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# Filipino Undergraduates' Perceptions of Translanguaging in a Linguistically Diverse Context

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## Abstract

This explanatory sequential mixed-method study aimed to determine the general perception of undergraduate students toward translanguaging and the reasons behind these perspectives. This study was done in two phases: a cross-sectional quantitative approach and a qualitative semi-structured interview. The data collected from the two phases were used to explain and interpret the perceptions of the participants (N=1170). It was conducted in a private higher education institution in Central Mindanao where undergraduates were mostly bilingual or multilingual. Overall, based on the descriptive statistics analyses, the study found that the majority positively perceived translanguaging as a practice, for second language learning, in social settings, and in higher education. Moreover, using thematic analysis, the study discovered the major reasons why college students had positive perceptions of translanguaging. They perceived that it (a) is beneficial in classroom activities, (b) is an effective tool to communicate and express ideas, and (c) allows effective learning. Therefore, the present study recommends the integration of translanguaging in the teaching and learning processes.

## 1 Introduction

In recent years, several researchers have become interested in investigating the various stakeholders' perceptions of translanguaging (Daniel & Pacheco 2016; Moody et al. 2019; Torpsten, 2018; Yuvayapan, 2019). Fang and Liu (2020) commented that studying translanguaging will give a broader view of it in classroom discourse practice. One advantage of studying

perceptions about translanguaging is that the results can help stakeholders figure out whether or not it is a good thing to practice in the teaching-learning process. Therefore, it is beneficial to outline different perspectives and examine how it affects learning. This demand of knowing the perspectives about the practice urges the researchers to conduct a further study that aims to understand different views from another category of participants.

Some teachers in bilingual or multilingual classrooms across the globe usually practice translanguaging. These teachers are sometimes unaware that they apply translanguaging in the teaching process and sometimes deny the use of this approach. It can also occur naturally and often unexpectedly. This shows that monolingual educational policies cannot control translanguaging practices (Canagarajah, 2011). While there are existing misconceptions of translanguaging such as interpreting it as code-switching, it is broader and more likely a practice that allows speakers to use more than one language in a systematic and deliberate way to elicit learning. Translanguaging, as defined by Moody et al. (2019), is a 21st-century approach to language, bilingual education, and bilingualism that uses all linguistic resources of learners without separating their use and is critical to the student learning experience. On the contrary, Tabatabaei (2019) emphasized that the effects of translanguaging in learning are not yet entirely determined as positive or negative. However, she also claimed that it is much more functional nowadays.

In the earlier studies, researchers have found that graduate students (Moody et al. 2019), high school students (Daniel & Pacheco 2016), elementary students (Torpsten, 2018), and teachers (Yuvayapan, 2019) have contrasting views regarding the use and practice of

translanguaging. For instance, the findings in the study of Moody et al. (2019) showed that graduate students had a positive perception of translanguaging and hence considered it a great practice, whereas neutral perspectives among teachers and students were found in the study of Fang and Liu (2020). In addition, Rivera and Mazak (2017) revealed that students held different beliefs about the use of translanguaging inside the classroom setting. Some students considered translanguaging useful in times of high-stress situations, while other participants complained that the use of multiple languages in classroom instruction made it difficult for them to retain the original information. Furthermore, Yuvayapan (2019) observed that translanguaging practices were hindered because of the expectations coming from the stakeholders, that is, monolingualism is the only approach that should be used in teaching. The said expectations, however, were contradicted by Galante (2020) who stressed the need for teachers to be familiar with the approach of translanguaging.

Additionally, Wang (2016) noted that teachers' and students' views and behaviors about translanguaging are helpful in scaffolding approaches that will improve the students' engagement and their relationship with teachers. In recent existing studies, researchers have suggested exploring the specific reasons of students why they have certain perceptions regarding the use of translanguaging (Fang & Liu, 2020; Moody et al., 2019; Rivera & Mazak, 2017). Most of them are quantitative, such as the study of Moody et al. (2019) and Khairunnisa and Lukmana (2020) which fail to explain the reasons for the positive and negative views on the use of translanguaging; and qualitative, such as the study of Galante (2020), and Yuan and Yang (2020) which lack numeric data. The separate use of these two different research designs creates possible gaps that may need to be filled in. Therefore, it is essential to note that a mixed-method design will be much more appropriate to utilize, for it will provide a quantitative interpretation as well as a qualitative explanation in the study. Along with that, other studies vary in terms of their participants. Particularly, graduate students were the chosen participants in the study of Moody et al. (2019) because undergraduates from their research setting were monolingual and might not have sufficient experience regarding the use of translanguaging.

To fill these gaps, the present study attempts to explicate Filipino undergraduates' perceptions of translanguaging in higher-level education. Specifically, it seeks to determine how these bilingual and multilingual undergraduates view translanguaging as a practice, for L2 learning, in social settings, and in higher education. Moreover, because most

studies on perceptions of translanguaging are conducted quantitatively and qualitatively, this study uses a mixed method to incorporate a quantitative and qualitative phase to provide a general interpretation and an in-depth understanding of the students' reasons behind their specific perceptions. Lastly, the findings of this study provide implications for English language education and problematize the hegemonic role of English as the primary medium of instruction for all subjects except Filipino courses at the tertiary level in the Philippines.

## 1.1 The Present Study

Previous studies revealed that there are varying perceptions about translanguaging across different categories of participants, yet only a few researchers considered studying the undergraduates' perceptions of translanguaging. Therefore, the present study attempts to investigate the perceptions of undergraduate students toward translanguaging practices in a linguistically diverse classroom. Furthermore, the researchers invited a large number of Filipino bilingual and multilingual undergraduates to participate in the study compared with the studies previously conducted. Most importantly, this current research employed a mixed-method approach to further examine the reasons behind the students' perceptions of translanguaging. It specifically seeks to answer the following research questions:

1. How do Filipino undergraduate students perceive translanguaging as a.) practice, b.) for second language learning, c.) in social settings, and d.) in higher education?
2. What are the reasons why students perceive translanguaging positively?

## 2 Methodology

### 2.1 Research Design

This study utilized an explanatory sequential mixed-method approach, which is often used in collecting data during a particular period of time in two subsequent steps (Ivankova et al., 2006). This approach included the use of quantitative and qualitative design, respectively. Edmonds and Kennedy (2016) explained that an explanatory sequential design is an approach used when a researcher wants to compare quantitative and qualitative data. In the present study, qualitative data were used in interpreting and clarifying the quantitative data analysis results. Moreover, this approach was beneficial to the study because the student's responses to the quantitative survey questionnaire were explicated in their interview responses. In other words, the qualitative data expounded the tabulated and analyzed data.

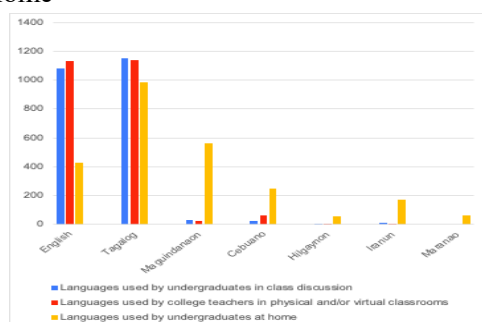
In the quantitative phase, a cross-sectional design was employed in which researchers measured the result as well as the exposure of the respondents at a single point in time (Setia, 2016). It was appropriate for this study because cross-sectional data are efficient when used in descriptive types of studies that are assumed to be analytical (Zangirolami-Raimundo et al., 2018). Moreover, this method helped the study to provide numerical data vis-à-vis respondents' perceptions of translanguaging.

To further explain the results of the quantitative data, this study employed a qualitative interview among the purposely selected participants. Moreover, it was well-suited and beneficial because it responded to the hows and whys of the study, rather than how many or how much (Tenny et al., 2017), and gave a broader explanation of the reasons for the respondents' perceptions.

## 2.2 Research Setting

The current study was conducted at a private university in Cotabato City, Central Mindanao, Philippines. This city is inhabited by several ethnolinguistic groups, where the most widely spoken Philippine languages are Maguindanaon, Tagalog, Cebuano, Hiligaynon, Maranao, and Iranun (Philippine Statistics Authority [PSA], 2013). Moreover, the majority of the students enrolled in this university are bilingual and multilingual, making it the most appropriate setting for the current study.

**Figure 1.** Languages Used at the University and at Home



Although the participating school implemented a monolingual policy in accordance with the Executive Order 210 series 2003, it is safe to assume that the use of translanguaging is still common in the learning context of these students. As Canagarajah (2011) argued, monolingual educational policies cannot control translanguaging practices *in a linguistically diverse learning environment* [emphasis added]. In fact, in this study, the majority of the participants reported that they speak English and Tagalog in class discussions, and at the same time, their teachers used these two languages in physical and virtual classrooms (see Figure 1). It is also interesting to note that Maguindanaon and

Cebuano languages were seldom used by both students and teachers.

## 2.3 Research Participants

The participants of this study were bilingual and multilingual undergraduate students coming from different departments in a private institution. They were selected because a few studies on perceptions of translanguaging have considered this group of stakeholders.

In the quantitative phase of the study, 1170 (41.29%) out of 2,833 enrolled undergraduates responded to the web-based survey. Seventy percent were female, while 28.1% were male. The remaining 1.9% preferred not to say their biological sex. In addition, the respondents were from different year levels (n= 404 first-year students; 308 second-year students; 317 third-year students; 140 fourth-year students; 1 fifth-year student) with ages ranging from 18 to 28. Lastly, their home languages were Tagalog (84.3%), Maguindanaon (48%), English (36.5%), Cebuano (21%), Iranun (14.4%), Maranao (5.2%), Hiligaynon (4.7%), other local languages of the minorities (0.17%), and foreign languages like Arabic, Bahasa Melayu, and Mandarin (0.5%). It is important to indicate that there were students who reported that they have more than one home language.

Based on the results from the quantitative data analysis, participants in the qualitative phase were purposely selected following the set criteria: (a) they responded to the quantitative survey questionnaire, and (b) they had the highest (4.00) mean score in the survey, which means they viewed translanguaging positively. The researchers chose two participants from each college who had a positive perception of translanguaging based on the descriptive analysis of the quantitative data. Therefore, a total of 10 participants were invited to participate in the semi-structured interview to further share the reasons behind their views on translanguaging. Only students with positive perceptions of translanguaging were chosen because the quantitative analysis of this study provided findings that the majority of the respondents positively viewed translanguaging.

## 2.4 Research Instruments

**Survey Questionnaire.** The study utilized a survey questionnaire to get the desired information from the respondents about their perceptions of translanguaging. The items in this questionnaire were originally developed by Rivera and Mazak (2017) and were modified by Moody et al. (2019) in their study. The Likert scale that originally consisted of five-point items was reduced to four in the present study, removing the neutral option. This made it consist of items one to four, with one as strongly disagree and four as strongly agree. The reason

for deleting the neutral option is the difficulty of providing accurate interpretations of the neutral responses. Although some argue that it is much better to have longer scales to test consistency, Blasius and Thiessen (2001) claimed that neutral categories (e.g., neither disagree nor agree) may be treated as hidden nonresponses that implied respondents' noncommittal opinions. Furthermore, items 1, 4, 5, 6, 8, 11, 19, and 20 in the survey questionnaire were reversely coded before the data analysis to form consistency. After pre-testing the instrument, this adapted survey was found highly reliable for the present research because it had an internal consistency of 0.927.

The content of the questionnaire which was created through an electronic form was divided into 6 sections. The first section stated the title and the purpose of the study. The second section consisted of five items that were designed to indicate the general information of the respondents. The participants responded according to their online synchronous and past face-to-face learning experiences. Next, the third section provided a simple definition of translanguaging and two situational examples of how translanguaging is applied by teachers in physical or virtual classes. To ensure that respondents understood the concept of translanguaging before answering the items in the survey, the fourth section asked respondents whether they comprehended it or not. If they did not grasp its idea, they were requested to discontinue answering the web-based survey. The fifth section consisted of 23 statements adapted from Moody et al. (2019) which were designed to explore the perceptions of students towards translanguaging. Lastly, the sixth section requested respondents to grant the researchers full consent to collect, store, access, and/or process their data whether manually or electronically, for the purpose and period allowed under the Republic Act 10173 otherwise known as the Data Privacy Act of 2012, and other applicable laws and regulations.

**Semi-structured Interview.** The study used a semi-structured interview guide for participants to explain their perspectives on translanguaging. Four interview questions were asked in the qualitative phase of the study. Codó (2008) considered an interview a useful method for gathering information on multilingualism. It includes personal and interpretive information and ideas, benefits, and impressions of their language and other language users' behaviors. Additionally, the interview comprised open-ended questions that allowed Filipino undergraduates to expound their views on translanguaging. These questions which were anchored on the quantitative result, specifically in the aspects of L2 learning and higher education, were checked and pre-tested to assess

whether the questions captured the relevant information provided by the respondents. The semi-structured interview was an essential technique in this research because it collected and provided useful information that addressed the gaps in the previous studies.

## 2.5 Data Collection and Analysis Procedures

This study was conducted in two phases: quantitative and qualitative stages. After the study was approved by the research ethics committee, we conducted a pre-testing of the quantitative survey and the semi-structured interview. First, the adapted survey was administered to 29 students enrolled in the same university. There were no major issues found during the pre-testing after the respondents were debriefed about their experience in completing the survey. According to them, all items and even the instructions were clear and understandable. Most importantly, the instrument was highly reliable ( $\alpha=0.927$ ).

Prior to the final data gathering, a letter of request with informed consent was sent to the respective deans of the five colleges. After getting the approval, we requested the official lists of students enrolled in the current semester. Then, we sent the online survey to the participants via email, disseminated the link to different group chats and Google classrooms, and shared it on Facebook. Although it was posted publicly online, the survey form was restricted only to a specific private university in Cotabato city and could only be accessed by using students' institutional email. Furthermore, they were informed that they could withdraw from the study during the process of collecting and analyzing the data.

**Quantitative Phase.** We collected data from the undergraduate respondents through a web-based survey which was encoded in the Google form. During the data gathering, we utilized a random sampling technique in choosing the participants. The duration of the data collection started from March 18 to 30 2022, garnering a total of 1186 respondents. However, during the deliberation of the responses, 16 students were considered unqualified respondents because they claimed that they did not understand the concept of translanguaging.

In the survey, students were provided with the definition of translanguaging, i.e., *As a pedagogical technique, translanguaging requires a more deliberate utilization of two languages in a teaching activity as opposed to just switching between them* (Yuvayapan, 2019). Two class situations where translanguaging is applied were also given after the definition (e.g., *The teacher allows the students to discuss the assigned topic of their group in their mother tongue. After the*

small group discussion, they are expected to present their topic to the class in English). These 16 students who admitted that they did not understand the concept and examples of translanguaging continued answering the survey. Thus, their responses were removed from the raw data.

Furthermore, items 1, 4, 5, 6, 8, 11, 19, and 20 were reversely coded and then analyzed by getting the mean and standard deviation of the data. Afterward, the analyzed responses were used to answer the research questions.

**Qualitative Phase.** Based on the quantitative results, we drafted interview questions for the qualitative phase. We pre-tested the questions to two bona fide students from the same private institution. Similarly, no challenges were found; however, although the questions asked in English were comprehensible, interviewees preferred to code-switch from English to Tagalog and vice versa in responding to the questions. Mikuska (2017) asserted that pre-testing is vital in research to assess the viability and aptness of the interview questions before conducting the full-scale study.

After analyzing the quantitative data and pre-testing the interview questions, we purposely identified the participants for the semi-structured interview by determining those who got the highest (4.00) mean results. At least five of the participants in each college who viewed translanguaging positively were selected and contacted via email and Facebook messenger to participate in an interview through Google Meet.

The first two who responded became the participants in the qualitative phase and were individually invited to a virtual interview with the researchers. Before starting, each participant was presented with the interview protocol and was asked to sign the informed consent to allow the researchers to record the entire conversation. The interview questions guided the whole interview process.

After the virtual interview with each participant, the qualitative data were transcribed and thematically analyzed. Thematic analysis is an attainable, adaptable, and increasingly popular method for analyzing qualitative data (Braun & Clarke, 2012).

Participants were asked to share and expound their reasons behind their specific perceptions of translanguaging based on how they experienced it. Specifically, this research followed the procedures of Alase (2017). It started with the coding of qualitative data by reading the interview transcripts more than three times. In the coding process, we individually highlighted repeated keywords, phrases, or sentences from the participants' responses. During the coding, the participants were given anonymity codes (e.g., CED#1) to keep their identities confidential.

Before the analysis, we bracketed and suspended their personal perspectives of the phenomenon being studied so that their views will not influence the interpretations of the lived experiences of the participants. Next, exploratory comments on the highlighted statements were provided as annotations wherein related statements were grouped together (e.g., "it helps us during brainstorming" and "I am using it when approaching my group members during the discussion" can be grouped together as these are classroom activities) until the emerging themes were generated. Finally, the emerging themes were narrowed down to identify the main themes of the interview responses. Note that we used different colors to group the highlighted statements, as well as to identify which from the following emerging themes were clustered together.

### 3 Results

#### 3.1 Results of the quantitative analysis

Table 1 shows that Filipino undergraduate students have an overall positive perception of translanguaging (Mean= 3.05, SD= 0.744). This indicates that the majority of the college students who come from different ethnolinguistic groups were in favor of the use of translanguaging in linguistically diverse learning environments. Despite the dominant position of the English language in the Philippines, bilingual and multilingual students from the southern part of the country believe that allowing them to use their full linguistic repertoire at the university and in various social settings is beneficial to them.

**Table 1.** The perception of Filipino undergraduate students toward translanguaging

	Mean	SD
Perceptions of Translanguaging as a practice	3.06	0.798
Translanguaging should not be avoided by bilinguals.	3.01	.802
Instructors at my university engage in translanguaging.	3.11	.764
Translanguaging is a natural practice for bilinguals.	3.09	.719
Translanguaging indicates linguistic proficiency in your second language.	2.81	.842
Translanguaging is not a disrespectful practice.	3.32	.795
Translanguaging is not confusing for me.	3.02	.863
Perceptions of translanguaging for second language learning	3.01	0.739
Translanguaging help me learn a second language.	3.18	.698
Translanguaging is	2.66	.826

acceptable when you are learning a new language.		
Translanguaging is essential for learning a new language.	3.12	.668
Translanguaging has assisted me in learning a second language.	3.14	.662
Language instructors should not avoid translanguaging because it will prevent second language learning.	2.95	.839
Perceptions of translanguaging in social settings	3.13	0.706
It is okay to engage in translanguaging in social settings.	3.15	.697
I use translanguaging in social settings.	3.08	.730
Translanguaging is socially acceptable.	3.17	.690
Perceptions of translanguaging in higher education	2.99	0.734
It is okay to engage in translanguaging in higher education settings.	2.90	.747
Bilinguals should be able to engage in translanguaging to complete university assignments.	2.75	.730
Translanguaging is acceptable to use within university-level assessments.	2.81	.725
It is appropriate for university instructors to engage in translanguaging.	2.91	.685
Translanguaging by a university instructor is professional.	2.98	.834
I would not feel upset if a university instructor engaged in translanguaging during class.	3.08	.812
If an instructor used translanguaging in class, it would be helpful for the bilingual students.	3.11	.681
Translanguaging helps me engage in conversations with my classmates.	3.17	.696
Translanguaging helps me understand conversations with my classmates.	3.19	.696
<b>Overall</b>	<b>3.05</b>	<b>0.744</b>

Note: 1.00-2.40= negative; 2.50-4.00 = positive N= 1,170

Specifically, Filipino students in Central Mindanao perceive that translanguaging is a good practice (Mean= 3.06, SD= 0.798). Hence, it should not be avoided by bilingual or multilingual students and teachers because they naturally do it. It is a practice in which instructors in the university engage. They also view translanguaging as useful for second language learning (Mean= 3.01, SD= 0.739) because they are permitted to use their mother while developing their skills in the English language. This further means that they think English language learning is possible through translanguaging as opposed to the monolingual approach. The majority of the students agree that it helps them learn their second language and see it as an essential part of learning a new language. Moreover, some believe that even if instructors keep practicing translanguaging, it does not hinder the process of learning the second language.

In terms of the use and function of translanguaging in social settings, Filipino undergraduates positively acknowledge and accept it (M= 3.13, SD= 0.706). Most of them believe that translanguaging is socially acceptable, especially in bilingual or multilingual contexts. The result clearly shows that translanguaging influences students positively when practiced in social settings and interactions.

Lastly, college students in this study have a positive perspective on translanguaging in higher education (M= 2.99, SD= 0.734). They mostly believe that it helps bilingual or multilingual students like them in accomplishing their assignments and in dealing with university-level assessments. Moreover, they consider translanguaging an effective tool for better communication among classmates. The result also implies that they would openly welcome translanguaging when an instructor uses it in-class sessions because they consider it effective assistance to bilingual students.

### 3.2 Results of the qualitative analysis

**Translanguaging is beneficial in classroom activities.** One of the reasons why students have positive perceptions of translanguaging is that it is beneficial in classroom activities such as in small group discussions, brainstorming activities, generating examples through translation, recitations, and in-class interactions during a graded discussion like teaching demonstration, as mentioned by the participants of the interview.

CED#1: I can use my mother tongue every time... I recite, or... sometimes-especially with my course which is... BSEd. I use my mother tongue whenever I... report, when I demo, uhm... every time I am

asked a question, or I am called... in the class.

CBA#1: Uhmm, I use my mother tongue sometimes when approaching some members when we have group activities or group reporting.

**Translanguaging is an effective tool to communicate and express ideas.**

Undergraduates perceive translanguaging as an effective tool to communicate wherein some participants responded that the practice helps them in communicating inside the classroom, most especially during discussions and classroom interactions where students may experience difficulty. Similarly, it helps them express ideas in which they can freely share their thoughts without feeling anxious or hesitant. The practice also makes them feel encouraged to share their ideas as one participant expressed.

CAS#1: For some reason, I think- in uh... some circumstances maybe because... we are having a difficulty when it comes to... Tagalog terms, so- because our teacher can also understand Maguindanaon. So, that is the reason why we are allowed- to use our mother tongue.

CBA#1: Ahmm, yes, it is a helpful practice in- in a classroom setup. Because it helps us to communicate to other students who are using the same language as us.

**Translanguaging allows effective learning.**

Lastly, translanguaging is perceived to be effective for learning, as it enhances the students' vocabulary, skills, and learning phase in the classroom. Filipino college students also consider translanguaging as a strategy used by teachers to make the learning process easy. In fact, one participant shared that *"it's the strategy of the professor... to help us learn the target language through that"* (CED#1).

CHS#1: Uhm, I view translanguaging positively... it helps in promoting in enhancing our mother tongue, and it also helps to widen the vocabulary of... ahh all even if others are not speaking... uh... the same language.

CENCS#1: Ahhh... as from what I can see... ahh... this is beneficial to the students because (...) it really enhances the students. It really hones one's skills, and it gradually helps in learning new languages as well.

In addition, the practice helps them better understand the concepts being taught to them, especially when they translate them

mentally into their first language. One participant shared that students who cannot easily follow the discussion can cope with the learning through translanguaging. The participant also added that this practice helps those who have difficulty comprehending the lesson.

CED#1:(...) the use of mother tongue... can help me as I learn... uhm... the target language which is English. Because, uh... you know... there is... there is... translation in the mind that is happening. And with that, it gives me more understanding and helps me to comprehend.

CENCS#1: (...) all of us can easily understand if the language that we are using is the one we are all familiar with... I think they have noticed that we can easily understand things easier if we will be using... ahh our own language which is Maguindanaon to another Maguindanaon.

#### 4 Discussion

The result of the quantitative data analysis shows that the majority of Filipino college students positively perceive translanguaging as a practice, for second language learning, in social settings, and in higher education. The overall result indicates a highly positive perception of translanguaging from the majority.

Moreover, according to the participants, translanguaging is a natural practice that occurs in the classroom. Because it usually happens in a learning environment, monolingual educational policies cannot control translanguaging practices (Canagarajah, 2011). It naturally takes place during peer discussions for a deeper understanding of academic tasks and content. This finding can be compared to the study of Fang and Liu (2020) as it also reveals that translanguaging acts as an instruction reinforcement. This approach helps to further clarify any academic instruction through the use of two or more languages. As shared by the participants in the interview, translanguaging is beneficial in classroom activities such as small group discussions, brainstorming activities, generating examples through translation, recitations, and in-class interactions during a graded discussion. It implies that translanguaging encourages students to participate in various classroom activities because they do not feel obliged to speak the target language only. Instead, they are given the opportunity to use their entire linguistic repertoire, setting aside the defined boundaries of the languages that are being utilized and vice-versa (Otheguy et al., 2015).

Most undergraduates view translanguaging as helpful in second language learning and perceive it as a socially acceptable practice. This finding is similar to how American graduate students in the study of Moody et al. (2019) viewed translanguaging in second language learning. They considered it to be beneficial to their second language learning experiences. In this study, the participants explain that the use of translanguaging helps them enhance their vocabulary skills in English. Thus, the present study argues that integrating the practice of translanguaging during the learning process of L2 learning will be a huge help for the students for additional clarity and assistance. Both quantitative and qualitative analyses further support the argument of this research that the monolingual approach has no place in English language teaching and learning. Although there are students who share the traditional view on second language learning, which is speaking English only in an English class, some of them acknowledge the benefits of using their L1 in an L2 learning classroom setting and state that it contributes greatly to their learning process (Tabatabaei, 2019).

Along with that, most students believe translanguaging is an effective tool for understanding conversations with their classmates. This finding, on the other hand, reveals the significance of translanguaging when students are conversing with one another for further precision of exchanged ideas. These perceptions from the quantitative data can be supported by the qualitative data in which students who hold a positive perspective on translanguaging see its effectiveness in communication, classroom discussion, academic work, expression of ideas, and learning as a whole, for they are given the opportunity by their teachers to use two or more languages in the classroom. Similarly, Fang and Liu (2020) found that despite the English-only regulation, the teachers use translanguaging strategies to make content teaching easier, such as concept or language point clarification, comprehension check, and content knowledge localization.

Because students do not have the same level of learning capacity, some students tend to find it hard to catch up with the lessons when there is only one language used. With this, translanguaging becomes an aid for the learners who struggle in class to at least be able to understand and follow the concepts being shared with them. This lessens the possibility of misconception in the class since the opportunity to clarify, elaborate, and translate concepts is fully accessible. In the study of Canagarajah (2011), a student also shared that the utilization of translanguaging helped him to understand clues that are present in a poem as well as the stories being told to them by the teacher.

Moreover, students find translanguaging as an effective tool to express ideas. This reason suggests that translanguaging puts students in a friendly environment wherein they can freely express and contribute their ideas without feeling anxious and hesitant. This shows a high tendency for student involvement because students have the chance to express themselves in any way possible. This supports the findings of Mari and Carroll (2020) where students felt less anxious when they are allowed to incorporate their L1 inside their L2 learning classroom setting. Teachers noted this behavior and decided to create a comfortable learning environment where students are permitted to use Spanish in an English class to better express themselves. Similarly, students' other reason for their positive perception is that it allows them to have better communication with their peers and teachers. This specific reason indicates that translanguaging is also beneficial in social aspects and that it contributes to the relationship built inside the classroom for it reduces possible misunderstandings and barriers caused by the monolingual policy. As a result, the students may feel motivated in learning. As Zhou and Mann (2021) claimed, the integration of a translanguaging approach in both language and content is indeed effective.

Lastly, translanguaging is perceived to be effective in learning. As students shared, this practice helps enhance their skills, broaden their language vocabulary, and is effective in the learning process in general. Therefore, it is safe to conclude that translanguaging benefits the students in learning because it gives them enough access to not just one language, which enables them to participate and take part in the learning process and develop their skills at the same time. Similarly, Zhang (2022) discovered translanguaging as an effective approach to scaffold students to achieve learning growth wherein they become active during their foreign language learning. With these given circumstances, teachers can integrate translanguaging as their teaching approach where they can enhance the performance of their students and establish an effective learning environment inside the classroom.

Taking this into consideration, the use of translanguaging inside the classroom plays a vital role in the learning process of the students as it helps them to fluently communicate their thoughts effectively. In other words, translanguaging helps students by allowing two or more languages to be used during class discussions for them to grasp the lessons and various academic performance instructions accurately. Furthermore, the majority perceived the practice positively because the students see it as an effective tool to use in classroom communication, discussions and brainstorming, academic activities, as well as in building rapport



in the learning environment. The results of the quantitative data are supported by the qualitative data, and it clearly shows that the majority of the student participants manifest positive perceptions toward translanguaging in general.

## 5 Recommendations

Because the majority of Filipino bilingual and multilingual undergraduate students perceive translanguaging positively, this study recommends the integration of translanguaging in higher education. Compartmentalizing the languages of bilingual or multilingual students based on the subjects taken is not viewed by the students as effective. The findings of this study provide the basis of its argument that students at the tertiary level welcome the use of more than one language in the university. Thus, the monolingual approach suggested in Executive Order 210 series 2003 seems inappropriate for a multicultural and multilingual learning environment.

The present study additionally suggests that teachers must be trained to be equipped and familiar with the translanguaging approach. Galante (2020) also saw the need to train teachers so that they will be aware of how translanguaging can be effectively employed in the classroom. It is important to inform teachers that translanguaging is not simple code-switching, but a teaching strategy used to facilitate students' learning experiences. It entails preparation and follows a procedure to ensure that it is appropriately utilized. For example, students are allowed to use their mother tongue or the lingua franca when brainstorming with their classmates but must submit their written output in English. If teachers are well-trained for this approach, students may not be confused or find it difficult to engage in discussions when two or more languages are systematically used.

Yuvayapan (2019) observes that translanguaging practices are hindered because of the expectations coming from the stakeholders, that is, monolingualism is the only approach that should be used in teaching. To prevent these expectations from hindering the implementation of translanguaging, the present study suggests that stakeholders, especially the school administration must be briefed about the importance of translanguaging. Because the school heads have the authority to implement a language policy, they need to be educated about the benefits, purposes, and positive effects of translanguaging in teaching and learning. Doing this will combat misinformation and stigma

attached to the use of the local languages inside the classroom setting.

Acknowledging the limitations of the study in terms of the participants, it suggests that future researchers consider surveying the perceptions of translanguaging of other stakeholders in higher education such as college instructors and academic heads in the university. Comparing their perceptions will provide a richer understanding of how translanguaging is viewed in tertiary education. Moreover, further research must be done in various contexts. For instance, it may be noteworthy to replicate this study in a learning environment with monolingual and bilingual students. Monolingual students who share the same learning space as bilingual students may perceive translanguaging differently because they know only one language.

Lastly, other variables may be considered while investigating the perceptions of stakeholders toward translanguaging. Their perspectives may be correlated with language ideologies and language attitudes towards the use of local language and language policy.

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