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Teachers' Perception on Pedagogical Performance Growth Using Translanguaging in Multilingual Classrooms

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ABSTRACT

In multilingual classrooms, translanguaging offers teachers a way to draw on learners' diverse linguistic resources to support instruction and learning. This study examined teachers' perceptions of pedagogical performance growth in using translanguaging. Ten language teachers from the College of Arts and Sciences Education at the University of Mindanao were selected through snowball sampling based on predefined criteria. A qualitative descriptive design was employed, with data collected through an expert-validated semi-structured interview guide. The interview data were analyzed following Braun and Clarke's (2006) thematic analysis process, involving familiarization, initial coding, theme development, review and refinement, and report writing. Guided by Vygotsky's Sociocultural Theory, Schön's Reflective Practice, Kolb's Experiential Learning Theory, and Cummins' Common Underlying Proficiency, the study explored teachers' experiences of translanguaging in multilingual instruction. Findings revealed perceived pedagogical performance growth in learner engagement, adaptive pedagogy, instructional delivery, and contextual sensitivity. Teachers reported using linguistic mediation, multilingual resources, instructional modeling, and collaborative meaning-making to support learning. However, they faced challenges related to learner linguistic variability, teachers' linguistic readiness, students' language dependency, and institutional constraints. These findings highlight translanguaging's potential to support comprehension and participation while informing responsive instructional practices. The study offers practical insights for teacher education and professional development, emphasizing reflective, adaptive, and learner-centered multilingual instruction. Given its single-institution scope and reliance on interview accounts, the findings represent teachers' perceived growth rather than objectively measured improvements. The study contributes context-specific insights to translanguaging research and underscores the value of recognizing learners' diverse linguistic repertoires as resources for learning.

INTRODUCTION

In multilingual classrooms, students have preferred languages they use to process content. Teachers are expected to ensure effective knowledge transfer to maximize every student's learning experience. In this regard, translanguaging serves as a strategy that allows teachers to adjust their medium of instruction to meet learners' needs (Cenoz & Gorter, 2021). However, this also presents challenges, as teachers struggle to decide when and how to apply translanguaging effectively (Huang & Chalmers, 2023). While previous studies have extensively examined the implementation, benefits, and challenges of translanguaging in multilingual classrooms (Prilutskaya, 2021), comparatively little attention has been given to teachers' pedagogical growth through its implementation, particularly regarding their instructional practices, pedagogical knowledge, and classroom management. Understanding teachers' pedagogical growth offers insight into how teachers continuously adapt and refine their instructional practices to meet the demands of multilingual classrooms and support meaningful learning experiences (Bernstein *et al.*, 2023).

Teachers' perspectives on using translanguaging matter because they are the ones who use this strategy in classrooms. Their perspectives reveal not only the practical challenges they face but also the support and resources that improve their teaching strategy (Liu *et al.*, 2020). For example, translanguaging allows students to use the languages they know to improve their learning experience (Macawile & Plata, 2022). According to Elshafie and Zhang (2024), teachers who use translanguaging face challenges in deciding when and how to apply it effectively across all classroom levels to support learning. Ultimately, considering teachers' perspectives helps uncover both the positive and negative experiences they encounter, which can guide support for students in multilingual classrooms and ensure that translanguaging, as a classroom strategy, contributes to teachers' pedagogical growth.

This study examines teachers' growth in pedagogical performance in using translanguaging as a teaching strategy in multilingual classrooms. Specifically, it seeks to address three core questions: (1) to examine teachers' perceptions of pedagogical growth in implementing translanguaging strategies and practices, (2) to identify the specific translanguaging strategies employed by the teachers to support student learning, and (3) to

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determine the challenges faced by teachers when applying translanguaging in multilingual classrooms. By addressing these questions, this study aims to deepen understanding of how translanguaging contributes to teachers' professional development and pedagogical competence. By focusing on growth in pedagogical performance, this study emphasizes how translanguaging shapes teachers' lesson planning, instructional delivery, classroom management, and assessment practices. The findings are expected to contribute to teacher education programs by providing insights into how translanguaging can be intentionally integrated into training modules. In conclusion,this study shows that translanguaging benefits not only student learning but also teachers' pedagogical growth.

LITERATURE REVIEW

This study draws on several theories. Vygotsky's (1978) Sociocultural Theory emphasizes the role of social interaction and cultural resources in learning and knowledge construction. This theory relates to translanguaging because both teachers and students can use their unique language resources and cultural backgrounds to make meaning in different contexts. Scaffolding further supports teaching and learning when educators use translanguaging to address students' diverse learning needs. Schön's (1991) reflective practice model also informs this study by emphasizing how professionals, particularly teachers, develop their skills through reflection on their experiences and actions. In addition, Kolb's (1983) Experiential Learning Theory highlights the role of experience and reflection in learning and professional development. Cummins' (1981) Common Underlying Proficiency (CUP) theory proposes that knowledge and skills developed through one language can support learning in another.

Prilutskaya (2021) noted that while translanguaging is an efficient method for learners to maximize their meaning-making capabilities, most studies focus on student outcomes, with less attention given to educators. Few studies explore teachers' perspectives on using translanguaging as a teaching strategy. By focusing on teachers' experiences and perceptions of translanguaging,this study highlights how this method shapes their pedagogical growth in the classroom. Using translanguaging as a strategy not only affects teachers' professional growth and skills, but also supports learners' individual learning experiences.

Translanguaging is regarded as an emerging pedagogy that allows students learning multiple languages to use their full linguistic resources to create, communicate, and learn meaningfully. Cenoz and Gorter (2020) first introduced pedagogical translanguaging as the conscious use of students' linguistic resources in teaching and learning, while Liu and Fang (2020) added that it creates inclusive and equitable learning opportunities. Translanguaging as a pedagogy concerns how teachers purposefully use students' multilingualism in classrooms to create learning opportunities, taking into account learners' various linguistic needs. Antera (2021) defined pedagogical competence as the integration of professional knowledge, instructional skills, reflective practice, and pedagogical judgment needed to respond to learners' diverse needs. Afalla and Fabelico (2020) likewise found that stronger pedagogical competence contributes to more effective teaching.

Developing pedagogical capability requires teachers to engage in continuous professional development. Muir *et al.* (2021) referred to professional growth as an iterative process of developing pedagogical knowledge and improving classroom practice through reflection, collaboration, and experimentation. Sims and Fletcher-Wood (2020) asserted that prolonged, practice-based professional learning grounded in authentic experiences builds and extends teachers' capacity. Similarly, Gore and Rosser (2020) argued that high-quality, valuable professional learning improves both instructional decision-making and teachers' responsiveness to students' needs.

Translanguaging positively affects learner engagement and, in turn, learning; this enhances participation in the learning process and supports the collaborative construction of new knowledge (Fang *et al.*, 2022). Based on these considerations, research defining teachers' pedagogical performance growth within translanguaging remains limited. Therefore, this study defines teachers' pedagogical performance growth as teachers' own perceived progress and enhancement in pedagogical capability, pedagogical decision-making, practice, self-efficacy, and student-centeredness. At the same time, they teach in multilingual classrooms through translanguaging in a progressive cycle of continuous improvement.

MATERIALS AND METHODS

Research Participants

This study involved ten (10) language teachers from the University of Mindanao, under the College of Arts and Sciences Education (CASE), who have prior knowledge of translanguaging. Teachers participated in one-on-one interviews. In the selection of participants, snowball sampling was utilized using the following criteria as a basis: (1) all language teachers from the Higher Education Institution, (2) they should be knowledgeable about the concept of translanguaging, and (3) have a willingness to participate in interviews. The exclusion criteria included teachers specializing in Social Studies, Math, and Science, as well as teachers from Senior High School (SHS) and Basic Education. The researchers strictly observed these criteria to ensure participants had relevant expertise in navigating the multilingual learning space.

Research Instruments

This study used semi-structured interviews guided by open-ended questions. The interview guide was designed to elicit detailed accounts of teachers' experiences and perspectives on using translanguaging as a classroom

strategy in a multilingual classroom. Before data collection, research experts validated the interview guide to ensure content validity, clarity, and alignment with the study's objectives.

Research Design and Procedure

This study adopted a qualitative-descriptive research design to explore and describe teachers' growth in pedagogical performance in using translanguaging in multilingual classrooms (Sandelowski, 2000). A qualitative approach is suitable because it allows a thorough understanding of teachers' experiences, instructional strategies, perceptions, and students' responses in educational settings (Creswell & Poth, 2018).

In line with Sandelowski (2000), the following procedure involved staying close to participants' responses while systematically organizing and analyzing the data. First,the researchers selected participants based on the given criteria. The researchers collected the necessary data by conducting semi-structured interviews. With participants' consent,the researchers recorded the interviews using a mobile device's built-in voice recorder to ensure accurate, complete data. The researchers transcribed the recordings to serve as the primary basis for analysis. After gathering data through semi-structured interviews,the researchers translated responses in vernacular languages into English to maintain consistency in analysis.

The audio-recorded interviews were transcribed verbatim and analyzed using Braun and Clarke's (2006) thematic analysis approach, which was well-suited to study's qualitative nature. Initially, the researchers familiarized themselves with the material by reading and re-reading the transcripts to identify initial insights and formulate initial thoughts and ideas. During this stage, the researchers highlighted participants' statements that stood out at first glance.

After familiarization,the researchers initially coded the transcripts. During this stage, the researchers identified verbatim statements and text segments related to the research question and containing specific information about participants' pedagogical experiences, such as details about translanguaging strategies, difficulties experienced, and factors affecting their pedagogical choices. The researchers coded these segments with code groups indicating their content to facilitate analysis and organize ideas into themes.

After initially coding the data, the researchers evaluated the extracted codes to report initial themes. Next,the researchers grouped related codes and formed initial themes. The themes identified included changes in strategy, classroom management, and perceptions.

Next, the researchers reviewed the initial themes to identify consistent, distinct, and representative themes in the data. At this point, the researchers re-examined the coded data and initial themes and revised them. The researchers tweaked, reworded, eliminated, or combined themes to meet the study's objectives.

Finally, the researchers produced the thematic analysis report. The report presented the extracted themes as a story told through participants' verbatim accounts. The themes were related to the theory underpinning the study—namely, Vygotsky's Sociocultural Theory, Schön's Reflective Model, Kolb's Experiential Learning Theory, and Cummins' Common Underlying Proficiency (CUP) Theory—to operationalize the influence of translanguaging practices on pedagogical performance. Overall, the report presented the findings of a thematic analysis, which enhanced teachers' perceptions and understanding of their experiences in relation to the research question.

RESULTS AND DISCUSSION

Table 1: Teachers' perceptions of pedagogical growth

THEMES	CORE IDEAS
Enhanced Learner Engagement	Active Classroom Participation
	Improved Students' Confidence
	Actively Engage in Collaborative Learning
Adaptive Pedagogical Practice	Adjustment of Language Use
	Contextualize Presentation of Content
	Consideration of Learner Differences
Improved Instructional Delivery	Clearer Explanation of Concepts
	Effective Communication of Learning Content
Development of Contextual Sensitivity	Awareness of Classroom Realities
	Heightened Sensitivity to Learner Diversity

Enhanced Learner Engagement

Enhanced learner engagement emerged as one manifestation of teachers' pedagogical growth in implementing translanguaging strategies and practices. This was reflected in active classroom participation, improved student confidence, and active engagement in collaborative learning. The data revealed that translanguaging helped teachers foster greater learner engagement by allowing students to draw on their linguistic resources during classroom discussions and learning activities. This finding is supported by Suárez (2020), who noted that instructors' translanguaging practices create opportunities for students to engage in their own translanguaging by using their linguistic

resources. As a result, learners became more actively involved in classroom interactions and learning tasks.

Consistently integrating translanguaging into learning activities helps to increase students' engagement, enjoyment, and social relationships within the classroom (Aki and Theiss, 2025). These observable improvements in learner engagement reflect teachers' improved ability to facilitate participation and interaction through translanguaging. Consequently,translanguaging promotes teachers' pedagogical growth by building their capacity to establish an inclusive, engaging learning environment.

Active Classroom Participation. This core idea refers to teachers' ability to promote active engagement in students' learning through translanguaging. The findings indicate that applying translanguaging enabled teachers to create a more participative and interactive class, where learners could express their ideas and communicate actively with their teachers and fellow students. Significant responses from the participants were as follows:

"The humor becomes more fluid." (P1)

"The classroom now is more participative ang mga bata." (P2) [The classroom now is more participative; the children are (more participative)]

"I noticed that the classroom environment will somehow become active, will become more engaging… the classroom becomes more alive in a sense that they are participative, they give their answers freely, so there's interaction." (P3)

"They feel like they're included because they understand it better." (P8)

*"And after I used translanguaging, I noticed that most of my students are more particip*ative inside my classroom." (P9)

The integration of translanguaging allowed teachers to promote active participation of learners in classroom discourse and learning activities. This finding aligns with Aki and Theiss (2025), who found that consistent translanguaging promotes learners' active participation in classroom discussions and learning activities. Teachers observed that allowing students to use their linguistic resources encouraged them to participate more actively in classroom interactions. These classroom changes affirmed the effectiveness of teachers' instructional practices and demonstrated their pedagogical growth in creating a more participative and engaging learning environment.

Improved Students' Confidence. This core idea reflects one aspect of teachers' pedagogical growth, as shown by learners' increased confidence in expressing their ideas and communicating with teachers and peers after implementing translanguaging. The findings indicate that allowing learners to draw on their linguistic resources reduced their fear and anxiety about using English, making them more comfortable participating in classroom interactions. Significant responses of the participants were as follows:

"If the students are not restricted, a lot of ideas come to their minds because they are not afraid… if you really require them to use a specific language where they're not comfortable …there's a tendency that anxiety will feed their minds. So, they wouldn't speak freely; instead of… giving answers, they would just sit in one corner and just listen."(P3)

"There are reasons why they don't tend to participate. It's because mahadlok sila na English tanan ang isulti...When that student dili na niya kaya to express his or her ideas, I would just let him continue using his native language." (P7) [There are reasons why they don't tend to participate. It's because they are afraid everything they say should be in English… When that student can no longer express his or her ideas, I would just let them continue using their native language.]

"A few of them have gained confidence when speaking in front of the class." (P9)

Learners became more willing to express their ideas and participate in classroom discussions when they could draw on their linguistic resources. This finding is grounded in Cummins' (1981, as cited in Fegher, 2023) Cummins' Common Underlying Proficiency (CUP) Theory, which explains that learners can better organize and transfer ideas when they are not limited to one language. Similarly, Macawile and Plata (2022) asserted that translanguaging allows learners to use their language repertoire to further their learning. Supporting these findings, De Guzman (2025) found that translanguaging improved students' classroom engagement, participation, and confidence in using English as a second language. Participants' observations of improved learner confidence suggest that translanguaging made the learning process more learner-centered, highlighting one aspect of teachers' perceived pedagogical performance growth in multilingual classroom settings.

Actively Engage in Collaborative Learning. This core idea refers to teachers' observations of learners' active involvement in collaborative learning through interaction, idea-sharing, and working together after implementing translanguaging. Significant responses of the participants were as follows:

"In one of my classes, when I ask them to go into groups, and then I ask them, okay, here's your groups; it's all random, so, okay, all people here, group one, all here, group two. So they would sometimes not know each other personally, but they would try to understand one another. And then when there are issues with, let's say, understanding in terms of there's a language barrier with one of them, the rest of the group adjusts for that one member, and this is like part of how we try to achieve harmony, not by erasing the language of the other, but rather by bringing the other into the conversation with the methods of translanguaging." (P1)

"In terms of when they participate, katong gi mention nako na, they can shift to their language if they really want to, but the seatmate has to listen carefully because the seatmate will have the burden to translate. And they actually end up having fun man." (P2) [In terms of when they participate, as I mentioned earlier, they can shift to their language if they really want to, but the seatmate has to listen carefully because the seatmate will have the burden to translate. And they actually end up having fun]

"They want interactive activity, they want to be involved. They don't just want to sit down and listen." (P8)

"Certain drills as well as the use of conversations where students are

free to also use translanguaging while doing the conversations with their peers or groups" (P9)

Learners communicated seamlessly despite coming from different linguistic backgrounds. By drawing on their linguistic resources, they helped each other reach an agreement and complete the task. This finding aligns with Mbirimi-Hungwe and McCabe (2020), who explained that translanguaging in collaborative learning allows learners to share their linguistic resources and work together effectively to achieve the learning task. The increased collaborative interactions among participants after implementing translanguaging reflect one aspect of teachers' pedagogical growth, as seen through their observable classroom practices.

Adaptive Pedagogical Practice

Teachers adapt teaching approaches to address students' diverse learning needs. Cenoz and Gorter (2021) support these findings, noting that translanguaging is a pedagogical strategy in which teachers change the medium of instruction to meet learners' needs. Henríquez *et al.* (2025) also ground this adaptability in David Kolb's Experiential Learning Theory. Learning is a dynamic process because it involves creating new knowledge and changing previous practices in response to new events. Thus, when learners encounter difficulties with certain concepts,teachers adjust their teaching approaches to support their learning.

Adjustment of Language Use. This core idea refers to teachers' ability to modify the language or medium of instruction to ensure learners understand the lesson and participate actively. Significant responses of the participants were as follows:

"We have students here that only understand Filipino, Maguindanaon, then English. We have students that only understand English, then English and Filipino, and then that's it. There are kids here that don't even understand any Philippine language at all. So, you would sometimes have to make adjustments to accommodate the majority of the students' understanding." (P1)

"We have to adjust kase, for me… for example, if I speak straight English, for me that's a win kase kaya ko pala na as a teacher I could speak straight English for the entire hour of the class. But iba pala ang perspective sa students" (P6) [We have to adjust because, for me… for example, if I speak straight English, for me that's a win because it means I can speak straight English for the entire hour of the class. But then I realized that the students see it differently.]

"You really need to adjust when it comes to the use of language or the medium that you use to communicate with your learners."(P9)

Teachers used learners' familiar languages to explain lesson contexts and support learners' understanding in the classroom. Rather than prioritizing exclusive use of English, teachers recognized that effective communication and learning occur when instructional language responds to learners' linguistic backgrounds, comprehension levels, and communication needs. This is anchored in Vygotsky (1978) sociocultural theory, in which teachers adjust their language use to match learners' linguistic backgrounds and levels of understanding. Furthermore, Kotula (2021) stated that translanguaging and using learners' home languages help them deepen their understanding of concepts, acquire new words, express themselves, and gradually develop target language competence. By using flexible language, teachers can provide the support learners need to understand the lessons.

Contextualized Presentation of Content. This core idea refers to teachers' efforts to provide examples that learners can easily understand through localized materials. Wu and Othman (2025) stated that translanguaging is not limited to switching between languages; it also involves using multimodal resources, as learners use different ways to process and understand information. Significant responses of the participants were as follows:

"I use a Filipino example where there's this painting by Juan Luna, the Spoliarium, about the suffering of gladiators being sent into the spoils. And then you look at the historical background; there is an intertext of reality inspiring art… Or, for example, even in advertising, why are certain words in Bisaya funny to hear when you hear them in advertising? And then you would have to understand that in concepts that are written in English, based on research in linguistics and in semiotics. So that's where I usually use translanguaging in the class because they get to participate more, they get to have an easier understanding or a grasp of the abstract concepts." (P1)

"Sometimes you have to provide kase kanang examples within our context… we have to put it into the PH or localize pa og maayo like Davao or UM context para mas maintindihan, mas masabtan ang lesson at tsaka they could apply the lesson without relying heavily on kanang western influence or kanang western references."(P6)

"For them to fully understand what those traditions are, those communicative strategies that those countries are using, I tend to contextualize it in the Philippine context and even translate it into English." (P10)

Using localized examples through translanguaging allows learners to connect lesson concepts through their own experiences. By connecting the lesson content to their local experiences and cultural background,the teacher made the lesson easier to understand. According to Tejano (2025), translanguaging in the Philippines is shaped by shared cultural knowledge, identities, and interactional objectives, allowing individuals to construct meaning using resources from their repertoire. Similarly, Roozafzai (2024) asserts that a contextualized pedagogical approach that considers learners' social and cultural backgrounds positively influences their studies. Through localized examples, learners can connect their experiences to lesson concepts.

Consideration of Learner Differences. This core idea refers to teachers' responsiveness to learners' abilities and learning styles when using translanguaging in their strategies and practices. Significant responses of the participants were as follows:

"So as teachers, you have to think, who will adjust? The learner or the teacher? So there has to be some reaching out on the part of the teacher to adjust as well to the level."(P1)

"Different students, different backgrounds...Naa kay mga students

nga very ahead. Naa pud mga students nga very, wala pa nakaabot sa middle ba...mag-adjust jud ka..." (P6) [Different students, different backgrounds.] You have students who are very ahead. While others have not even reached the middle level yet… You really have to adjust.]

"Not all learners are linguistic. Some learners are visual, some learners are kinesthetic. So, these multiple intelligences need to be considered as well."(P9)

Considering learner differences allows teachers to implement more inclusive and responsive instruction (Sajid, 2025). By understanding students' abilities, backgrounds, and learning preferences,teachers can adjust their practices to better meet students' needs and promote participation. These findings are anchored in Lev Vygotsky's Sociocultural Theory, as cited by Yusof (2021), in which teachers provided students with the necessary support and helped create activities suited to their needs. According to Rodriguez (2022), learners have different proficiency levels, so teachers rely on translanguaging to make instructions understandable. Rather than expecting students to fit one method, teachers adapted their strategies to present information clearly and encourage active participation.

Improved Instructional Delivery

Improved instructional delivery happens when teachers present and explain lesson content in a way learners can understand. The findings revealed that translanguaging helps teachers deliver lesson content effectively, clarify concepts for learners, and provide clear instructions. Cenoz and Gorter (2022) support this finding, describing pedagogical translanguaging as an instructional strategy that leverages learners' full linguistic repertoire to promote content learning and understanding. Similarly, Sahib (2020) argued that translanguaging enhances classroom interaction by improving how teachers and students communicate and learn with each other. Therefore, instructional delivery becomes more efficient as the learners can understand it better.

Clearer Explanation of Concepts. This core idea refers to teachers' ability to explain complex and abstract concepts in ways learners can more easily understand through translanguaging. Significant responses of the participants were as follows:

"Translanguaging may help transition their learning process to understand concepts that may be abstract. It's easy to understand concepts that are concrete if it's in the individual languages, but abstract concepts are a bit more complex to understand if it's not within your language. So translanguaging may help you understand it." (P1)

"pag complex and complicated na mga concepts or *topics, as much as possible, I try to… translanguage… just to make sure that students get the idea or understand the idea completely and correctly…I noticed it's pag mag English lang ko like all the way, when giving instructions, naa jud nay dili maka follow." (P4)*

[When dealing with complex and complicated concepts or topics, as much as possible, I try to… translanguage… to make sure that students get the idea or understand the idea completely and correctly. I've noticed that when I rely solely on English, particularly when giving instructions, some students really cannot follow.]

When I'm done discussing the concept, if they ask for further explanation, you can say that they cannot get it straight in English even though it's clear; some of the students are not that brilliant, so of course you have to explain it in another language that will fit their understanding." (P5)

"You use a more convenient language, a more understandable language, to make them understand the concepts." (P8)

Through translanguaging, teachers explained complex, abstract concepts more clearly by using language that learners could easily understand. Rather than relying solely on English, teachers used learners' familiar languages to clarify difficult ideas, reinforce understanding, and ensure learners accurately understood lesson concepts and classroom instructions. This finding is supported by Tai (2023), who found that translanguaging enables students to demonstrate and develop their conceptual understanding by drawing on familiar linguistic resources when learning challenging content. By using familiar languages, learners can better understand abstract concepts, interpret meanings accurately, and develop stronger conceptual understanding before applying these concepts in the target language.

Effective Communication of Learning Content. This core idea refers to teachers' abilities to convey lesson content, examples, and classroom instructions in a way that makes them more understandable to learners through translanguaging. Significant responses of the participants were as follows:

"Translanguaging is really important in giving instructions at the same time discussing the lessons, because not all of them will get the lesson or the instruction immediately by using full English, using English language." (P5)

"Translanguaging could really help in terms of instructional delivery because my students would understand me better." (P7)

"Translanguaging could help so much in ensuring that the examples are relayed properly to the students."(P9)

Translanguaging helped teachers deliver learning content more effectively by using learners' language. Instead of using English alone, teachers used learners' linguistic resources to help them understand the lesson and instructions better. Rodriguez (2022) supports this finding, noting that teachers often use translanguaging to explain instructions and lesson concepts. As a result, learners can better comprehend lesson concepts and explanations and become more involved in the learning process.

Development of Contextual Sensitivity

Teachers develop contextual sensitivity by becoming more aware of classroom realities related to learner diversity. The findings indicate that translanguaging helps teachers better understand learners' linguistic backgrounds and cultural experiences. This allows them to modify their instructional practices appropriately. This is anchored in

Lev Vygotsky's Sociocultural Theory, as cited by Yusof (2021), which emphasizes the importance of providing appropriate support based on learners' social and cultural backgrounds. Teachers' translanguaging pedagogy is considered its application in various classroom contexts (Elshafie and Zhang, 2024). As a result,teachers have become more learner-oriented and sensitive to the learning environment.

Awareness of Classroom Realities. This core idea refers to teachers' awareness of the multilingual and multicultural realities of a classroom when implementing translanguaging strategies and practices. Significant responses of the participants were as follows:

"Almost always in the Philippines, you will encounter multicultural classrooms, especially in the city… There are kids that are Kagan, there are kids that are Mandaya, there are kids that are Bisaya, and they don't all understand one another if they speak one single language."(P1)

"There are some language barriers considering that not all learners also come from one ethnicity or one cultural profile." (P9)

Implementing translanguaging heightened teachers' awareness of the realities of multilingual and multicultural classrooms. Teachers recognized that learners come from diverse ethnic, cultural, and linguistic backgrounds, creating language barriers and communication challenges that shape classroom interaction and learning. This finding is supported by De Los Reyes (2024), who explained that translanguaging practices in Philippine multilingual classrooms emerge as teachers and learners navigate diverse linguistic backgrounds. Recognizing these classroom realities helps teachers better understand their learners' linguistic diversity and the challenges that accompany multilingual classroom settings.

Heightened Sensitivity to Learner Diversity. This core idea refers to teachers' increased awareness of learners' varied needs, experiences, languages, and learning contexts through translanguaging strategies and practices. Significant responses of the participants were as follows:

"I've decided not to really put on strictness when it comes to speaking in English…but it is important for it is important as well to have that sense of balance because sometimes students would kind of take advantage of it…I really affirm to them, or yeah, affirm or emphasize that even though I allow them to speak in their own native language, but since they are enrolled in this subject, of course, they should adjust to the expectations of that subject." (P7)

"From being strict, purely English policy teacher to now more versatile, more lenient, and more considerate."(P8)

"I became more keen on the delivery of my classroom activities. I would ensure that my approach, my methods, as well as the specific techniques and the activities align to ensure that my students would really have a meaningful experience inside the classroom… I am now more pro-student… I still ensure that the learning experience would be as relatable as possible, in which my students would not really have a hard time absorbing the grammatical principles behind the subjects that I'm teaching… (P9)

Teachers became more sensitive to learner diversity by adopting more flexible, considerate, and learner-centered instructional practices through translanguaging. Rather than applying a uniform approach to language use and instruction, they became more responsive to learners' diverse linguistic backgrounds, abilities, learning needs, and classroom experiences. This finding is supported by Wawire and Barnes-Story (2022), who highlighted that teachers in multilingual classrooms need to make reflective decisions regarding language use to ensure that instructional practices respond to learners' diverse needs. As a result, teachers could balance language expectations with learners' needs while creating more meaningful and accessible learning experiences.

Table 2: Translanguaging strategies that teachers employ

THEMES	CORE IDEAS
Linguistic Mediation Practices	Code-switching for instructional support
	Translation for concept clarification
Multilingual Resource Integration	Multilingual Text Utilization
	Culturally Grounded Content Exploration
Instructional Modeling Practices	Teacher-Led Language Modeling
	Guided-Language Reinforcement
Collaborative Meaning-Making Practices	Peer-Assisted Learning
	Group-Based Language Negotiation

Linguistic Mediation Practices

Linguistic Mediation Practices refer to teachers' strategic use of codeswitching and translation to support learning in multilingual classrooms. The findings showed that teachers used these translanguaging strategies to bridge the gap between the language of instruction and students' existing linguistic knowledge, helping learners better understand lesson content. This finding reflects translanguaging as a pedagogical approach that supports multilingual learners in drawing on their linguistic resources to facilitate learning (Rajendram, 2021). Tai (2021) likewise emphasized that translanguaging promotes meaning-making by allowing learners to use their available language resources flexibly. Two core ideas manifest under this theme: (1) Code-switching for Instructional Support and (2) Translation for Concept

Clarification.

Code-switching for Instructional Support. The main idea is that teachers alternate between English and students' familiar languages to explain lessons, clarify instructions, and keep students engaged. Teachers described switching between languages to help students better understand and follow the lessons. Some of the most significant responses from the participants were as follows:

"I try to… translanguage… to switch language from one to another or kanang pag maghatag kog instructions kay… a lot of the times, I noticed is pag mag English lang ko like all the way, when giving instructions, naa jud nay dili maka follow." (P4) [I try to… translanguage… to switch from one to another or whenever I give instructions, because a lot of times, I notice that some can't follow.]

"I really had to code-switch, or else they will learn nothing from me." (P3)

"If they don't get the instructions... you need to elaborate using another example using different language." (P5)

Teachers code-switch to explain lessons and clarify instructions by switching to learners' familiar languages when English alone is not enough. This aligns with Vygotsky's Sociocultural Theory, as discussed by Lantolf *et al.* (2020). In this case, the teachers engage in mediation to facilitate learning and foster socialization. This also aligns with Schön's Reflective Model, as discussed by Körkkö *et al.* (2020), in which teachers engage in reflective practices to modify their language in response to learners' comprehension of the lesson. Indeed, Rajendram (2021) explains that translanguaging allows teachers to make use of learners' linguistic resources to create conditions for learning in multilingual classrooms. Cenoz and Gorter (2022) make a similar argument, asserting that deliberately using multiple languages makes learning more accessible. Fang *et al.* (2022) also argue that translanguaging fosters greater learner participation by allowing students to draw on all their linguistic resources in classroom instruction.

Translation for Concept Clarification. This core idea refers to teachers' use of students' first language to explain unfamiliar vocabulary, academic terms, and complex concepts that may hinder understanding. Participants reported that they commonly used translation whenever students struggled to understand English words or lesson content. Significant responses from the participants were as follows:

"Sometimes there are students who want to clarify... you may want to apply translanguaging." (P1)

"Personally also, there are difficult words, I also try to translate that one into words, in our mother tongue or in more simpler words so that it's— though naa man tay context clues gud ana no, pero naa gyuy lain na kailangan gyud nimo siya itranslate." (P8) [Personally also, there are difficult words; I also try to translate that one into words, in our mother tongue or in simpler words so that it's— though we have context clues, however, there really are terms you have to translate.]

"If they would say that they cannot really fully comprehend it... they will be asking if you can try to translate it in Bisaya." (P10)

Teachers used translation to help learners understand unfamiliar English terms and concepts by linking target-language utterances to their existing first-language representations, thereby supporting learners' cognitive schema. This aligns with Cummins' Common Underlying Proficiency (CUP) Theory, as expounded by Ali (2021), which explains how learners can use their existing competence and resources from their first language to learn another language. Prilutskaya (2021) advanced a similar argument, asserting that translanguaging promotes concept clarification by enabling teachers to use learners' linguistic resources to enhance comprehension. Similarly, Rajendram (2021) argued that translanguaging encourages teachers to draw on learners' entire linguistic repertoires to promote meaningful learning. On the other hand, Tai (2021) explained that flexible language use can help teachers support learners in negotiating meaning and fostering positive participation.

Multilingual Resource Integration

Resource Integration involves teachers' strategic use of multiple texts and culturally based content to support multilingual students' learning. Teachers incorporated learners' linguistic and cultural resources into classroom instruction to promote understanding of the materials and increase learners' engagement by bridging their prior knowledge and new topics. This finding aligns with pedagogical translanguaging by providing teachers with an avenue to purposefully leverage students' multilingual resources to maximize language and content learning (Cenoz & Gorter, 2022). Similarly, Fuster (2022) argued that this approach gives learners opportunities to connect classroom content with their multilingual backgrounds. The above-identified ideas can be further categorized into the following two themes: (1) Multilingual Text Use and (2) Culturally-Based Content Exploration.

Multilingual Text Utilization. This core idea refers to using instructional materials written in more than one language to improve students' understanding of lesson content. Participants reported incorporating bilingual and multilingual texts, advertisements, literary works, and other instructional resources to help learners better understand concepts and participate in classroom activities. Significant responses of the participants were as follows:

"I integrate texts that are either in Bisaya or in Filipino... I integrated Japanese because we had a Japanese student exchange." (P2)

"I would integrate texts in Bisaya like "Ang Damgo Ni Eleuteria Kirchbaum," which is not very common in the internet para dili nila ma-search, dili maka ChatGPT. I integrate that when they analyze dialogue, or when they analyze culture, ayan. So I think one strategy is really inserting a text using another language aside from English" (P2) [I would integrate texts in Bisaya like "Ang Damgo Ni Eleuteria Kirchbaum," which is not very common in the internet so that they can't search it; they can not use ChatGPT.I integrate that when they analyze dialogue or when they analyze culture. So I think one strategy is to insert a text in another language aside from English.]

"Some of my examples are from advertisements that are in Filipino, some advertisements are in Bisaya, or maybe even memes." (P1)
"I would ask them to utilize also some bilingual resources... bilingual or multilingual materials. In the process, I would have to immerse my students also in some bilingual or multilingual materials just for them to have a gist of how it is to analyze these kinds of materials. And in the process, I do allow them to use translanguaging." (P9)
Teachers integrated multilingual texts into instruction to help learners understand lesson content by connecting new concepts with their prior linguistic knowledge. Integrating multilingual texts aligns with Cummins' Common Underlying Proficiency (CUP) theory, as discussed by Zaidi (2020), which highlights the interconnectedness of linguistic and conceptual knowledge across languages. Zaidi (2020) further showed that dual language books can support literacy instruction, language awareness, and learner engagement by including multiple languages in classroom learning. Cenoz and Gorter (2022) emphasized that pedagogical translanguaging encourages teachers to incorporate multilingual resources to support language and content learning strategically. Prilutskaya (2021) likewise found that integrating learners' home languages into classroom instruction enhances comprehension and promotes meaningful academic engagement.
Culturally Grounded Content Exploration. This refers to integrating culturally relevant examples, experiences, and learning materials that help students connect academic concepts to their own backgrounds. Participants reported incorporating local contexts, intercultural experiences, and culturally familiar examples to make lesson content more meaningful and relatable. Significant responses of the participants were as follows:
"Unya katong Japanese student, kay isa lang man siya, kay exchange lagi siya, but she was working with other Filipino students, so she introduced 3 Japanese folktales to the group, which of course she had to translate also in English kay para makasabot sila, but I think what's good about it is that we were learning through translanguaging, allowing them to go back to their local language. We were able to; they were able to appreciate their culture better kaysa kung English lang tanan. Kase whether we like it or not, language really is an expression of the society, of the culture." (P2) [Then the Japanese student, since she's the only student exchange, was working with other Filipino students, so she introduced 3 Japanese folktales to the group, which of course she had to translate also into English so that they can understand, but I think what's good about it is that we were learning through translanguaging, allowing them to go back to their local language. We were able to; they were able to appreciate their culture better than if we used English all the way. Because whether we like it or not, language really is an expression of society and culture.]
"There was a lesson... about intercultural communication... there are certain examples there that are in the context of other countries." (P10)
"Sometimes you have to provide kase kanang examples within our context. Because naa may mga subjects or lessons that would be difficult to understand kay ang mga books nga atong references or ang atong mga materials— reference materials are—ang mga examples usually ginahatag kay kanang foreign or Western examples." (P6) [Sometimes you have to provide examples within our context. Because some subjects or lessons are difficult to understand when the reference materials— the books we use as references— provide foreign or Western examples.]
The teachers provided culturally grounded content to help the learners connect the lesson presentation with their experiences and realities. Similarly, CongLem (2022) highlighted Vygotsky's Sociocultural Theory to explain how the teacher's role in the learning process unfolded against the backdrop of students' social and cultural backgrounds. Similarly, Tai (2021) argued that pedagogical translanguaging improved when teachers acknowledged learners' linguistic and cultural identities during lesson delivery. Fang *et al.* (2022) supported this view, finding that teachers could use students' linguistic and cultural knowledge to promote learning and participation in class.

Instructional Modeling Practices
Instructional modeling practices involve teachers modeling and reinforcing multilingual language practices to foster students' learning. The findings indicate that teachers effectively modeled multilingual language practices and provided continuous guidance to promote learners' cognitive construction, communication, and participation in classroom activities. This observation reflects pedagogical translanguaging by encouraging teachers to model and reinforce the purposeful use of multilingual resources. Tian and Shepard-Carey (2020) also agree that translanguaging pedagogy requires teachers to intentionally model classroom practices that legitimize and encourage multilingual language use. Two key themes emerge from these findings, namely: (1) Teacher-Led Language Modeling and (2) Guided Language Reinforcement.
Teacher Modeling of Language Use. This reflected teachers' ability to show how more than one language can support effective communication and learning. The participants noted that they used strategies to model language switching to maintain English as the language of instruction. The most frequent responses included;
"Modeling…magpakita na I'm comfortable shifting from one language to another. I code-switch pero not because I ran out of words… not a reflection of incompetence… but because you can navigate from one language to another effectively" (P2) [Modeling… to show that I'm comfortable shifting from one language to another. I code-switch not because I ran out of words… not a reflection of incompetence… but because you can navigate from one language to another effectively.]
"Oh BSED-English mo so dapat you have to be good in English, and you have to practice using English at all times because when you teach English you have to be the role model and so forth." (P8) [Oh you're BSED-English, you have to be good in

English, and you have to practice using English at all times because when you teach English you have to be the role model and so forth.]

"You are a language teacher; you are really required to use the English language." (P3)

Teachers used teacher-led language modeling to demonstrate how multilingual resources could be used purposefully to understand concepts and communicate effectively during instruction. This reflects Vygotsky's Sociocultural Theory, as Lantolf *et al.* (2020) explain, which holds that teachers support learning by modeling appropriate language practices through guided interaction. De Los Reyes (2024) likewise found that teachers who explicitly model translanguaging practices encourage students to use their linguistic resources more confidently. Tai (2021) further demonstrated that mobilizing students's multilingual resources can support inclusive classroom practices and promote engagement in content and language learning.

Guided Language Reinforcement. This core idea refers to teachers providing prompts,feedback, clarifications, and linguistic support that help learners express their ideas more effectively. Participants reported that they guided students by reformulating questions, providing feedback, and using translanguaging whenever learners had difficulty expressing themselves. Significant responses from the participants were as follows:

"When I provide feedback, I try to make sure that when I see them struggling, I assist. Like, I help them construct better sentences." (P3)

"I want my students to understand, understand, and express freely. Kay basta pag oral recitation… naa juy ano, maigo jud ang affective filter…When I ask questions, and then they did not understand the question, so I would use translanguaging. And in that way, they really express their ideas in a most refined way."(P7) [I want my students to understand and express themselves freely. Because during oral recitation… there are really those who are going to be affected by the affective filter… whenever I ask questions, and they do not understand the question, I use translanguaging. In that way, they expressed their ideas in a refined way.]

"You formulate the questions in a way that they could understand it." (P1)

Teachers provided guided language reinforcement through ongoing prompts, feedback, and clarification rather than direct answers, helping learners build confidence and improve their language use. This reflects Vygotsky's Sociocultural Theory, as discussed by Sarmiento-Campos *et al.* (2022), which explains that learning develops through socially mediated interaction and guided support within learners' Zone of Proximal Development. Feller (2021) similarly found that teachers used translanguaging and scaffolding to support content learning and classroom communication, with scaffolding taking both teacher-directed and learner-directed forms. De Los Reyes (2024) likewise found that continuous teacher support encourages multilingual learners to participate more confidently while affirming their linguistic resources.

Collaborative Meaning-Making Practices

Collaborative Meaning-Making Practices involve teachers encouraging peer-assisted learning and language negotiation to help students learn by engaging with each other and using their linguistic resources. The first observation found that teachers empowered students to learn together by encouraging them to use their languages to communicate and learn. The observation was that students could share and negotiate meaning and achieve academic tasks and goals by assisting each other using their preferred language resources. This is translanguaging as a collaborative practice that builds knowledge through interaction. Rajendram (2023) also argued that translanguaging encourages learner agency, as students use their linguistic resources collaboratively to participate, learn, and make meaning together. The two major concepts that can be observed under this theme are: (1) Peer-Assisted Learning and (2) Group-Based Language Negotiation.

Peer-Assisted Learning. This concept suggests that teachers can encourage students to help each other learn by explaining ideas, clarifying instructions, and using their linguistic resources to communicate. Participants noted that translanguaging inspired learners to help each other during pair and group activities, making communication more comfortable and natural. Significant responses of the participants are as follows:

"They can shift to their language if they really want to, but the seatmate has to listen carefully because the seatmate will have the burden to translate. And they actually end up having fun man. So murag okay raman siguro, siguro wala lang silay choice, pero feeling nako nag enjoy man sila." (P2) [They can shift to their language if they really want to, but the seatmate has to listen carefully because they'll have the burden of translating. And they actually end up having fun. So it's okay, I guess, maybe because they don't have a choice, but I can feel that they are having fun.]

"Peer teaching... if there are students who struggle... I tell them, 'You teach your classmate.'" (P3)

"The peer conversations or paired conversations. So, whenever I would ask my students to converse with their partners or with a small group or a small circle of classmates… sometimes I would instruct them that they are free to translanguage. They are free to use other languages… besides English. And that's just for them to have, like… a free-flowing, more of a natural conversation with their peers." (P9)

Teachers integrated peer-assisted learning to ensure learners engaged in explaining, interpreting, and clarifying ideas using similar language, promoting understanding and peer involvement. This result echoes Vygotsky's Sociocultural Theory, as explained by Wald and Harland (2021), which focuses on how peers and more capable peers help each other learn within the Zone of Proximal Development. This finding also aligns with Cummins' Common Underlying Proficiency (CUP) Theory, as explained by Zaidi (2020), which focuses on how learners can draw on language and knowledge resources to learn. Rajendram (2023) similarly found that translanguaging

encourages learner agency, allowing learners to participate actively and collaboratively negotiate meaning in multilingual classrooms.

Group-Based Language Negotiation. This idea refers to teachers supporting learners in collaboratively using more than one language to communicate, negotiate meaning, and complete tasks. The participants mentioned that students used different languages to think through ideas and solve problems together before reporting their outcomes in English. Significant responses from the participants were as follows:

"I'm more open to them using their language, basta during, for example, group discussion, they can, as much as possible, they have to speak in English, of course. Pero syempre, if you give content that's in Tagalog, syempre mag-Tagalog man pud sila, diba, or in Bisaya, they also use the Bisaya language. Pero dapat, you know, the presentation itself, kuntahay group sa tapos mag-present sila. Ang goal is the presentation, so during the presentation they really have to use the medium of instruction, which is English." (P2) [I'm more open to them using their language, as long as, for example, in group discussion, they can speak in English as much as possible, of course. However, if you give them content in Tagalog, they'll obviously use Tagalog; if it's in Bisaya, they'll use Bisaya. But of course, you know, the presentation itself-, let's say they are grouped- then they will present. The goal is the presentation, so during the presentation they really have to use the medium of instruction, which is English.]

"For example, in group discussions, I become more lenient with the use of language; I don't restrict them to using English only." (P3)

"Like, for example katong sequencing… I gave them…material bitaw, different materials of texts ba na sila ang mag-discuss unsa kayay pagkasunod-sunod ani?" So although lahi-lahi ang class—naay nursing, naay tourism—pero bunot-bunot kasi, so ma-timingan ang pang-nursing na text. What if ang mga tourism students ang mag-ano? So syempre, pag during brainstorming, mag Bisaya man jud na sila, diba, but they have to read the material in English, no. Kuyaw kaayo kay they have to read the material in English pero ang brainstorming is in Bisaya, binisaya sila. Tapos pag present napud sa class, English." (P6) [Like, for example, the sequencing, I gave them materials, different materials of texts that they will discuss: "What could be the order of these?" So although the class is diverse- there are nursing, there's tourism- however, they have to draw lots, so it could be possible that the text for nursing will end up with tourism students. So during brainstorming, obviously they will use Bisaya, but they have to read the materials in English. It is amazing because they have to read the material in English, but the brainstorming is in Bisaya. Then they will present in class using English again.]

"If there is group work, I allow them to discuss as a team in their mother tongue, then present it in English" (P8)

Teachers implemented group-based language negotiation by encouraging learners to use multiple languages during discussions to clarify ideas, negotiate meaning, and solve problems before presenting their outputs in English. This reflects Vygotsky's Sociocultural Theory, as discussed by Lantolf *et al.* (2020), which explains that teachers facilitate knowledge construction through mediated social interaction. This finding also aligns with Kolb's Experiential Learning Theory, which emphasizes learning through active engagement and reflection on experience (Radović *et al.*, 2021). Meletiadou (2022) found that combining peer-assisted learning with translanguaging allowed multilingual learners to use their first language alongside English during collaborative learning tasks, supporting interaction and participation. Wang (2022) found that translanguaging can serve pedagogical purposes that support learners' meaning-making and participation in EFL classrooms.

Table 3: Challenges faced by teachers

THEMES	CORE IDEAS
Learner Linguistic Variability	Diverse Linguistic Backgrounds
	Linguistic Mismatch among Learners
Teacher Linguistic Readiness	Teachers' Limited Proficiency in Multiple Languages
	Limited Proficiency Affects Teaching Confidence
Challenges of Student Language Dependency	Students' Overreliance on Linguistic Support
	Balancing Linguistic Support and Target Language Use
Institutional Constraints	Monolingual Policy Restrictions
	Stakeholder Perceptions

Learner Linguistic Variability

Linguistic variation in multilingual classrooms occurs when students have diverse linguistic backgrounds, repertoires, and proficiencies. As learner populations become more diverse, many educators may struggle to teach and communicate with learners from distinct language backgrounds. Moreover, it may affect classroom interaction and instructional practices, according to Gatil (2021). This difficulty also reflects the realities of today's classroom, where learners are increasingly diverse culturally and linguistically due to global changes, as Lorenz *et al.* (2021) discuss. Two core ideas manifest under this theme: (1) Diverse Linguistic Backgrounds and (2) Language Mismatch among Learners.

Diverse Linguistic Backgrounds. This refers to students who come from different languages and cultural backgrounds. Classrooms may include culturally and linguistically diverse students who have had little or no exposure to

the language that is primarily used in the classroom. The term highlights the broad spectrum of communicative practices and learning needs these students bring to the classroom, which teachers must consider during instruction. In such situations, Tai (2021) emphasizes that teachers are expected be more flexible to promote inclusive learning despite the gap. In line with this concern, several responses of the participants were as follows:

"Another challenge for this is that if the class is multicultural but excessively multicultural. When everyone is multicultural in the class, there are only very minor representations of everything. There's no dominant culture in the classroom." (P1)

"... if you have foreign students who do not fully understand English or our native language, because I encountered Chinese students way back before the pandemic. So I encounter some of – I have a Japanese student, so they're not really familiar with our language." (P5)

"Pag naay mga students pud na foreign, yeah. Although wala pa ko ka-try, naa koy estudyante nga English-speaking jud siya; sa ilang balay siguro, or lumaki siya sa kanang private school or ano." (P6)[When there are also foreign students, yeah. Although I haven't experienced it yet, I have a student who's an English speaker, maybe at home or they grew up studying in private schools or something like that.]

In multilingual classrooms, linguistic and cultural diversity manifests in different learner needs, requiring teachers to be more responsive and inclusive in their teaching practices. Participants' testimonials indicate that learners differ in both linguistic and cultural backgrounds. P1 noted that even in very multicultural classrooms, only small numbers of students represented each linguistic and cultural group. Teachers can find it difficult to rely on a single dominant language or cultural reference during instruction. In addition, both P5 and P6 emphasized that international students and those with different language experiences are a challenge. These accounts reveal that linguistic diversity is not limited to the number of languages learners know but also to their language experiences and communicative competencies. As a result, teachers must continuously adapt to students' learning needs to ensure and encourage meaningful participation in the classroom.

Linguistic Mismatch among Learners. This refers to differences in learners' linguistic repertoires that may reduce their ability to benefit from the same linguistic support in a multilingual learning space. When learners do not share a common first language or have different language backgrounds, translanguaging as a scaffold may be compromised. This is because one language is presented as support, which may not be accessible to all learners. According to Perfecto (2020), these situations require both teachers' and students' participation to adapt language use to accommodate diverse learners' linguistic needs. This ensures that understanding and participation are not constrained, even when students do not share common linguistic repertoires. Significant reports from the participants were as follows:

"Not everyone's spectrum of translanguage is the same as another person's translanguage. There's a wave of languages for one person, there's another wave of languages for one person, and then they will sometimes meet but not always." (P1)

"The challenge there is that when there is a student there who only knows Tagalog and English and you, as a teacher, you are code-switching… English to Bisaya, so that student won't have that question mark on their face because you are using the language that they don't understand." (P7)

"... at tsaka one challenge is that, pag nagta-translanguage, sometimes nakakalimutan namin na sa classroom, meron palang hindi nakakaintindi ng Bisaya. So, kahit nagta-translanguage ka na parang di niya na meet ang purpose ba bakit mo yan siya ginawa. Kasi may mga students pala inside the classroom na wala pud diay kasabot." (P8)[... also, one challenge is that, during translanguaging, sometimes we forget that in the classroom, there are students who do not understand Bisaya. So, even when you're using translanguaging, it feels like it doesn't meet its purpose, because there are students in the classroom who do not understand.]

"If there is a specific student who is not fluent in the language that I switch to. For example, in Bisaya, and then late na siya ni ingon na she cannot, or he cannot understand Bisaya that well, it might be that their native language is Filipino." (P10) [If there is a specific student who is not fluent in the language that I switch, for example, in Bisaya, and then she was late to inform me that she cannot or he cannot understand Bisaya that well, it might be that their native language is Filipino.]

Teachers noticed that, although translanguaging practices help construct meaning, they also have limitations related to shared linguistic repertoires. P1 noted that not all students have the same language proficiency; while some students may share a language, this is not always the case. Moreover, issues could arise when switching between languages to offer support if a learner does not understand the language offered, as evidenced in the statements from P7, P8, and P10. Vygotsky's Sociocultural Theory, as applied by Eun (2023), helps explain this phenomenon. While translanguaging focuses on using one's linguistic resources to support meaning-making, the process's effectiveness may be compromised. Consequently, teachers face pressure to make ongoing instructional decisions about when and how to use certain languages to keep support inclusive and accessible for learners.

Teacher Linguistic Readiness

According to Cenoz & Santos (2020) and Wei & Garcia (2022), most educators favor and implement translanguaging practices to enhance students' learning experiences by drawing on their multilingual repertoires. While Tai (2021) emphasizes the importance of teachers' responsiveness to learners' diverse linguistic repertoires in translanguaging as a pedagogy, teachers may face constraints. Lorenz *et al.* (2021) also noted that although teachers generally express positive attitudes toward multilingual pedagogical practices, they may hesitate to apply them, especially when learners use languages unfamiliar to them. This creates challenges because

students may not get the support they need during instruction. From this specific theme emerged two core ideas: (1) Teachers' Limited Proficiency in Multiple Languages and (2) Limited Proficiency Affects Teaching Confidence.

Teachers' Limited Proficiency in Multiple Languages. This refers to teachers not having a strong command of the several languages they are required to use, including the students' support languages. Yuan and Yang (2020) in their recent study found that teachers' translanguaging practices are influenced by their linguistic resources and the contextual realities in their classrooms. When teachers have limited proficiency in some of their students' support languages, they may struggle to facilitate learning. Consequently, limitations on the teachers' end may affect their ability to make use of translanguaging as a tool for supporting meaning-making, as shown in the significant responses from our participants:

"... if I speak in English tapos I need to switch to tagalog to cater some students. Lahi raba jud ang rules nila, diba? From English to another. So, I have to pause jud and then kanang construct the sentence in tagalog, unlike when I construct sentences in English na dire-diretsu. But, in tagalog, it's different. So, when those rules clash, the terminologies, kay lahi-lahi, from one language to another, so it becomes difficult, it becomes a challenge as well." (P4) [... if I speak in English and I need to switch to Tagalog to cater some students. They have different rules, right? From English to another. So, I have to pause and construct the sentence in Tagalog, unlike when I construct sentences in English in a continuous manner. In Tagalog, it's different. So, when those rules clash, the terminologies are different from one language to another, so it becomes difficult. It becomes a challenge as well.]

"One challenge would be that… as a teacher, yeah, in my case, I'm only proficient when it comes to Bisaya and then English. Tagalog is the least of my priorities. The challenge there is that when there is a student there who only knows Tagalog and English, and you, as a teacher, are code-switching… English to Bisaya, so the student will not have that question mark on their face because you are using the language that they don't understand." (P7)

*"...so pag mag tatranslanguage ako, English tapos Bisaya, tapos English tapos Filipino. Nya bakikaw raba ko mo Tagalog, so that's also one of the challenges. If the other medium is a language that I don't master." (*P8)[... so when I use translanguaging, English, then Bisaya, then English, then Filipino, and I really sound awkward when I use Tagalog, so that's one of the challenges. If the other medium is a language that I don't master.]

"I think it's because of our being multilingual. So, we tend to have these confusing parts. For example, I'm going to try to translate this into Bisaya. And then there are times that I kind of forget the right term or word in Bisaya. So, I think that's one challenge: the linguistic skill that we have in all those languages that we acquired." (P10)

Gallagher (2020) noted that providing students with linguistic support can become more complex when teachers and students do not necessarily share the same proficiency level in each other's home languages. The statements suggest that limited proficiency in multiple languages, especially in what could be the students' L1, specifically Tagalog, may affect their overall lesson delivery. According to P4, when they try to assist learners in Tagalog, they frequently pause during delivery, whereas in English, they usually speak continuously. This is due to differences in vocabulary and language-specific rules that affect sentence construction, as implied in P10's statement. Similarly, P7 and P8 mention the challenges of using Tagalog to aid students' understanding. Overall, these reports suggest that switching between languages during lesson delivery can be difficult, as it takes more time to construct sentences or retrieve the appropriate terminology than in English, thereby affecting fluency.

Limited Proficiency Affects Teaching Confidence. Given teachers' limited proficiency in students' support languages, this core idea describes how those limitations may affect their confidence in facilitating meaning-making. When teachers acknowledge that their skills or competency in a specific language are lacking, they may hesitate to use it to support students' comprehension of certain concepts. This is evident in a study by Mahalingappa (2023), which shows that teachers' self-efficacy in working with multilingual learners is tied to their perceived ability to use a specific language effectively in instructional contexts and their preparedness for multilingual instruction. As a result, they may rely more on a language they feel more competent in, which defeats the purpose of using translanguaging practices for support. Significant responses of the participants were as follows:

"... so, if I have, like, Tagalog-speaking students, it's difficult, because I'm not good jud sa tagalog na language. As much as possible, I want to cater to them, kaya I start with Tagalog, and then I end up with kanang speaking napud balik sa English, because I don't really know how to… Kanang lisod jud ang tagalog for me." (P4) [... so, if I have, like, Tagalog-speaking students, it's difficult, because I'm not good at speaking Tagalog at all. As much as possible, I want to cater to them; that's why I start with Tagalog, and then I end up with speaking in English again because I don't really know how to … Tagalog is difficult for me.]

*"… for example, I'm talking to that student in Filipino. I'm not really that good at Filipino, so I tend to question my abilities like, "How will I respond to this one?", "What is the… phrase for this one in Filipino?" I actually assumed I was really good at Filipino because I was in a student publication in Filipino in high school. Pero, it's really different when you encounter that one in reality. And surprisingly, or unexpectedly. So, there will be times when you will be questioning your abilities, your competence in this language, especially in Filipino." (*P10)

Teachers' limited proficiency in certain languages may undermine their confidence in using translanguaging. Because of their difficulties with Filipino, one participant shared that, despite efforts to meet students' needs in their preferred language, they revert to English. The other noted that the challenge was having to question their own skills in the students' language of support. These findings may be understood through Schön's Reflective Model,

as Connelly (2020) discusses. As participants struggled to retrieve appropriate vocabulary, construct sentences, and switch between languages during instruction, they demonstrated reflection-in-action by making immediate adjustments to their language use in response to learners' communicative needs. Likewise, their accounts of questioning their own linguistic competence and reflecting on the effectiveness of their language choices demonstrate reflection-on-action.

Challenges of Student Language Dependency

Galante (2020) explains that in a multilingual classroom, students' language dependency becomes a serious problem when they rely too heavily on their support languages. This is because learners are not given adequate opportunities to build confidence and competence in the target language. Earlier studies by Aoyama (2020) show that teachers intentionally refrain from using the L1 so students can gain proficiency in the target language. In addition, the educator expresses concern that students become overly dependent on their support language while ensuring they consistently practice the target language. Two core ideas manifest from this theme: (1) Students' Overreliance on Linguistic Support and (2) Balancing Linguistic Support and Target Language Use.

Students' Overreliance on Linguistic Support. This pertains to students' growing reliance on linguistic support. While support languages improve student comprehension, frequent use could reduce learners' exposure to the target language if teachers fail to maintain balance. In line with this concern, some cases reflect this specific issue, as shown in the following responses from the participants:

*"Sometimes mapaisip ako if kanang, If I'm being too – masyado akong lenient kase. Unya mo ingon nalang sila na chill, ganon ang mga comments. "Ah chill raman si Ma'am, di man na siya masuko." (*P6) [Sometimes, I would wonder if I'm being too lenient. They would also say, *"chill"; those are usually the comments, "Ah, Ma'am is just chill, she won't get mad."]*

"... because nakikita nila na gumagamit ka ng mother tongue, aside from English, so sometimes there are others na dependent kaayo no. Sometimes dili nalang sila mo explain in English bisan kaya gud nila."(P8)[... because they would see that you are using the mother tongue, aside from English, so sometimes, others have become so dependent. Sometimes, they would not even bother explaining things in English, even though they are capable of it.]

Linguistic support should be used meaningfully to aid students' comprehension in a multilingual classroom, while maintaining balance to prevent overreliance. P6 reflected on their leniency in allowing the frequent use of support languages during classroom interaction. This led students to perceive that they did not need to use the target language consistently. On the other hand, P8 observed instances in which students stuck to their respective mother tongues, even though they were fully capable of using other languages. This reflects their dependence on their support languages when they see teachers doing the same. These observations suggest that, in most cases, students have grown dependent on their native languages, which defeats the purpose of using them solely to facilitate comprehension. Still, some students need support, as not everyone has the same proficiency level in the target language. Hence, translanguaging remains a valuable pedagogical tool in multilingual classrooms.

Balancing Linguistic Support and Target Language Use. Given the growing reliance on linguistic support, this core idea highlights teachers' responsibility to balance both variables. The purpose of implementing translanguaging in a multilingual classroom is to support learners' meaning-making. Still, the growing reliance on it poses a challenge, as learning in the target language could be completely disregarded. Considering its value, a balance is suggested rather than depriving them of opportunities to draw on their linguistic repertoires. According to Brevik and Rindal (2020), this is to ensure that learners continue to receive support without excessive reliance on their native languages. In line with this concern, significant responses from participants were as follows:

"… sometimes if I become too complacent, uhm, the students will not make an effort to practice the target language that I'm teaching. Okay, so that's one of the struggles I encounter. So if I can see that the students are not making an effort, I'll try to give them a push and encouragement. Okay, otherwise, they will not really learn."(P3)

"... yun siya ang challenge, maintaining a balance, kasi sometimes the liberty and the leniency is being abused by others no ay tungod nisugot si ma'am— pag mag presentation, "Ma'am, pwede bisaya among script?" Ay dili pwede. Kasi baka you know, maging habit siya, parang conditional lang siya na cases, na sometimes we use other languages to make them understand." (P8)[... that's the challenge, maintaining a balance, because sometimes the liberty and the leniency are being abused by others just because Ma'am approved of it – during presentations, *"Ma'am, can we use Bisaya for our script?"* It should not be allowed. This is because it might, you know, become a habit, as it should only be conditional in some cases, when we use other languages to help them understand.]

It is suggested that a balance is better than completely denying students opportunities to use support languages, given their value and contribution to learners' comprehension and participation. While students in most cases have become alarmingly reliant on their preferred languages, they still ensure a balance by encouraging them to practice the target language, as reflected in the responses of P3 and P8. The findings may be well understood through Vygotsky (1978, as cited in Feller, 2021) Sociocultural Theory, specifically its concept of scaffolding. In the context of translanguaging, learners are encouraged to use languages they know to support their learning and comprehension. However, this poses challenges, as some participants observed that learners' growing overdependence on supporting languages hindered their willingness to participate in the target language.

Instructional Constraints

As Fang and Liu (2020), Paulsrud *et al.* (2021), and Sah and Kubota (2022) emphasized, teachers' instructional decisions and institutional policies shape the implementation of translanguaging practices. Similarly, Duterte and Llorente (2025) found that although translanguaging can enhance learners' conceptual understanding, engagement, and classroom inclusion, its implementation may be hindered by challenges related to teacher readiness and institutional policies. As beneficial as translanguaging may be, its implementation is still dependent on several factors: language ideologies, institutional standards and policies, and social expectations. Regardless of teachers' beliefs about the value of translanguaging, these factors may prevent them from incorporating students' linguistic resources and capacities into their teaching practice. Within this theme emerge two main ideas: (1) Monolingual Policy Restrictions and (2) Stakeholder Perceptions.

Monolingual Policy Restrictions. This explains the constraints on implementing translanguaging practices due to strict institutional policies that promote English-only use in lesson presentations. According to Rajendram (2021), some teachers felt pressured to use English as the sole medium of instruction because of expectations from district- and board-level administrators. Despite translanguaging's contribution to meaning-making, teachers remain mindful of these expectations. Consequently, teachers must find more effective ways to balance translanguaging as linguistic support with compliance with academic standards. Significant responses from the participants were as follows:

"... so I think the challenge is administration. I think it's not so open to it. Even if they say so, dili siya mag align sa kato, kanang assessment tool." (P2)[... so I think the challenge is administration. I think it's not so open to it. Even if they say so, it does not align with the assessment tool.]

"... may memo kasi kami. 'Di ko alam if kasali ba ang students, that we are required to speak in english especially if the subject is required to be spoken in english, like Purposive Comm and Reading Comprehension. As a teacher I can do it pero yun nga it's different when you're inside the classroom. So, I ask my students especially sa pur com, pag naa nay— pag kanang during the TED talk na na season. So I ask them to speak in English jud pero og dili jud makaya kay naa man jud mo ingon na "ma'am ba, nig mamali, maulawan ko ma'am" "sige, oh sige go, ano nalang, as long as ma deliver, or mostly in english."" (P6) [...it's because we have a memo. I don't know if students are included, that we are required to speak in English, especially if the subject is required to be spoken in English, like Purposive Communication and Reading Comprehension. As a teacher, I can do it, but the thing is, it's different when you're inside the classroom. So, I ask my students, especially in Purp Comm, when there's TED Talks. So, I ask them to speak in English, but when they cannot do it, there are some students who would say, *"Ma'am, if I make mistakes, I will be made fun of.", so I would respond to them with, "Okay, go ahead. That's fine, as long as you're able to deliver your message, preferably mostly in English."]*

"...ang resistance natin, doon sa ano, nasa taas." (P8)[...the resistance comes from those in higher positions.]

"... last year, we were reminded this with the law that English-only policy, it's because there are administrators who have gone or passed by in classrooms, and then when they listen to the discussion of some or certain teachers, it was fully Bisaya. So they reminded us that it should be English." (P9)

With monolingual-oriented institutional policies, teachers may be limited in how they respond to multilingual learners' linguistic needs. Both P2 and P8 said the administration may not be very receptive to translanguaging. The former emphasized that even if they acknowledge it, it still does not align with existing assessment tools. Similarly, P6 shared that instructional memoranda require them to use English as their main medium of instruction, especially in communication courses such as Purposive Communication and Reading Comprehension. Additionally, P9 reports that they were reminded of the institution's English-Only Policy, as administrators have noticed the frequent use of Bisaya in some instructors' lesson delivery. These statements suggest that these reinforced policies, specifically the stress on monolingual language use, continue to influence both teachers' instructional delivery and students' willingness to participate in lessons and activities.

Stakeholder Perceptions. This core idea concerns stakeholder perception of translanguaging in a multilingual learning space. In a study on language ideology, Karim *et al.* (2023) highlight that many people believe English proficiency contributes to professional success and, therefore, enhances the language's status in society. As a result, perceptions of the language can adversely affect how teachers engage in translanguaging practices, even though it can support students' meaning-making. Several responses from the participants were as follows:

"Mag English gyud ka kay murag— dili man nato siya aminon, naa gihapon ang notion that our ability to use English is like equivalent to your intelligence and competence, which is not true." (P2) [You have to use English because – even though we won't admit it, there is still the notion that our ability to use English is equivalent to your intelligence and competence, which is not true.]

This reflects the ongoing belief that proficiency in English is tied to one's capabilities. They also added:

"We're still thinking that code-switching of an individual— translanguaging as a strategy in the classroom- is still not that accepted. Kay naa pa gani mga lalis na— research paper, for example, written by Filipino majors. Why are they writing in English? They're supposed to be writing in Filipino. Bisan pag mga doctor's na na, mga ing-ana gud. Simple na mga bagay, that reflects na dili pa gyud in-ana open ang administration, in general ha." [We're still thinking that code-switching of an individual—translanguaging as a strategy in the classroom —is still not that accepted. There are even arguments – research papers, for example, written by Filipino majors. Why are they writing in English? They're supposed to be writing in Filipino, even though they're already doctors, things like that. Even in simple things, it reflects that the

administration is still not that open, in general.]

"... when you use translanguaging, most people perceive it as unprofessional. Especially when you use it in the academe, in professional settings, and the most difficult part is that, yes, you are encouraging it, but the majority would argue that it is unprofessional. So with that thinking, it kinda puts you under pressure." (P7)

"... I think in Filipino society, we still have this belief that English is, or when you speak English fluently or proficiently, it reflects more of your academic competency and your professional credibility." (P8)

Although translanguaging practices have been used to understand concepts better and address students' linguistic needs, support for their implementation still vary among educational stakeholders. Teachers reported several observations: that English proficiency is used as a basis for one's competence; resistance stemming from administrators' educational standards; and the general perception that it is unprofessional in the academic setting. According to P2 and P8, there is still a strong expectation to use English because the notion that one's language proficiency is tied to one's intelligence and competence persists. The former also highlighted that the lack of acceptance of translanguaging as a strategy reflects rigid language ideologies. As P7 stated, teachers face pressure because many people view it as unprofessional in academic settings. These statements indicate that although translanguaging is seen as beneficial for learning and meaning-making, its practice is still discouraged because teachers are expected to conform to institutional standards and concerns about professionalism.

CONCLUSION

The findings offer significant insights into teachers' perceptions of their growth in pedagogical performance when using translanguaging. By examining their perceived experiences, instructional strategies, and challenges, the study reflects on the real nature of their classroom practice. This may provide valuable information to teachers and school administrators by offering greater insight into how translanguaging is used as a beneficial tool. Moreover, translanguaging is presented as a valuable asset for enhancing both students' comprehension and participation in class, while also revealing the demands of its practice. Recognizing teachers' experiences may encourage pedagogical practices that treat learners' diverse linguistic repertoires as valuable learning resources.

As linguistic diversity characterizes multilingual classrooms, teachers have taken responsibility for adapting instruction to meet students' linguistic needs. The study shows that translanguaging goes beyond using multiple languages to facilitate meaning-making; it also supports learner participation and interaction while helping teachers improve their pedagogical performance. The study contributes to the growing discourse by appealing to teachers' lived experiences to better understand translanguaging as a pedagogical approach to strengthen instructional practices in multilingual classrooms. Ultimately, the study emphasizes the importance of understanding teachers' perspectives to advance pedagogical performance growth and multilingual teaching practice.

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