to enable them to realize the concepts behind them.

Another issue identified was the complexity of learning materials. Students expressed that long texts and sentences, combined with difficult vocabulary, made tasks challenging. The finding that complex learning materials make tasks challenging, particularly among English language learners (ELLs), is supported by Cummins' (2000) framework and further substantiated by research on the creation of effective teacher-generated materials (Dinh, 2023). Dinh's work emphasizes the crucial role of translanguaging in mitigating the challenges posed by complex texts. Complex materials often impose a high cognitive load, exceeding the mental resources available to ELLs. Furthermore, the lack of sufficient contextual support within these materials exacerbates comprehension difficulties.

Participants also highlighted limited external support as a significant obstacle. Many students reported a lack of resources, such as internet access or parental help, which made completing assignments difficult. This finding is consistent with Nyimbili and Mwanza (2021) that the other challenge was the sociolinguistic environment in which the language is taught and practiced. Teaching literacy using monolingual ideologies was found to be challenging because the learners did not have language models outside the classroom. This made the classroom language of instruction be limited to the teacher and the few classroom activities which did not exist in the learner's environment.

Finally, students expressed a fear of asking questions or clarifications. They hesitated to seek help due to fear of judgment or being reprimanded, which limited their ability to

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overcome difficulties in learning. This aligns with the findings of Ryan and Deci (2000), who noted that an unsupportive classroom environment can hinder students' motivation and willingness to participate actively.

Lastly, under research question three, the proposed interventions for improving the translanguaging strategy include (1) incorporating more fun and collaborative learning, (2) alignment of tasks with developmental stages, (3) emphasis on guided reading and practice, (4) enhanced teacher presence and immediate feedback, and (5) integration of translanguaging across subjects.

To address these challenges, several interventions were proposed. Students suggested incorporating more fun and collaborative learning activities, such as games and group tasks, to make lessons more engaging. This aligns with Lin and He (2017) in which they concluded that translanguaging appears spontaneously and naturally through interaction and activities among students in the classroom as they are engaged in meaning-making about the tasks' topics. Students can also perform like a 'little teacher' to explain, share and reinforce concepts within the same peer group. In sum, new knowledge is co-constructed via co-learning. Also, Wells (2018) expounds that in collaborative learning, translanguaging encourages students to show their creativity, engagement, and participation.

Another recommendation was an alignment of tasks with developmental stages, where lessons start with simpler tasks before progressing to more complex ones. This scaffolding approach aligns with Dinh (2023) in which she said that cognitively demanding tasks requiring higher levels of thought processing (e.g., analyzing,

evaluating, and creating) can be placed later in a set of materials.

Participants also highlighted the need for an emphasis on guided reading and practice to reinforce comprehension and retention. Consistent practice through translanguaging helps students familiarize themselves with English terms and structures. These findings are in alignment with those of De Los Reyes (2019). She found that teachers used translanguaging to conduct class discussions, give feedback, keep students on track, and give instructions during difficult tasks.

Additionally, the importance of enhanced teacher presence and immediate feedback was emphasized. Students expressed a need for timely assistance and detailed explanations, which aligns with Rosier et al. (2016) that teachers' initiations and interactions with students are also important in co-learning activities during translanguaging, helping students focus on different tasks.

Lastly, students suggested integration of translanguaging across subjects to facilitate the learning of technical terms and concepts in other disciplines, such as Science and Math. This recommendation is supported by García and Kleyn (2016), who argue that translanguaging can be an effective pedagogical strategy across various content areas, enhancing both subject-specific knowledge and language skills. This makes complex subject matter accessible, especially for multilingual students, as they can navigate challenging ideas using familiar linguistic frameworks.

Implications

The findings of this study provide valuable implications for educational practice, particularly in the integration and improvement

of translanguaging strategies in the classroom. These insights can serve as a basis for curriculum developers, administrators, and

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policymakers to refine existing teaching approaches and address the challenges identified by students.

One key implication is the need to formalize translanguaging as a pedagogical strategy across various subjects, not just in language learning. The study highlights how translanguaging facilitates comprehension and engagement, especially when technical terms and complex ideas are contextualized in students' native language. This finding supports the need for curriculum developers to incorporate translanguaging as a standard practice to ensure students in multilingual settings can fully access and internalize the curriculum content.

Additionally, the study emphasizes the importance of teacher training in translanguaging methods. Many challenges faced by students, such as translation constraints and difficulty with complex learning materials, can be mitigated through better teacher guidance. Professional development programs should focus on equipping educators with translanguaging techniques to scaffold learning effectively and provide immediate feedback. This aligns with the idea that teacher presence and timely assistance play a critical role in helping students overcome linguistic and academic challenges.

Furthermore, administrators should consider creating a more supportive learning environment by addressing resource limitations. The lack of external support, such as access to technology and materials, hinders students' ability to fully engage with translanguaging strategies. Schools can bridge this gap by ensuring access to translation tools, internet resources, and printed materials that facilitate translanguaging practices both in and outside the classroom.

The findings also highlight the importance of fostering collaboration and active learning in classrooms. Translanguaging not only aids comprehension but also enhances peer interaction and confidence. Administrators and teachers should design collaborative activities that incorporate translanguaging to promote cooperative learning and active participation, as this approach helps students feel less intimidated and more willing to take linguistic risks.

Finally, the alignment of tasks with developmental stages suggested by students underscores the importance of scaffolding in curriculum design. Educational planners can use this insight to develop lesson plans that build foundational skills before introducing more complex tasks, preventing cognitive overload and ensuring that students' progress at a manageable pace.

Overall, the findings of this study provide compelling evidence for the integration of translanguaging as a core teaching strategy.

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