

 Research Article

Translanguaging in Multilingual Classrooms: A Phenomenological Study on Teachers' and Students' Perceived Benefits and Challenges in Relation to Student Participation Among Grade 12 Students

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Abstract

This study examined the use of translanguaging in a multilingual senior high school classroom and explored how teachers and students perceive its benefits and challenges in relation to student participation. Grounded in the context of the Philippine senior high school setting, the research focused on Grade 12 Humanities and Social Sciences (HUMSS) students at Ilocos Norte National High School, Laoag City, Ilocos Norte, Philippines, during the first semester of the academic year 2024–2025. Using a phenomenological design, the study aimed to capture the lived experiences of participants regarding translanguaging practices in the classroom. Six participants were purposively selected, consisting of three HUMSS teachers and one student under each teacher. Data were collected through a validated structured interview guide and analyzed using thematic analysis. Findings revealed five major themes describing the perceived benefits of translanguaging: Cognitive and Academic Enhancement Supporting Classroom Participation, Affective Development and Confidence Building, Active Participation and Engagement, Inclusive and Equitable Learning Environment, and Language Development and Skills for Classroom Participation and Future Readiness. These findings indicate that translanguaging supports deeper understanding, strengthens confidence, increases classroom participation, promotes inclusivity, and enhances academic language skills. However, three major themes emerged regarding challenges: Linguistic Barriers and Code-Switching Difficulties, Challenges with Technical and Academic Terminology, and the Need for Guidance and Pedagogical Support. These findings suggest that while translanguaging enhances participation, its implementation requires intentional scaffolding and institutional support. Implications highlight the need for structured teacher training, supportive school policies, and deliberate classroom strategies to maximize the perceived benefits of translanguaging in multilingual educational settings.

Keywords: Translanguaging, Multilingual Classrooms, Student Participation, Benefits, Challenges

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1. INTRODUCTION

In multilingual classrooms, language is not merely a medium of instruction but a dynamic resource that shapes students' participation, comprehension, and sense of identity. In the Philippine educational context, where English and Filipino coexist alongside regional languages such as Iloko, students regularly navigate multiple linguistic systems within the same classroom environment. However, despite this linguistic richness, classroom discourse frequently prioritizes English or Filipino as the dominant medium of instruction. This prioritization may unintentionally restrict the participation of students who feel less confident expressing complex ideas solely in these languages. Participation plays a crucial role in promoting

higher-order thinking, sustained attention, and meaningful learning experiences. When students are actively involved in classroom discourse, they are more likely to internalize concepts and develop critical thinking skills. Thus, exploring instructional approaches that support multilingual expression is both timely and necessary in linguistically diverse classrooms.

In light of this, one of the instructional approaches used in the classroom is translanguaging. Translanguaging refers to the flexible and connected use of a learner's full linguistic repertoire, including different languages, modes of communication, and other meaning-making resources, to support understanding and learning in multilingual classrooms (Qureshi & Al-Surmi, 2025). Rather than viewing languages as separate and independent systems, translanguaging understands language use as fluid, context-based, and shaped by learners' communicative experiences. From this perspective, students draw on all their linguistic resources to make sense of academic content, while also affirming and valuing their linguistic identities.

Research by Cenoz and Gorter (2022) emphasizes that pedagogical translanguaging enhances metalinguistic awareness, strengthens conceptual understanding, and promotes more inclusive classroom interaction. Similarly, Najarro (2023) explains that when teachers deliberately encourage students to move fluidly between languages, learners become more engaged and confident in expressing their ideas. This literature suggests that translanguaging functions not only as a linguistic strategy but also as a pedagogical tool that promotes equitable and meaningful participation.

Existing literature further supports the academic and socio-emotional benefits of translanguaging. For instance, a systematic review by Cenoz and Gorter (2022) found that pedagogical translanguaging promotes deeper content learning and facilitates cross-linguistic transfer in secondary education settings. Moreover, Mashala and Sanders (2025) reported that translanguaging practices improved learners' classroom participation, literacy development in home languages, and overall bilingual proficiency. In addition, Aki and Theiss (2025) found that affirming students' linguistic identities significantly increased their confidence, sense of belonging, and willingness to participate in academic discussions. These studies highlight that translanguaging supports not only cognitive development but also affective growth and classroom inclusivity.

However, despite its documented benefits, translanguaging is not without challenges. Prior research indicates that students may experience difficulty in switching between languages smoothly, particularly when academic discourse is dominated by technical English. Such difficulties may disrupt fluency and create moments of hesitation during classroom interaction. Teachers also report the need for structured guidance and professional development to implement translanguaging effectively (Cenoz & Gorter, 2022; Mashala & Sanders, 2025). Without intentional scaffolding and institutional support, the potential benefits of translanguaging may not be fully realized. These findings suggest that while translanguaging holds significant promise, its classroom implementation requires careful planning and sustained professional learning.

The study builds on these theoretical and empirical foundations by examining the use of classroom translanguaging among Grade 12 Humanities and Social Sciences (HUMSS) students of Ilocos Norte National High School during the first semester of academic year 2024–2025. This research specifically investigated the benefits and challenges of translanguaging in relation to student participation from both teacher and student perspectives. By examining both perceived benefits and encountered challenges, the study aimed to provide a more contextualized understanding of translanguaging practices in a senior high school setting. Specifically, this study sought to answer the following questions:

1. What benefits of translanguaging do teachers and students perceive in relation to student participation?
2. What challenges do teachers and students encounter in using translanguaging that may affect student participation?

2. METHODOLOGY

This section describes the research design, participants, research instruments, data collection procedures, and data analysis methods employed in the study. The methodology was carefully selected to

align with the study's objective of examining the perceived benefits and challenges of translanguaging in the classroom from both teacher and student perspectives.

2.1. Research Design

This study employed a phenomenological research design. A phenomenological approach is appropriate when the goal of the research is to explore and understand the lived experiences of individuals regarding a particular phenomenon, and how they describe, interpret, and make meaning of their experiences. In this study, the phenomenon under investigation was the use of translanguaging in the classroom and its perceived benefits and challenges on student participation. Since the study aimed to capture the perceptions, insights, and challenges encountered by teachers and students in using translanguaging, the phenomenological design allowed for an in-depth exploration of their shared and individual experiences.

2.2. Participants

The sample consisted of three teachers teaching in the HUMSS strand and one student under each teacher, resulting in a total of six participants. Among these participants, four were male, and two were female. The teachers' ages ranged from 28 to 32 years old, while the students were between 17 and 18 years old.

In phenomenological research, small sample sizes are common and appropriate because the goal is depth rather than breadth. According to qualitative research standards, phenomenological studies typically involve between five and 10 participants, as this range allows for rich, detailed descriptions of lived experiences while maintaining manageable and rigorous data analysis. Therefore, six participants were considered sufficient to generate meaningful themes and capture shared patterns of experience without compromising analytical depth.

Purposive sampling was employed because the study required participants who were directly engaged in classrooms where translanguaging practices were observed or implemented. Moreover, selecting teachers and students from the HUMSS strand ensured contextual consistency and alignment with the research objectives. The study was limited to the HUMSS strand because most of the subjects under this strand require frequent oral recitations, discussions, presentations, and performance-based tasks, making classroom participation a central component of instruction. Since translanguaging is closely linked to verbal expression and active engagement, focusing on HUMSS provided an appropriate context for examining how flexible language use may influence student participation.

2.3. Research Instrument

The primary research instrument used in this study was a researcher-made structured interview guide. The interview guide contained carefully constructed questions designed to elicit participants' perceptions of the benefits of translanguaging as well as the challenges encountered in its use. The interview guide consisted of five questions for teachers and five questions for students. While both sets of questions addressed similar core themes, they were articulated differently to capture the distinct perspectives and experiences of teachers and students. To ensure clarity, relevance, and alignment with the research objectives, the interview guide underwent internal validation from the research adviser and an English teacher. The validators examined the questions for content validity, coherence, and appropriateness for both teacher and student participants. Necessary revisions were incorporated based on their feedback prior to data collection.

2.4. Procedures

The study followed a systematic process in gathering the data. Initially, the researcher developed a structured interview guide containing questions designed to elicit participants' perceptions regarding the benefits and challenges of translanguaging in the classroom. The interview guide was then submitted for

internal validation to ensure clarity, relevance, and alignment with the research objectives. Necessary revisions were made based on the feedback of the validators. After finalizing the instrument, formal approval to conduct the study was secured from the school principal.

Prior to the interviews, informed consent was obtained from all participants to ensure voluntary participation and adherence to ethical standards. The interviews were conducted at a time and place convenient for the participants to promote comfort and openness during the conversation. Each interview lasted approximately 15 minutes. With the participants' permission, the sessions were audio-recorded to ensure accuracy of data collection. The recorded interviews were subsequently transcribed verbatim and prepared for thematic analysis. Throughout the entire process, the confidentiality and anonymity of the participants were strictly maintained.

2.5. Data Analysis

The study utilized thematic analysis to analyze the qualitative data gathered from the interviews. Thematic analysis is a method used to identify, organize, and interpret patterns of meaning (themes) within qualitative data. The analysis was conducted by two researchers to enhance the credibility and reliability of the coding process. The procedure involved familiarization with the data through repeated reading of transcripts, initial coding of significant statements, clustering related codes, and generating broader themes and subthemes. To ensure coding consistency, the two researchers independently coded the data and subsequently compared their codes. Any discrepancies were discussed and resolved through consensus-building until agreement was reached. These themes were then reviewed, refined, and interpreted in relation to the research questions and existing literature.

3. RESULTS

3.1. Teachers' and Students' Perceived Benefits of Translanguaging

Table 1 below presents the perceptions of teachers and students regarding the benefits of translanguaging in relation to classroom participation. The themes generated from the data include: (1) Cognitive and Academic Enhancement Supporting Classroom Participation, (2) Affective Development and Confidence Building, (3) Active Participation and Engagement, (4) Inclusive and Equitable Learning Environment, and (5) Language Development and Skills for Classroom Participation and Future Readiness. These themes collectively highlight both academic and socio-emotional benefits of translanguaging practices.

Table 1. Perceptions of Teachers and Students on the Benefits of Translanguaging

Themes	Subthemes	Codes	Sample Responses
Cognitive and Academic Enhancement Supporting Classroom Participation	Improved conceptual understanding	Deeper understanding; Grasping complex ideas; Processing information	<i>"Translanguaging allows students to access and process information in multiple ways, leading to a deeper understanding of complex concepts."</i> (Teacher A) <i>"When I allow my students to use translanguaging, they are more likely to grasp complex ideas."</i> (Teacher B) <i>"Incorporating translanguaging enhances students' understanding, making them more interested and attentive during discussions."</i> (Teacher C) <i>"Using more than one language in class allows me to understand lessons better because I can follow discussions more easily and fully process what the teacher is saying. It helps me connect new ideas with what I already know."</i> (Student A) <i>"It helps me and also my fellow students to easily comprehend the lesson."</i> (Student B)
Affective Development and	Increased confidence and self-esteem	Boosted confidence; Self-esteem; Empowerment	<i>"By recognizing and utilizing their linguistic resources, students feel more empowered and confident in their abilities."</i> (Teacher A) <i>"It can make them feel more at ease in expressing ideas, boosting their confidence."</i> (Teacher B)

Themes	Subthemes	Codes	Sample Responses
Confidence Building			<i>"It significantly enhances students' comfort levels, allowing them to express their thoughts and feelings more freely and authentically."</i> (Teacher C) <i>"Translanguaging helps me explain my thoughts more clearly and in greater detail, which makes me more confident in class discussions and presentations."</i> (Student A) <i>"Translanguaging can boost the self-esteem of a student, especially during recitation and brainstorming."</i> (Student B)
Active Participation and Engagement	Increased classroom participation	Active participation; Eagerness to respond	<i>"Basically, they are more active and participative when I encourage them to use translanguaging."</i> (Teacher B) <i>"Students are more eager to participate in classroom activities... they feel confident knowing they can actively contribute in a language they are comfortable with."</i> (Teacher C) <i>"Being able to switch between English and Filipino helps me make my point more relatable."</i> (Student A) <i>"It helps us become more expressive with our thoughts to easily convey and explain our opinions and ideas in class."</i> (Student B)
Inclusive and Equitable Learning Environment	Supportive and non-judgmental atmosphere	Inclusivity; Equity; Safe space	<i>"Translanguaging can enhance classroom inclusivity by valuing diverse cultures and linguistic backgrounds."</i> (Teacher A) <i>"Encouraging translanguaging in classrooms ensures inclusivity and equity for students, especially those who may struggle in Filipino or English."</i> (Teacher B) <i>"It fosters a more inclusive and expressive learning environment."</i> (Teacher C) <i>"They also don't judge us for switching between languages, which helps us feel more at ease."</i> (Student A)
Language Development and Skills for Classroom Participation and Future Readiness	Exposure to academic and career language	Access to broader terminology; Career preparation	<i>"It gives students an edge in accessing a broader range, especially when it comes to terms that don't have a direct translation."</i> (Teacher B) <i>"It can help students in preparing themselves in their career path where English is the primary language."</i> (Teacher B) <i>"Students can brainstorm ideas in their home language and then translate them into English, which strengthens their comprehension, builds confidence, and supports their overall language development and future readiness."</i> (Teacher C)

The data presented in Table 1 shows a strong convergence between teacher and student responses. The most recurring patterns include improved conceptual understanding, increased confidence and comfort in expression, higher classroom participation, creation of an inclusive environment, and strengthened language development and career readiness.

Both teachers and students consistently emphasized comprehension and confidence as primary benefits. Notably, students frequently mentioned feeling *"more at ease," "more expressive,"* and better able to *"process"* information. Teachers, on the other hand, highlighted empowerment, deeper understanding, and equitable access to learning. This alignment between teacher and student perceptions suggests that translanguaging is not only a pedagogical strategy but also a classroom culture practice that influences cognition, participation, and emotional safety.

3.2. Teachers' and Students' Challenges in Using Translanguaging

Table 2 below presents the challenges encountered by teachers and students in using translanguaging in the classroom. The themes generated from the data include: (1) Linguistic Barriers and Code-Switching Difficulties, (2) Challenges with Technical and Academic Terminology, and (3) Need for Guidance and Pedagogical Support. These themes collectively highlight both linguistic and instructional difficulties that may affect the effective implementation of translanguaging practices in the classroom.

The data presented in Table 2 show recurring patterns in both teacher and student responses regarding the challenges of using translanguaging in the classroom. The most prominent trends include difficulty switching between languages smoothly, confusion due to English-dominant technical and academic terms, and limited teacher training and professional development support.

Table 2. Challenges Encountered by Teachers and Students in Using Translanguaging

Themes	Subthemes	Codes	Sample Responses
Linguistic Barriers and Code-Switching Difficulties	Difficulty switching between languages	Switching difficulty; Loss of flow; Stuttering	<i>"I sometimes find it hard to switch between languages quickly... Sometimes, it can make me stutter or lose my flow."</i> (Student A) <i>"I'm not used to explaining things in different languages."</i> (Student B) <i>"One of the challenges I encountered is language barriers."</i> (Teacher A)
Challenges with Technical and Academic Terminology	English-dominant academic terms	Technical vocabulary; Lack of direct translation	<i>"Sometimes, using multiple languages can be confusing, especially if a subject mostly uses English terms."</i> (Student A) <i>"There are English terms that don't have a direct translation in students' home language, like Iloko or Filipino."</i> (Teacher B)
Need for Guidance and Pedagogical Support	Teacher collaboration and professional learning	Collaboration; Professional development	<i>"Collaborating with other educators to share experiences and strategies."</i> (Teacher A) <i>"Professional development opportunities are needed for valuable insights on how to integrate translanguaging into my lessons effectively."</i> (Teacher B)

Students' responses frequently centered on fluency-related concerns, such as "stuttering," "losing flow," and difficulty explaining ideas in another language. These indicate that spontaneous code-switching may sometimes interrupt clarity and confidence. In contrast, teachers' responses focused more on structural and instructional concerns, particularly the lack of direct translations for academic terminology and the need for collaboration and professional learning to effectively implement translanguaging strategies. These findings suggest that while translanguaging offers instructional benefits, its implementation presents linguistic, communicative, and pedagogical challenges that require intentional planning and support.

4. DISCUSSION

4.1. Teachers' and Students' Perceived Benefits of Translanguaging in the Classroom

The following sections present a more in-depth analysis of the themes perceived by teachers and students as benefits of translanguaging. Each theme and subtheme is discussed in detail with responses from the participants and is analyzed with reference to the literature to gain better insights into the processes and teaching implications of the findings.

4.1.1. Cognitive and Academic Enhancement Supporting Classroom Participation

This theme refers to the ways in which translanguaging enables deeper conceptual processing and learning. Both teachers and students reported that translanguaging, which supports the use of multiple languages, facilitates understanding of complex concepts and understanding of new concepts through association with existing knowledge.

4.1.1.1. Improved Conceptual Understanding

Both teachers and students continually highlighted translanguaging as a support for academic understanding. Teachers indicated that translanguaging facilitates how students can access and process information in multiple ways and are more likely to grasp complex ideas. In turn, students stated that translanguaging enables them to fully process the lessons and relate new ideas to previous knowledge. This implies that translanguaging serves as a cognitive support mechanism to support meaning-making. This

finding is consistent with Duterte and Llorente (2025), who found that translanguaging enables a more meaningful conceptual understanding in the secondary classroom using home languages with English. Furthermore, Cenoz and Gorter (2022) claim that using translanguaging enhances metalinguistic abilities and linguistic transfer, which in turn increases academic understanding. The results suggest that translanguaging offers increased cognitive processing when students engage with, interpret, and internalize content across languages.

When students are allowed to engage in translanguaging, they experience decreased cognitive load during learning. This can be crucial when processing high-level academic content because working memory can become overloaded if students are unable to process new content and concepts in an L2 (second language). This allows students to use their L1 (first or native language) to think through complex concepts, then express them in English, providing scaffolding to assist in their comprehension (De Guzman, 2025). De Guzman (2025) further highlights that mindful translanguaging is intended scaffolding that avoids confusion and supports students' learning potential. The findings show that translanguaging helps when students can think, interpret, and digest content within and across language systems, contributing to their ability to conceptualize content.

4.1.2. Affective Development and Confidence Building

This theme reflects the emotional and psychological impact of translanguaging. Participants consistently reported that translanguaging improves students' confidence, self-esteem, and comfort in expressing ideas.

4.1.2.1 Increased Confidence and Self-Esteem

Teachers noted that students feel empowered and confident when their translanguaging practice is valued, and students feel more confident in class discussions. These responses suggest that translanguaging positively influences students' self-perception and emotional security in the classroom. This implies that the use of students' home languages in their classrooms can lead to linguistic validation, the recognition of students' linguistic worth and value. Linguistic validation promotes psychological safety, which can be a building block of confidence.

Aki and Theiss (2025) found that translanguaging boosted students' confidence, belonging, and participation as it confirmed their linguistic identities and reduced the uncertainty they felt about their own linguistic capabilities. Bone (2024) also observed that engagement increases when students feel valued and trusted emotionally in their classrooms. These suggest that psychological safety affects students' willingness to take risks in learning environments, such as speaking in class, taking on academic challenges, and participating in academic conversations. As students come to recognize their home languages as valuable sources of knowledge, rather than barriers or liabilities, they develop a positive self-image as a learner.

Furthermore, De Guzman (2025) noted that translanguaging increases engagement by creating a safe space where students can freely express ideas in their comfort language, leading to increased fluency and confidence. This suggests that emotional safety and linguistic comfort mutually amplify. As students gain confidence in their ability to use translanguaging, they become more engaged, which in turn helps them develop stronger language skills and builds confidence. The results confirm claims that translanguaging not only promotes academic achievement but also enhances affective development by providing opportunities for empowerment and confidence building, and ultimately changing the ways in which students perceive their academic selves.

4.1.3. Active Participation and Engagement

This theme emphasizes increased classroom participation and engagement. Both teachers and students observed that translanguaging encourages students to become more active contributors during discussions and activities.

4.1.3.1. Increased Classroom Participation

Teachers reported that when students are encouraged to use translanguaging, they become more active and participative, while students reported that translanguaging makes their ideas more relatable and easier to share. This observation confirms Najarro's (2023) account of students who were previously shy becoming more participative when encouraged to use their home language. Chaika (2023) similarly observed positive effects on motivation and interaction when students are encouraged to use translanguaging. The results suggest that translanguaging facilitates communication and, therefore, promotes increased academic engagement and participatory discourse.

The factors contributing to increased participation are both cognitive and affective. Cognitively, code-switching, the strategic alternation between languages, allows students to access the most efficient linguistic resource for expressing complex ideas. If a concept cannot be expressed in English, then code-switching to the student's native language keeps cognitive processes flowing and avoids a communication breakdown that would result in disengagement and silence. Affectively, the ability to code-switch communicates to students that all their linguistic knowledge is valuable, which alleviates the anxiety experienced when speaking a non-native language. As anxiety levels decrease, so too does apprehension about speaking. Padchonga et al. (2025) systematically reviewed the practice of translanguaging in Asian classrooms and found that translanguaging resulted in increased engagement and improved comprehension, while affirming students' linguistic identities. The findings imply that translanguaging mitigates communicative barriers, which in turn encourage higher levels of academic engagement and participation.

4.1.4. Inclusive and Equitable Learning Environment

This theme reflects the role of translanguaging in promoting inclusivity and equity. Teachers highlighted how it supports students who struggle in English or Filipino, while students reported feeling less judged.

4.1.4.1. Supportive and Non-Judgmental Atmosphere

The participants stressed that translanguaging is one of the effective methods of inclusivity that could be used to appreciate the different languages. The students said that they felt less judged when they switched languages. This observation is consistent with Cenoz and Gorter (2022), who pointed out that inclusive and socially responsive classroom settings are facilitated by translanguaging. Translanguaging can be a major transformative influence in the way linguistic diversity can be valued by redefining it as an effective pedagogical tool.

Rijamil et al. (2025) found that, with translanguaging, language anxiety was considerably lower and confidence increased through more active involvement in EFL (English as a Foreign Language) situations. Additionally, Cahyanti and Dharmawan (2025) revealed that translanguaging can facilitate emotional, cognitive, and linguistic growth of learners when strategically planned by educators who affirmatively address the use of L1. Thus, when teachers establish an environment in which more than one language is acknowledged and honored, students whose first language is not the one used at school will feel that their identity is welcome. This feeling of belonging is not only for the individuals but also for the whole classroom community that creates a culture where linguistic diversity is now perceived as an asset and not a liability. Therefore, translanguaging may have a role in social equity by creating a positive and non-judgmental learning environment that validates the identities of every student and their linguistic resources.

4.1.5. Language Development and Skills for Classroom Participation and Future Readiness

This theme highlights how translanguaging prepares students for academic and professional contexts. Teachers particularly emphasized exposure to broader terminology and career-related language use.

4.1.5.1. Exposure to Academic and Career Language

Teachers emphasized that translanguaging offers a way of accessing terminologies that cannot be directly translated and orients students to English-dominant work settings. This result is consistent with what Mashala and Sanders (2025) found, as they reported that translanguaging enhances multilingual literacy and linguistic proficiency. It also corroborates the UNIS Communication Team (2024), who highlighted that translanguaging improves academic language growth and conceptual knowledge. The process of this advantage relates to what researchers refer to as conceptual scaffolding during linguistic transition. By using their home language to secure understanding of complex academic terminology, students build a conceptual foundation that facilitates eventual transfer to English. In addition, the experience of multiple options for expressing academic ideas contributes to metalinguistic awareness in thinking about language, which is crucial to academic and career success.

Sangeetha and Sridhivya (2025) conducted empirical research, which proved that translanguaging not only enhances vocabulary but also self-expression and proficiency. These results indicate that translanguaging not only helps in the short-term understanding of the classroom but also in the long-term academic and professional readiness. The students practicing strategic translanguaging acquire a more profound conceptualized knowledge and enhanced meta-awareness of how languages could be used in learning, which may provide them with a good position to continue their academic and professional life in the future.

4.2. Teachers' and Students' Challenges in Using Translanguaging

The following section discusses the themes that emerged regarding the challenges encountered in using translanguaging in the classroom. Each theme is analyzed based on participants' responses and supported with relevant literature to explain the underlying issues affecting its use.

4.2.1. Linguistic Barriers and Code-Switching Difficulties

This theme highlights the challenges experienced by both teachers and students in using translanguaging in the classroom. While translanguaging promotes flexibility in language use, participants reported difficulties in switching between languages smoothly. The responses indicate that managing two or more languages simultaneously may disrupt fluency and create communicative strain, particularly when learners are not fully accustomed to dynamic code-switching practices.

4.2.1.1. Difficulty Switching Between Languages

Students claimed that they had found themselves with the problem of stuttering and loss of flow when they switched languages, and teachers, too, had reported that there were language barriers. This observation is consistent with De Guzman (2025), who established that even though translanguaging enhances interest, it must be explicitly scaffolded to avoid confusion and fluency incongruities when switching languages. The underlying issue is associated with cognitive processing requirements. Translanguaging, although advantageous, demands that students activate various linguistic systems at the same time. This fast switching may surpass the ability of working memory in multilinguals whose multilingual skills are still developing, leading to the fluency disturbances that the participants reported.

In a systematic literature review, Lauta and Estremera (2025) observed that code-switching can have useful communicative purposes, but can also contribute to the unintended over-reliance on the first language that may affect the development of the L2 language and the acquisition of the required linguistic resources. The challenge, then, is to develop a strategy that will enable the students to use all their linguistic repertoire without being overly reliant on their mother tongue. Thus, although translanguaging promotes a better understanding, it may require proper planning to overcome issues of switching among students with different levels of multilingualism. Educators need clear instructions on how and when to scaffold translanguaging to be able to preserve fluency and communicative success.

4.2.2. Challenges with Technical and Academic Terminology

This theme underscores the difficulty of navigating English-dominant academic vocabulary within a translanguaging framework. Participants reported that certain technical terms do not have direct equivalents in students' home languages, which may lead to confusion or conceptual gaps. The findings suggest that academic discourse, particularly in specialized subjects, presents structural challenges that require deliberate linguistic scaffolding.

4.2.2.1. English-Dominant Academic Terms

The respondents indicated that English technical terms do not have direct translations in the native languages of students. This observation supports the conclusion of Mashala and Sanders (2025), who noted that the scarcity of academic resources translated into multiple languages is an issue in a multilingual classroom setting. It also coincides with Duterte and Llorente (2025), who underline the importance of strategic scaffolding during translanguaging to handle terms that cannot be translated and avoid conceptual gaps. The process at work in this difficulty is epistemic. Given that certain academic concepts lack any direct counterpart in other languages, this is because they are anchored by English-speaking traditions of academia. As an example of this, grammatical terms, scientific names, and other conceptual terms of one field frequently have English counterparts that do not immediately translate (Duterte & Llorente, 2025).

Nonetheless, studies indicate that this difficulty, although a reality, can be addressed by pedagogical design. Translanguaging competence is formed when teachers teach students explicitly how to make sense of untranslatable terms. By explaining concepts in the first language when introducing the English technical word, students can comprehend the concept and learn to make use of the English word in question (Elshafie & Zhang, 2024; Lemmi & Perez, 2023; Tai, 2023). The results indicate that translanguaging needs to take into consideration academic vocabulary to eliminate conceptual confusion. Instead of considering any untranslatable terms as the failure of translanguaging, those must be regarded as opportunities to develop the students' metalinguistic consciousness and term-learning tactics.

4.2.3. Need for Guidance and Pedagogical Support

This theme emphasizes the systemic and instructional challenges encountered by teachers in integrating translanguaging effectively. Participants highlighted the importance of collaboration and professional development to strengthen pedagogical competence. The findings suggest that successful implementation of translanguaging extends beyond individual classroom practices and requires institutional support, structured training, and shared professional learning experiences.

4.2.3.1. Teacher Collaboration and Professional Learning

Teachers mentioned the necessity to collaborate and have a chance to develop professionally, and focus on the role of systematic support. This result is consistent with De Guzman (2025), who stated that successful translanguaging needs proper pedagogical planning, such as clear teacher instructions on switching between codes and languages to make it clear and participative. It also concurs with Cenoz and Gorter (2022), who argued that the training of teachers is the key to successful implementation of translanguaging. Hence, the concept of translanguaging, although sound in intellectual terms as a pedagogical strategy, may imply the need for feasible information on the way to do it in real-life classroom situations.

The findings indicate that educators may be offered mentoring in several aspects (Padchonga et al., 2025): (1) how and when to promote code-switching without its negative impact on the development of English; (2) how to design activities that can take advantage of translanguaging; (3) how to evaluate the learning process in multilanguage settings; and (4) how to go around institutional policies that might be biased in favor of English-only strategies. In their systematic review, Padchonga et al. (2025) further noted that monolingual ideology is predominant, poor teacher training, and restrictive institutional policies hinder the general adoption of translanguaging. This implies that there is a big barrier to teacher isolation. The collaborations and exchanges of translanguaging strategies among teachers may have the effect of

developing collective efficacy and creating context-specific strategies. Wiryani et al. (2025) also argued that translanguaging should be formally recognized by schools and that translanguaging practices should be integrated into their curriculum and student support systems.

This implication of the findings is that supportive systems, including institutional and professional ones, are required to maintain effective translanguaging practices. It involves structured professional development, shared planning time, curriculum materials in more than one language, and a policy within institutions that explicitly recognizes and encourages translanguaging. Even individual teachers, eager as they may be to practice translanguaging, are unable to do it systematically and successfully without this kind of support.

5. CONCLUSIONS

Based on the findings, the study found that translanguaging is perceived by teachers and students as beneficial across five major themes: Cognitive and Academic Enhancement Supporting Classroom Participation, Affective Development and Confidence Building, Active Participation and Engagement, Inclusive and Equitable Learning Environment, and Language Development and Skills for Classroom Participation and Future Readiness. These themes collectively demonstrate that translanguaging supports deeper understanding of lessons, strengthens students' confidence, increases classroom participation, promotes inclusivity, and enhances language skills necessary for academic and professional growth. Both teachers and students recognized that allowing flexible language use creates a more supportive and participatory learning environment.

Furthermore, the study identified three major themes describing the challenges of translanguaging: Linguistic Barriers and Code-Switching Difficulties, Challenges with Technical and Academic Terminology, and the Need for Guidance and Pedagogical Support. These findings indicate that while translanguaging offers significant benefits, students may struggle with switching between languages smoothly, academic vocabulary may not always have direct translations, and teachers require structured support and professional development to implement translanguaging effectively.

Based on the findings of the study, the following recommendations are proposed:

1. For students, it is recommended that they actively utilize their home languages as learning resources to support comprehension and idea expression while gradually strengthening academic language proficiency. Students may also engage in collaborative discussions that allow peer support through translanguaging practices, thereby improving confidence and participation.
2. For teachers, it is recommended that translanguaging strategies be intentionally incorporated into classroom instruction through guided discussions, multilingual explanations, collaborative activities, and scaffolded use of academic vocabulary. Teachers may also develop strategies to address challenges related to code-switching and technical terminology, such as providing contextual explanations, multilingual glossaries, or structured language support during lessons. Continuous professional collaboration among teachers is likewise encouraged to share effective translanguaging practices.
3. For the school, it is recommended that institutional support be provided to strengthen the implementation of translanguaging. This may include organizing professional development programs or training workshops focused on multilingual pedagogy and translanguaging strategies. Schools may also promote policies and classroom environments that recognize linguistic diversity as an educational resource rather than a barrier to learning.

Despite its contributions, the study has certain limitations. The research involved only six participants from a single strand within one school, which limits the generalizability of the findings. Additionally, the study relied solely on interview data, which reflects perceptions rather than measurable academic outcomes. Future researchers may consider expanding the sample size, including participants from different strands or schools, and employing mixed-method approaches to examine the relationship between translanguaging and measurable academic achievement. Further studies may also explore the effects of translanguaging or investigate its impact in other learning areas beyond the HUMSS strand using different methods.

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