



Journal of Natural Language and Linguistics (JNLL)

ISSN: 2995-9837 (ONLINE)

VOLUME 4 ISSUE 2 (2026)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Exploring the Effectiveness of Secondary Teachers' Translanguaging Strategies

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Article Information

Received: August 05, 2025

Accepted: November 25, 2025

Published: July 21, 2026

Keywords

Inclusive Education, Linguistic Background, Translanguaging (TL)

ABSTRACT

Translanguaging is the process of communicating and comprehending information through the flexible and interactive use of several languages, going beyond the idea that languages are discrete and different entities. Acknowledging and employing students' full linguistic repertoire is increasingly recognized as an effective teaching method that enhances language and cognitive skills and promotes an inclusive learning environment. This method fosters cultural respect while improving academic results. The effectiveness of Translanguaging (TL) techniques used by six (6) English secondary teachers for students who came from a variety of linguistic backgrounds was investigated in this study using a qualitative research approach. The goals of the study were to identify TL practices, investigate how teachers view TL for inclusive education, and evaluate its effects on classroom inclusivity and student involvement. Open-ended questionnaires and a Translanguaging Strategy Checklist were used to gather data.

INTRODUCTION

Translanguaging lets students use all their languages to understand and talk about things better. It helps students participate in school by helping them understand subjects and make connections between their Mother tongue, English, and other languages they use. Washington (2021) shows that using Translanguaging helps students do improve their language skills by adapting other language while not forgetting their own language.

Using different languages also helps students get better at English by giving them chances to practice and learn new skills. Studies by Celic *et al.* (2013) and Guzman-Orth *et al.* (2019) found that using Translanguaging helps students learn better, build language skills, and get better at English by looking at how languages are similar and different. By giving students a chance to practice and connect languages, Translanguaging helps them improve their English in school.

Translanguaging also helps students think better and use language in smarter ways, which helps them learn. Martin-Beltrán (2014) showed that students who use Translanguaging think better and understand complex things, like literature and language features. In class, using different languages helps students develop critical thinking.

Lastly, using different languages in class makes everyone feel included and respected for who they are. Menken and Sánchez (2019) study showed that using Translanguaging in class makes students feel welcome and able to use their own languages. By celebrating different languages and cultures, Translanguaging helps create a friendly and respectful environment in class, where everyone feels accepted and valued for who they are.

Translanguaging is a powerful educational strategy that leverages students' full linguistic capabilities, enhances language and cognitive skills, and fosters an inclusive

classroom environment. Through recognizing and utilizing the linguistic diversity of students, educators can create more effective and supportive learning experiences that benefit all students. This approach not only improves academic outcomes but also promotes cultural respect and understanding, contributing to a more equitable and dynamic educational landscape.

Understanding the perceptions of English secondary teachers regarding the translanguaging strategy is crucial for several reasons. First, teachers' perceptions directly influence their pedagogical practices, including how they utilize translanguaging in the classroom. According to Smith (2017), teachers' positive attitudes towards translanguaging can lead to more effective language learning experiences for students. Second, teachers' perceptions of translanguaging can impact student engagement and participation in language learning activities. Research by García and Wei (2014) suggests that when students are allowed to use their full linguistic repertoires, including their native language, they feel more valued and motivated to participate actively in the learning process. Additionally, teachers' understanding of translanguaging influences how they create opportunities for students to use their languages meaningfully, facilitating effective communication and language development. By exploring teachers' perspectives, researchers can gain insights into how translanguaging can be effectively integrated into language instruction (García & Wei, 2014). Moreover, understanding teachers' perceptions of the translanguaging strategy can help identify their professional development needs. By assessing teachers' beliefs and attitudes towards translanguaging, educational institutions can provide targeted training programs to enhance teachers' skills in implementing translanguaging effectively (Smith, 2017). Lastly, teachers' perceptions of translanguaging reflect their understanding of the

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importance of honoring and valuing students' languages and cultures, contributing to the creation of inclusive learning environments (García & Wei, 2014).

Hence, this study is anchored on exploring the effectiveness of Translanguaging strategies employed by secondary teachers for students with diverse linguistic backgrounds, focusing on their impact on academic performance, language proficiency, cognitive development, and classroom inclusivity. It specifically aimed to: 1) determine the Translanguaging practices that the teachers and student use in the classroom; 2) explore the perceptions of teachers regarding the use of Translanguaging to support inclusive education; and 3) to assess the extent to which Translanguaging strategies employed by secondary teachers foster an inclusive classroom environment and enhance student engagement for learners with diverse linguistic backgrounds.

Significance of the Study

The study's focus on exploring the effectiveness of Translanguaging strategies employed by secondary teachers for students with diverse linguistic backgrounds has significant implications for improving educational outcomes. It aims to investigate Translanguaging practices used by teachers and students, teachers' perceptions of Translanguaging for supporting inclusive education, and the impact of these strategies on classroom inclusivity and student engagement. Specifically, the study seeks to understand the extent to which Translanguaging fosters an inclusive classroom environment and enhances student engagement across various aspects such as classroom participation, peer collaboration, student confidence, and cultural respect and inclusion. These findings have the potential to inform teaching practices, promote inclusive education, enhance student engagement, improve cognitive development, and influence educational policies, ultimately benefiting students from diverse linguistic backgrounds in secondary education.

Scope and Delimitation of the Study

The scope of this study includes gathering data from five secondary teachers who will serve as respondents. These teachers will be selected based on their experience and willingness to participate in the study. The study will focus on observing and documenting the Translanguaging strategies used by these teachers in the classroom. Additionally, a checklist will be provided to the teachers to gather quantitative data on their Translanguaging practices. The study will also include open-ended questions to gather qualitative data on the teachers' perceptions of Translanguaging, particularly in relation to supporting inclusive education.

The delimitation of this study includes the limited number of respondents, which may impact the generalizability of the findings. The use of a checklist and open-ended questions may also limit the depth of the data collected, as it may not capture all aspects of Translanguaging practices and perceptions. Despite these limitations,

the study aims to provide valuable insights into the effectiveness of Translanguaging strategies employed by secondary teachers and their impact on student outcomes

LITERATURE REVIEW

In *Bilingual Education in Today's World* (2015), Smith discusses how teaching students in more than one language can help them learn better. Smith explains how using different languages, like Translanguaging, can make education fair for all students, no matter their language background. The book shows that recognizing and appreciating students' ability to speak multiple languages can make schools more equal and supportive for all learners.

The use of translanguaging instruction has been consistently associated with improving affective elements of the learning process, notably student confidence and participation. De Guzman (2025) conducted an experimental study on Grade 7 pupils, and discovered that the deliberate use of translanguaging had a significant influence on student participation and English as a Second Language (ESL) confidence. In particular, the study found that the mixed-language treatment led to a considerable improvement in students' ESL confidence scores and participation rates. These results offer empirical support for the idea that translanguaging is an effective way to overcome language hurdles and increase students' confidence in their capacity to use English, which ultimately leads to a more welcoming and communicative classroom atmosphere.

However, the effective use of non-traditional pedagogies like translanguaging depends greatly on the teacher's own professional disposition. Balbuena and Napil (2025) highlighted the vital role of Teacher Self-Efficacy and described it as the teacher's own confidence in their capacity to run a classroom and utilize diverse teaching strategies successfully. Based on their study, a teacher's ability to successfully adopt and maintain complicated methods depends on their high level of self-efficacy in employing instructional strategies and engaging students. Therefore, a teacher's comfort and confidence in handling a multilingual classroom are likely essential requirements for their readiness to implement and carry out translanguaging techniques effectively.

The ongoing challenges that many students encounter in the English as a Foreign Language (EFL) classroom necessitate this level of teacher competence. Muradi and Amarkhil (2024) stated that EFL students frequently struggle with a variety of speaking issues, such as a limited vocabulary, grammatical errors, excessive anxiety when speaking the target language, and a lack of self-assurance. Crucially, these psychological and linguistic barriers frequently cause pupils to refuse to speak English and choose to use their native tongue instead. This study highlights the issue that translanguaging seeks to address: translanguaging can offer the emotional support that students need to develop confidence and fill vocabulary gaps by validating the mother tongue and lowering

performance anxiety.

Johnson (2018) explores how teachers can use Translanguaging in classrooms with students who speak different languages. Johnson discusses how Translanguaging can be a helpful tool for teaching and learning in diverse classrooms. The book emphasizes how Translanguaging can create fair and inclusive practices and help students improve their language skills in many languages.

Building upon these practical benefits, Li (2019) looks at how using different languages in teaching can be a practical way to help students learn. Li explains how using multiple languages, like Translanguaging, can go beyond traditional language rules. The article shows how using different languages in schools can help students develop language skills, understand different cultures, and make sure all students feel included.

In addition, Brown (2017) examined how students who speak many languages can use Translanguaging to build their identities. In his study, it was explained how Translanguaging helps students talk about who they are in diverse language settings. The study highlights how Translanguaging supports students in expressing their identities and learning about different cultures in multilingual communities.

Translanguaging Practices

Previous studies have identified various Translanguaging practices used by teachers and students in the classroom. García (2009) describes Translanguaging as a natural communication strategy where bilingual speakers use their full linguistic repertoire to make meaning, rather than relying solely on one language. This can include using a combination of languages in speech and writing, code-switching, and code-mixing. Cenoz and Gorter (2017) emphasize the importance of recognizing these practices as valuable resources for learning, as they allow students to draw on their entire linguistic repertoire to enhance their understanding and expression.

Translanguaging practices encompass a range of strategies that allow bilingual speakers to fluidly navigate between languages to convey meaning. These practices include code-switching, where speakers switch between languages within a sentence or conversation, and code-mixing, where elements of one language are incorporated into another. Translanguaging also involves using gestures, intonation, and other non-verbal cues to enhance communication. These practices are not limited to the classroom but are also used in everyday interactions, highlighting their natural and intuitive nature (Li, 2018).

Perceptions of Teachers

Research on teachers' perceptions of Translanguaging in the context of inclusive education is relatively limited but growing. Canagarajah (2011) highlights the positive impact of Translanguaging on inclusive practices, noting that it can help create a more welcoming and inclusive classroom environment for students from diverse

linguistic backgrounds. However, some teachers may have concerns about the use of Translanguaging, such as its potential to disrupt the learning process or reinforce language hierarchies. More research is needed to explore these perceptions further and understand how they impact classroom practices.

Teachers' perceptions of Translanguaging can significantly impact its implementation in the classroom. While some teachers may view Translanguaging as a valuable tool for supporting students with diverse linguistic backgrounds, others may have concerns about its potential challenges, such as maintaining a focus on the target language or ensuring that all students can participate meaningfully. Understanding these perceptions is crucial for effectively integrating Translanguaging into classroom practices and addressing any misconceptions or barriers that may exist (Makalela, 2018).

Impact on Inclusive Classroom Environment and Student Engagement

Translanguaging has been increasingly recognized for its positive impact on creating inclusive classroom environments and enhancing student engagement. Studies have shown that Translanguaging can promote a sense of belonging and acceptance among students from diverse linguistic backgrounds, and by allowing students to use their full linguistic repertoire, Translanguaging helps validate their language and cultural identities, leading to increased confidence and participation in classroom activities (García & Li, 2014).

Furthermore, Translanguaging has been found to foster collaboration and cooperation among students. In inclusive classrooms, where students may have varying levels of proficiency in the dominant language, Translanguaging allows for more equitable participation and contribution to group work (Canagarajah, 2011). This collaborative aspect of Translanguaging not only enhances learning outcomes but also promotes a sense of community and mutual respect among students (Li, 2018).

Moreover, Translanguaging has been shown to enhance student engagement by making learning more meaningful and relevant. Garcia (2017) states that for students who are learning in a second or additional language, Translanguaging provides a bridge between their prior knowledge and new concepts, facilitating deeper understanding and engagement with the material. By allowing students to draw on their linguistic resources, Translanguaging enables them to construct and express complex ideas more effectively, leading to a more dynamic and interactive learning environment (Blackledge & Creese, 2010).

The impact on Inclusive Classroom Environment and Student Engagement includes the following aspects:

Classroom Participation

Studies have shown that Translanguaging can enhance classroom participation by providing students with more

opportunities to contribute and express themselves (García & Sylvan, 2011). It allows students to use their full linguistic resources to engage meaningfully in discussions and activities, regardless of their proficiency in the dominant language.

Translanguaging has been shown to enhance classroom participation by providing students with more opportunities to contribute and engage. For example, students who may be more proficient in their first language can use Translanguaging to express complex ideas that they may struggle to articulate in the dominant language. This can lead to more inclusive discussions and a deeper understanding of concepts among students (Blackledge & Creese, 2010).

Peer Collaboration

Translanguaging can also facilitate peer collaboration by enabling students to work together more effectively, particularly in group settings (García & Wei, 2014). By allowing students to use their preferred language(s), Translanguaging can help break down barriers to communication and promote collaboration.

Translanguaging can also facilitate peer collaboration by enabling students to work together more effectively. For instance, in group projects, students can use Translanguaging to clarify instructions, discuss ideas, and provide feedback to one another, regardless of their linguistic backgrounds. This can foster a sense of teamwork and cooperation among students, leading to more successful collaborative efforts (García & Wei, 2014).

Student Confidence

Research suggests that Translanguaging can boost student confidence, particularly among multilingual learners who may feel more comfortable using their first language to express complex ideas (García, 2017). This can lead to increased participation and engagement in classroom activities.

Research has shown that Translanguaging can boost student confidence, particularly among multilingual learners. Translanguaging can help them feel more comfortable and confident in their abilities by allowing them to use their first language to express themselves. This can lead to increased participation in classroom activities and a greater willingness to take risks in their learning (García & Otheguy, 2012).

Cultural Respect and Inclusion

Translanguaging can promote cultural respect and inclusion by valuing students' linguistic and cultural backgrounds (Creese & Blackledge, 2010). It acknowledges the diversity of languages and cultures in the classroom and helps create a more inclusive learning environment. Translanguaging promotes cultural respect and inclusion by valuing students' linguistic and cultural backgrounds. By recognizing and incorporating students' languages and cultural practices into the classroom, Translanguaging

creates a more inclusive learning environment where all students feel respected and valued. This can lead to greater appreciation for diversity and a more positive classroom climate overall (Wei, 2011).

Theoretical Framework

The theoretical framework for this study is grounded in Dynamic Systems Theory and Identity Theory, providing a contemporary perspective on the complex interactions between language, culture, and learning in the context of Translanguaging practices. Dynamic Systems Theory emphasizes the dynamic and evolving nature of language development, highlighting the interactions between individual characteristics, the environment, and the task at hand. In the context of Translanguaging, this theory suggests that language use is not static but evolves over time as individuals interact with different linguistic and cultural contexts. This perspective can help elucidate how Translanguaging strategies adapt to the needs of students with diverse linguistic backgrounds, shaping their language development and learning experiences (Smith & Pellegrino, 2017).

Identity Theory, on the other hand, posits that individuals develop a sense of self through their interactions with others and their social environment. In the context of bilingualism and Translanguaging, Identity Theory suggests that language use is closely linked to one's sense of identity. By using Translanguaging strategies, individuals can express different aspects of their identity and negotiate their multiple cultural and linguistic affiliations. This theory can help frame the study by highlighting how Translanguaging practices influence students' sense of identity and belonging in the classroom, particularly for students with diverse linguistic backgrounds (Norton, 2013).

Conceptual Framework

The conceptual framework outlined in this study provides a comprehensive understanding of the factors involved in the effectiveness of Translanguaging strategies employed by secondary teachers for students with diverse linguistic backgrounds. It consists of three main components: Translanguaging Practices, Teacher Perceptions, and the Impact on Inclusive Classroom Environment and Student Engagement.

The Translanguaging Practices component focuses on the strategies and practices used by teachers to incorporate Translanguaging in their classrooms. This includes code-switching, code-mixing, and the use of non-verbal cues. Teachers encourage students to use their full linguistic repertoire, allowing them to express themselves and understand concepts better. Through leveraging multiple languages, teachers aim to create a supportive and inclusive learning environment that values students' linguistic diversity.

The Teacher Perceptions component explores the beliefs, attitudes, and concerns of teachers towards Translanguaging. Positive perceptions are reflected in

the recognition of Translanguaging as a valuable tool for promoting inclusive education. However, teachers may also have concerns about challenges related to implementation or potential disruptions in the classroom. Understanding teachers' perceptions is crucial for effective integration of Translanguaging strategies.

The Impact on Inclusive Classroom Environment and Student Engagement component examines the effects of Translanguaging on the classroom environment and student engagement. When students are encouraged to use their full linguistic repertoire, it enhances their participation, collaboration, and confidence in expressing themselves. Translanguaging promotes cultural respect, inclusion, and a sense of belonging among students with diverse linguistic backgrounds. Creating an inclusive

classroom environment that supports and values students' linguistic diversity is essential for their academic success and overall well-being.

The output of this conceptual framework includes improved academic performance, enhanced language proficiency, cognitive development, and an inclusive classroom environment. Through the integration of Translanguaging practices, teachers aim to create a supportive and engaging learning environment that benefits all students. The framework also highlights the importance of generating insights into the effectiveness of Translanguaging strategies and providing recommendations for curriculum integration and teacher training program.

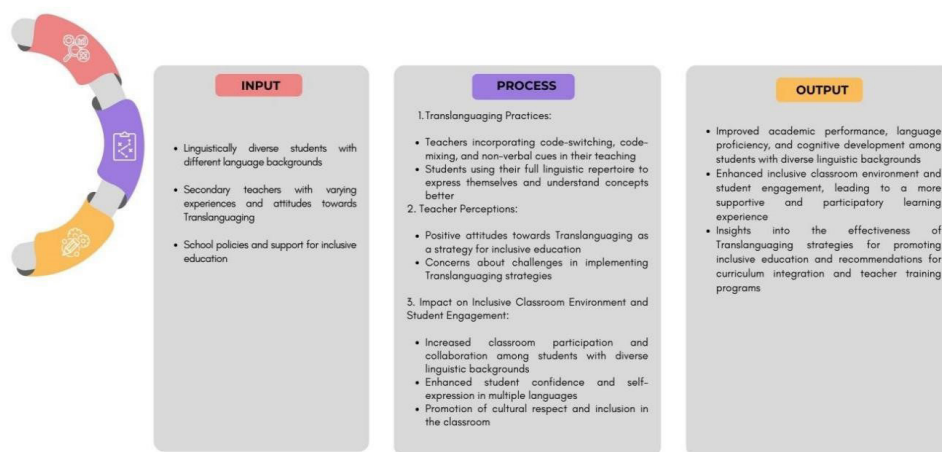


Figure 1. Research Paradigm

MATERIALS AND METHODS

This section outlines the methodology employed in the study, detailing the research design, participant selection criteria, data collection methods, and data analysis procedures. The research design utilized a qualitative approach to investigate the effectiveness of Translanguaging strategies among secondary teachers for students with diverse linguistic backgrounds. The participants were selected using purposive sampling based on their experience with Translanguaging practices. Data were collected through a Translanguaging Strategy Checklist to document specific strategies used by teachers, and an open-ended questionnaire to gather teachers' perceptions of Translanguaging. Thematic analysis was applied to analyze the data, identifying recurring patterns and themes related to the effectiveness of Translanguaging strategies and teachers' perceptions. Ethical considerations were observed, including obtaining informed consent from participants and ensuring confidentiality and anonymity throughout the research

process. This methodology was chosen to provide a comprehensive understanding of Translanguaging practices and perceptions among secondary teachers.

Research Design

This study utilizes a qualitative research design to investigate the effectiveness of Translanguaging strategies employed by secondary teachers for students with diverse linguistic backgrounds. Qualitative research is well-suited for exploring complex phenomena such as language use in educational settings, allowing for a deep understanding of teachers' practices and perceptions.

Participants

The participants in this study are five secondary school teachers selected purposively based on their experience with Translanguaging practices in the classroom. The selection of participants aims to capture a diverse range of perspectives and experiences, contributing to the richness and depth of the data collected.

Data Collection

Data for this study were collected through two main methods. First, a Translanguaging Strategy Checklist was used to document the specific Translanguaging strategies employed by the teachers in their classrooms. The checklist included items focusing on the perceptions of the teachers in terms of Translanguaging practices. Second, an open-ended questionnaire was administered to gather the perceptions of teachers regarding the use of Translanguaging to support inclusive education. The questionnaire included questions about the benefits of Translanguaging, challenges faced in implementation, and suggestions for improving Translanguaging practices in the classroom. These data collection methods were chosen to provide a comprehensive overview of the Translanguaging practices and perceptions of secondary teachers.

Data Analysis

The data collected from the checklist and open-ended questionnaire were analyzed thematically. Thematic analysis involves identifying patterns or themes within the data, allowing for the exploration of key issues and insights related to the effectiveness of Translanguaging

strategies and teachers' perception. Themes were derived from the data through a process of coding and categorization, ensuring that the findings were grounded in the participants' experiences and perspectives.

RESULTS AND DISCUSSION

This section presents the findings of the study on exploring the effectiveness of secondary teachers' Translanguaging strategies in enhancing student learning. The section provides an overview of the participants' demographic profile and then proceeds to analyze the effectiveness of various Translanguaging strategies employed by the teachers. The discussion delves into the impact of these strategies on student learning outcomes, highlighting successful practices and areas for improvement. The section concludes with implications for teaching practices and recommendations for further research in the field of Translanguaging and language education.

There are 6 English Secondary teachers who served as respondents in this study. 1 teacher from Isic-Isic National High School (INHS), 1 from Saviour's Christian Academy, 1 from Ilocos Norte National High School (INNHS), 1 from Ilocos Norte College of Arts and Trades (INCAT), and 2 from Northwestern University.

Table 1: I believe in encouraging students to use their full linguistic repertoire in assignments.

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree		√	√	√			3	50%
4 Agree	√				√	√	3	50%
3 Undecided							0	0
2 Strongly Disagree							0	0
1 Disagree							0	0
TOTAL	6	100%						

Translanguaging Strategies

Based on the responses of the six English secondary teachers from various schools, it is evident that there is strong support for encouraging students to use their full linguistic repertoire in assignments. Specifically, 50% of the teachers (3 out of 6) strongly agree with this practice, and the remaining 50% (3 out of 6) agree. None of

the respondents were undecided, disagreed, or strongly disagreed, indicating unanimous positive reception towards the implementation of Translanguaging strategies in classroom assignments. This highlights a favorable attitude among teachers towards utilizing students' complete language skills as a resource in their educational activities.

Table 2: I believe Translanguaging benefits student understanding and engagement.

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree	√	√	√	√			4	67%
4 Agree					√	√	2	33%
3 Undecided							0	0
2 Strongly Disagree							0	0
1 Disagree							0	0
TOTAL	6	100%						

The responses to Statement 2, “I believe Translanguaging benefits student understanding and engagement,” indicate a strong positive consensus among the six English secondary teachers from various schools. A significant majority, 67% (4 out of 6), strongly agree that Translanguaging benefits student understanding and engagement. The remaining 33% (2 out of 6) agree with the statement. There were no responses for

undecided, disagree, or strongly disagree, reflecting a unanimous endorsement of the perceived benefits of Translanguaging in enhancing student comprehension and active participation in their learning process. This underscores a broadly shared positive view on the effectiveness of Translanguaging as an educational strategy.

Table 3: I have observed positive changes in student participation when using Translanguaging.

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree		✓	✓				2	33%
4 Agree	✓			✓	✓	✓	4	67%
3 Undecided							0	0
2 Strongly Disagree							0	0
1 Disagree							0	0
TOTAL	6	100%						

The responses to Statement 3, “I have observed positive changes in student participation when using Translanguaging,” reveal a positive outlook among the six English secondary teachers from the different schools. A majority of 67% (4 out of 6) agree that they have observed positive changes in student participation when using Translanguaging. Additionally, 33% (2 out of 6) strongly

agree with the statement. There were no responses for undecided, disagree, or strongly disagree, indicating a consensus that Translanguaging has positively impacted student participation. This reflects the teachers’ collective observation that incorporating students’ multiple languages in the classroom enhances their engagement and active involvement in learning activities.

Table 4: I am comfortable using Translanguaging strategies in my teaching.

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree		✓	✓	✓	✓		4	67%
4 Agree	✓					✓	2	33%
3 Undecided							0	0
2 Strongly Disagree							0	0
1 Disagree							0	0
TOTAL	6	100%						

The responses to Statement 4, “I am comfortable using Translanguaging strategies in my teaching,” indicate a high level of comfort among the six English secondary teachers. A significant majority, 67% (4 out of 6), strongly agree that they feel comfortable using Translanguaging strategies in their teaching practices. The remaining 33% (2 out of 6) agree with the statement. There were no

responses indicating uncertainty, discomfort, or strong discomfort. This unanimous agreement suggests that all participating teachers feel confident and at ease integrating Translanguaging methods into their instructional approaches, highlighting a positive attitude towards the use of students’ multiple languages to facilitate learning.

Table 5: I believe Translanguaging enhances cultural respect and inclusion in the classroom

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree	✓	✓	✓	✓	✓		5	83%
4 Agree							0	0
3 Undecided						✓	1	17%
2 Strongly Disagree							0	0
1 Disagree							0	0
TOTAL							6	100%

This table shows the responses to Statement 5, “I believe Translanguaging enhances cultural respect and inclusion in the classroom,” reflect a strong consensus among the six English secondary teachers. A majority, 83% (5 out of 6), strongly agree that Translanguaging fosters cultural respect and inclusion within the classroom. Only one

teacher (17%) is undecided, while there are no responses indicating disagreement or strong disagreement. This strong agreement underscores the belief among most teachers that incorporating Translanguaging strategies contributes significantly to promoting a culturally respectful and inclusive educational environment.

Table 6: I think Translanguaging helps students develop confidence in expressing themselves.

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree	✓	✓	✓	✓	✓		5	83%
4 Agree							1	17%
3 Undecided						✓	0	0
2 Strongly Disagree							0	0
1 Disagree							0	0
TOTAL							6	100%

The table reveals that the teachers overwhelmingly support the notion that Translanguaging helps students develop confidence in expressing themselves. Specifically, 83% (5 out of 6) of the teachers strongly agree with the statement, indicating a strong belief in the positive impact of Translanguaging on students’ self-expression. The

remaining 17% (1 teacher) agrees, showing no opposition or uncertainty among the respondents. This high level of agreement highlights the teachers’ collective recognition of the benefits of Translanguaging in fostering students’ confidence.

Table 7: I believe Translanguaging improves student learning outcomes.

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree		✓	✓				2	33%
4 Agree	✓			✓	✓		3	50%
3 Undecided						✓	1	17%
2 Strongly Disagree							0	0
1 Disagree							0	0
TOTAL							6	100%

The table shows that a majority of teachers believe Translanguaging improves student learning outcomes. Specifically, 33% (2 out of 6) of the teachers strongly agree with the statement, while 50% (3 teachers) agree. One teacher, accounting for 17%, is undecided. There

are no teachers who disagree or strongly disagree. This distribution of responses suggests that while there is strong support for the effectiveness of Translanguaging in enhancing learning outcomes, some uncertainty still exists among a small portion of the respondents.

Table 8: I feel supported by the school administration in implementing Translanguaging strategies.

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree								
4 Agree		✓			✓		2	33%
3 Undecided						✓	0	0
2 Strongly Disagree							1	17%
1 Disagree	✓		✓	✓			3	50%
TOTAL							6	100%

The table indicates a varied perception among teachers regarding the support from the school administration in implementing Translanguaging strategies. While 33% (2

out of 6) agree that they feel supported, 50% (3 teachers) disagree, with one teacher (17%) strongly disagreeing. No teacher is undecided. This suggests that a significant

portion of teachers feel they do not receive adequate support from the school administration in implementing Translanguaging strategies, which could potentially

impact their ability to effectively utilize these strategies in the classroom.

Table 9: I receive adequate training and professional development on Translanguaging.

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree							0	0
4 Agree		✓			✓		2	33%
3 Undecided						✓	1	17%
2 Strongly Disagree								
1 Disagree	✓		✓	✓			3	50%
TOTAL							6	100%

The table illustrates that teachers' perceptions vary regarding the adequacy of training and professional development on Translanguaging. While 33% (2 out of 6) agree that they receive adequate training, 50% (3 teachers) disagree, with one teacher (17%) undecided. None of the

teachers strongly agree or strongly disagree. This suggests that there is a perceived lack of adequate training and professional development on Translanguaging among some teachers, which could impact their ability to effectively implement Translanguaging strategies in the classroom.

Table 10: I believe Translanguaging is an effective strategy for promoting inclusive education.

RESPONSE	TEACHER						TOTAL	PERCENTAGE
	1	2	3	4	5	6		
5 Strongly Agree	✓	✓		✓	✓		4	67%
4 Agree			✓			✓	2	33%
3 Undecided							0	0
2 Strongly Disagree							0	0
1 Disagree							0	0
TOTAL							6	100%

The table demonstrates that the majority of teachers (67%) strongly agree that Translanguaging is an effective strategy for promoting inclusive education. Additionally, 33% agree with this statement. There are no responses indicating disagreement or strong disagreement, suggesting a high level of consensus among the teachers surveyed regarding the effectiveness of Translanguaging in promoting inclusive education.

Open-Ended Questions

In order to further explore the perceptions of the respondents, 3 open-ended questions were added in the survey questionnaire.

1. How do you currently incorporate Translanguaging strategies in your classroom teaching? Please provide specific examples.

The responses from the teachers regarding their current incorporation of Translanguaging strategies in their classroom teaching reveal a diverse range of approaches and attitudes.

Teacher 1 exemplifies a strategy that involves allowing students to initially express themselves in their mother tongue before translating their ideas into English. This

method not only encourages students to participate but also helps them better comprehend and articulate their thoughts.

Similarly, Teacher 2 emphasizes the effectiveness of translating lessons into the students' first language, such as Ilocano or Tagalog, to facilitate better understanding. This approach reflects a belief in leveraging students' linguistic backgrounds to enhance learning. In contrast, Teacher 3 indicates that in an English-speaking environment, there may be less emphasis on Translanguaging in the classroom, suggesting that the need for such strategies can vary depending on the language context of the school.

Teacher 4's response highlights a proactive effort to integrate Translanguaging despite the English-medium requirement, recognizing its potential to increase student engagement and comprehension. This approach demonstrates an understanding of the benefits of using students' vernacular languages to enhance learning outcomes. Teacher 5 did not provide a comment, leaving their approach to Translanguaging unclear. Finally, Teacher 6 adopts a student-centered approach by allowing students to discuss topics in their most comfortable language, which fosters a supportive

and inclusive learning environment. Overall, these responses underscore the importance of considering students' linguistic backgrounds and comfort levels in implementing effective Translanguaging strategies in the classroom.

2. In your opinion, what impact do Translanguaging strategies have on student engagement and participation in the classroom?

The responses from the teachers regarding the impact of Translanguaging strategies on student engagement and participation reveal a consensus on the positive effects, with some acknowledging potential challenges.

Teacher 1 highlights both the positive and negative impacts, noting that while Translanguaging allows for better expression and understanding, it can also pose challenges to classroom management. This acknowledgment reflects an understanding of the nuanced nature of Translanguaging in the classroom.

Teacher 2 emphasizes the positive impact of Translanguaging on student understanding, suggesting that it helps unlock vocabulary and enhances comprehension. This view aligns with the idea that Translanguaging can facilitate better learning outcomes by bridging linguistic gaps. Teacher 3 shares a similar sentiment, noting that Translanguaging encourages students to share ideas comfortably, indicating a positive impact on student confidence and participation.

Teacher 4 underscores the importance of using a medium of instruction known and practiced by students, which enhances participation and creates a safe environment for expression. This viewpoint aligns with the notion that Translanguaging can foster a supportive classroom atmosphere conducive to active participation. Teacher 5's response, mentioning improved academic performance, suggests a belief in the overall positive impact of Translanguaging on student outcomes.

Finally, Teacher 6 highlights that Translanguaging can boost confidence, suggesting that allowing students to use their dominant language increases their comfort and ability to express themselves. Overall, these responses indicate a positive perception of Translanguaging strategies in enhancing student engagement, participation, and learning outcomes, despite some potential challenges.

3. How do you think Translanguaging can be further integrated into the curriculum to support students with diverse linguistic backgrounds?

The responses from the teachers regarding the integration of Translanguaging into the curriculum to support students with diverse linguistic backgrounds suggest several key strategies.

Teacher 1 proposes the development of multilingual teaching and learning materials as a means to further integrate Translanguaging into the curriculum. This approach aligns with the idea of providing students with resources that cater to their linguistic needs, thereby supporting their learning and comprehension.

Teacher 2 emphasizes the necessity of Translanguaging in delivering lessons, noting its role in enhancing

understanding and vocabulary acquisition. This viewpoint underscores the importance of incorporating Translanguaging as a regular practice in teaching to accommodate students with diverse linguistic backgrounds.

Teacher 4 highlights the need for support from educational stakeholders, including teachers, school administrators, and education officials, to enhance the integration of Translanguaging. This suggests that a top-down approach, involving policymakers and educational leaders, is crucial for the successful implementation of Translanguaging practices in the curriculum.

Teacher 5 suggests the use of Content and Language Integrated Learning (CLIL) method, which integrates language learning with subject matter content. This approach can be effective in supporting students with diverse linguistic backgrounds by providing them with opportunities to learn both language and content simultaneously.

Teacher 6 emphasizes the importance of flexible language policies in encouraging students to freely express their thoughts and ideas in any language they are comfortable with. This approach promotes inclusivity and active participation in classroom discussions, catering to the diverse linguistic needs of students.

CONCLUSION

In summary, this study has explored the diverse Translanguaging practices employed by secondary teachers to support inclusive education and enhance student engagement. The findings demonstrate that teachers utilize various strategies, such as allowing students to use their native language and incorporating Translanguaging in lesson delivery, to create a more inclusive and participatory classroom environment. These practices have been positively perceived by teachers, who believe that Translanguaging positively impacts student understanding and participation.

Also, this study has provided valuable insights into the Translanguaging practices of secondary teachers and their impact on inclusive education and student engagement. The findings highlight the importance of incorporating Translanguaging strategies in the classroom to create a more inclusive learning environment and enhance student participation. The positive perceptions of teachers towards Translanguaging underscore its potential as an effective pedagogical approach in addressing the needs of students with diverse linguistic backgrounds.

To further strengthen the integration of Translanguaging in education, it is recommended that schools provide continuous support and resources for teachers to develop and implement Translanguaging practices effectively. Professional development programs should focus on enhancing teachers' understanding of Translanguaging and its benefits, as well as providing them with practical strategies for implementation. Additionally, curriculum developers should consider incorporating

Translanguaging principles into the curriculum to promote linguistic diversity and inclusivity in education. Furthermore, future research could explore the experiences of students with diverse linguistic backgrounds to gain a deeper understanding of how Translanguaging impacts their learning and engagement. Studying the long-term effects of Translanguaging on student academic achievement and language development could provide valuable insights for educators and policymakers. Overall, this study contributes to the growing body of literature on Translanguaging and its role in promoting inclusive education and student success.

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