



Translanguaging Practices of English Teachers in Senior High School TVL Track

Catherine Diane C. Arella¹ & Evelyn J. Lumaday²

¹Sto. Tomas National High School, Santo Tomas, Davao del Norte, Philippines

²Davao del Norte State College, Panabo City, Davao del Norte, Philippines

Corresponding Author Email: arella.catherinediane@dnsc.edu.ph /
lumaday.evelyn@dnsc.edu.ph

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Abstract

Translanguaging has become the essential pedagogical practice in multilingual classrooms in the Philippines, particularly in the Technical Vocational Livelihood (TVL) Track in Senior High School where learners often struggle with English instruction. Understanding how teachers utilized translanguaging to address comprehension, engagement, and language development were crucial in improving instructional effectiveness. However, limited research explores on translanguaging practices from the perspective of teachers who are teaching TVL learners. This study investigated the translanguaging practices, challenges, and insights of English teachers in Senior High School TVL Track. Using a qualitative case study grounded in constructivism of eight purposively selected teachers from Sto. Tomas, Davao del Norte who were assigned to teach in Senior High School TVL track. Data were collected through in-depth interviews and analyzed through thematic analysis. The findings showed that teachers used translanguaging by integrating L1 to support comprehension, facilitate expression, develop language skills, and connect lessons to real-life contexts. However, they faced challenges such as overreliance on L1, limited English proficiency, time constraints, and conflicts with English-only policies. Despite these, teachers believed translanguaging enhances student engagement, confidence, and inclusivity while recognizing learners' identities. The study concludes that translanguaging is essential in TVL contexts and calls for flexible language policies and stronger institutional support.

1. Introduction and Review of Related Literature

Translanguaging in education is a pedagogical approach that enables learners to draw from their full linguistic repertoire to make meaning, communicate, and learn. The term was first introduced by Cen Williams in the 1980s as a bilingual teaching strategy in Welsh schools, where students would read in one language and write in another to deepen understanding and reinforce dual literacy. This foundational idea was later expanded by scholars such as García and Wei (2014), who reconceptualized translanguaging as a dynamic, fluid process that reflects how multilingual individuals naturally use language in everyday life. Vaish (2019) further emphasized that translanguaging serves as an effective pedagogical approach in multilingual classrooms because it enables learners to use their entire linguistic repertoire to support comprehension, participation, and literacy development. According to Vaish, allowing students to move flexibly between languages promotes meaningful learning and helps them access academic content more effectively. In Philippine classroom, translanguaging often involve the strategic use of different languages like English, Tagalog, and regional language like Bisaya,

Ilonggo or Ilokano to scaffold understanding, clarify complex concepts in English and foster inclusive participation.

In global perspectives, Andi et al. (2023) noted that in a multilingual classroom it often creates a significant challenge in comprehension barrier when English is the single dominant language that is used in language instruction. Supporting this concern, Macaro (2018) argued that while English Medium Instruction (EMI) may provide opportunities for global competitiveness and English language development, it may also create learning challenges when students and teachers have limited English proficiency. Macaro emphasized that language policies should balance content learning and language learning to ensure that students fully understand academic concepts. Farhana (2025) stated that learners are also expected to perform academically in a language they may not fully understand, which undermines both equity and learning outcomes. UNESCO (2025) also emphasized that ignoring learners' home languages in education systems contributes to exclusion and poor academic performance, especially among marginalized groups. Moreover, students from migrant, refugee, and indigenous backgrounds often face linguistic discrimination in schools that prioritize dominant language like English. These learners are frequently denied the opportunity to use their mother tongue, which leads to disengagement and academic underachievement. With these challenges, translanguaging emerges as a pedagogical response, allowing the students to access content and express themselves meaningfully. Windle and Possas (2023) illustrated how English teachers in Brazil use translanguaging to resist racial and linguistic hierarchies, especially in under-resourced public schools. Bautista and Kim (2025) also argued that while translanguaging is theoretically embraced in global discourse, its implementation is hindered by outdated curriculum standards and insufficient teacher training.

In Philippines settings, DepEd Order No. 36, s. 2006 mandated that English remains the medium of instruction in Senior High School Technical-Vocational-Livelihood (TVL) track to ensure the national educational policies which emphasizes the global competitiveness and international communication, however in classroom realities many students speak regional languages like Cebuano or Tagalog since students find it hard to speak in straight English language (William et al. 2025). Moreover, English proficiency remains a critical concern in the Philippines, given its status as a globally recognized language and its role in academic performance and professional domains. As a result, learners often experience difficulties in understanding English-based instruction, which affects their participation, confidence, and academic performance (Menozo, 2020; Manuel, 2022; Domingo, 2020). To address these challenges, teachers increasingly use translanguaging as a strategy to enhance comprehension and support learners' linguistic identities (Parba, 2024). However, challenges remain, including concerns about overreliance on the first language and its potential impact on English language development (Sulaiman & Taqi, 2020), as well as limited awareness and formal training in implementing translanguaging strategies (Barroga & Tampus, 2023). Local studies on the implementation of DepEd language policies reveal similar concerns. Studies examining Mother Tongue-Based Multilingual Education (MTB-MLE) found that although the use of learners' first language improves comprehension and classroom participation, schools encounter difficulties related to multilingual classrooms, limited instructional materials, inadequate teacher preparation, and inconsistencies between policy and classroom practice. These findings suggest that flexible multilingual practices such as translanguaging may help address the gap between policy expectations and classroom realities.

In Davao Region, the research of Deniega and Neri (2024) highlighted that English teachers experience difficulties in implementing English instruction in a multilingual classroom specifically in Davao de Oro. Teachers reported that students struggle with English proficiency, which somehow affect their participation and confidence, this leads to the teachers to resort to translanguaging. Similarly, Torrevillas (2022) also reported that students often have dilemmas in comprehending the subject matter, have limited vocabularies, struggles with pronunciation, and have difficulty in sentence construction. Such linguistic challenges highlight the urgency

to use translanguaging practices, especially in region like Davao del Norte where English proficiency remains a barrier for learning English. In the context of the TVL Senior High School students, these students often struggle with English Proficiency, prompting the teachers to use translanguaging practices to support comprehension and classroom engagement (Basaya & Bautista, 2024; Pascual, 2019; Pelayo, 2023). These findings emphasize the need for context-sensitive approaches in regions where linguistic diversity is prominent.

Furthermore, there is limited research that captures the practices, challenges and insights of public school teachers working within linguistically diverse classrooms at the senior high school level in TVL Track. The population teachers who are tasked with delivering English instruction while responding to students' multilingual realities remains underrepresented in translanguaging scholarship. Additionally, there is a lack of research that includes diverse geographical and cultural contexts, which is crucial for understanding the broader applicability of translanguaging practices (García & Wei, 2014). This gap highlights the need for studies that explore the unique challenges and benefits of translanguaging in TVL classrooms, providing insights that can inform more effective and inclusive teaching practices.

In spite of the increasing adoption of translanguaging practices in Philippine classrooms, particularly in Davao del Norte there is a remaining knowledge gap on how this practice translates on classroom context on how teachers actually implement translanguaging practices specifically in the Senior High School TVL setting. Most existing studies focus on primary or middle school settings, leaving a gap in understanding how these strategies are implemented and experienced at the senior high school level in TVL track specifically in Davao del Norte.

The Senior High School English Teachers teaching in TVL Track are well-positioned to provide rich insights into translanguaging practices for these learners exhibit low English proficiency. A study by Romero et al. (2023) identified the students in the TVL track as especially vulnerable to language-related challenges, noting that many learners had struggled with English since elementary and continued to face difficulties as they reached SHS. Moreover, Kilag et al. (2024) identified that there are recurring difficulties in grammar, pronunciation, vocabulary mastery, and reading comprehension among TVL students, attributing this to low intrinsic motivation, limited exposure to English, and lack of contextualized instruction. Building on these insights, this study presents a unique case for it foreground translanguaging as a pedagogical response in the underexplored context of SHS TVL English teachers. This investigation will capture the realities of English teachers who practices translanguaging inside their classroom.

Research Objectives

This study aimed to explore the translanguaging practices employed by the different English Senior High School Teachers teaching in TVL Track in the Municipality of Santo Tomas. Specifically, it sought to:

To identify the translanguaging practices employed by the Senior High School TVL English teachers in their classroom instruction.

To determine the challenges encountered by the Senior High School TVL teachers when using translanguaging practices in the classroom.

To analyze the insights gained by Senior High School TVL teachers from their experiences in employing translanguaging practices.

Research Design

This study is rooted in constructivism, which emphasizes understanding in the subjective meanings and contextual experiences of the Senior High School English teachers teaching in TVL track in using translanguaging practices in their class. Constructivism is particularly appropriate for exploring how TVL English teachers in the different schools in the Municipality of Sto. Tomas, Davao del Norte, who engage in translanguaging strategies, as it prioritizes the lived realities, personal interpretations and co-construction of knowledge between the researcher and participants. Priyamvada (2019) emphasizes that constructivism is actively built

through the experiences, social interaction and contextual meaning-making that is appropriate lens in exploring the translanguaging practices of English teachers in a diverse TVL Track setting.

This study utilized a qualitative research approach to explore the beliefs, practices, and interactions of Senior High School English teachers in TVL track as they engage in translanguaging practices. As Creswell (2012) and Ahmed (2025) emphasized that qualitative research is ideal for studies that focuses on participants meaning-making processes and that require a deep understanding of phenomena as they unfold in natural setting and in-depth exploration of complex human experiences, behaviors, and social structures, capturing nuances that quantitative methods may not fully reveal.

A case study method was used to provide an in-depth examination of translanguaging practices within a bounded group of Senior High School TVL teachers. This approach enabled the researcher to capture actual classroom practices and teachers' perspectives (Hassan, 2024).

Research Participants

The participants of this study were the 8 Senior High School Grade 11 English teachers assigned to the TVL track from schools in Sto. Tomas, Davao del Norte. They were purposefully selected for their direct engagement with the linguistically diverse learners in TVL track, these teachers offer rich, context-sensitive insights into translanguaging practices. The participants must be currently teaching English subjects under TVL Track and must be handling English subjects. They must have at least one year of teaching experience in the TVL Track and must be willing to participate in the study. Teachers from other strands such as the Academic Track are excluded. Newly hired teachers with less than one year of experience are not included and those teachers who decline participating in the study. As Creswell (2013) emphasizes, qualitative inquiry benefits from participants who are information-rich and situated within the phenomenon under study. Subedi (2016) further advocates for selecting participants whose lived experiences reflect the sociocultural complexity of multilingual classrooms. Ahmed (2025) supports this approach, noting that in single-case studies, depth and diversity of perspective are prioritized over sample size, especially when exploring pedagogical agency and insights in constrained educational environments. Table 1 illustrates the participants of the study from the 4 schools at the municipality of Sto. Tomas.

Data Gathering Procedure

The data gathering procedure for this study was carefully planned and executed to ensure the collection of relevant information. Data collection started after securing approval from the different institutional authorities and informed consent from participants, ensuring ethical compliance throughout the study. Approval was first obtained from the Dean of the Institute of Advance Studies (IAdS) at Davao del Norte State College through formal request outlining the study's objectives and significance. Permission was also secured from the Schools Division Superintendent of Davao del Norte to conduct the study at the different schools in Sto. Tomas, Davao del Norte. Moreover, school principals and selected English teachers were informed and invited to participate.

A researcher-made semi-structured interview guide and informed consent form were developed and validated by experts to support data collection. Interviews were conducted at the designated places that is free from any distraction and ensure privacy of the participants. The interview sessions were audio recorded to ensure completeness and accuracy of the data. The audio recordings were manually transcribed by the researcher in order to have a careful and detailed reproduction of participants' responses. To uphold the integrity and reliability of the data, interview transcripts were validated by an expert validator to ensure that the data corresponds with the audio recording. Following the transcription and validation of the interviews, each participant will be assigned a distinct identification code (IDI code) to maintain confidentiality and support organized data analysis.

Research Instrument

This study utilized the in-depth interview as its sole research instrument, designed to gather rich, detailed narratives from participants when it comes to their translanguaging practices in Senior High School classrooms. In-depth interviews are particularly suited for qualitative case study as they allow participants to reflect, elaborate and reveal their experiences and the complexities of their pedagogical decisions. According to Creswell and Creswell (2023), in-depth interviews are a reliable tool in qualitative research, especially when the goal is to understand how individuals make sense of their experiences within a bounded system. Subedi (2021) further emphasizes that in-depth interviews are ideal for capturing context-sensitive data, allowing researchers to explore phenomena from the participants' own perspectives. The interview guide used in this study was carefully constructed to align with the research questions and theoretical framework, ensuring that the data collected would be both relevant and ethically sound.

Data Analysis

This study utilized Braun and Clarke's (2006) six-phase thematic analysis to systematically examine the validated interview transcripts. This approach provided a systematic and flexible framework for interpreting the pedagogical practices, linguistic choices and professional reflections of English teachers navigating translanguaging as their strategy in teaching in the Senior High School setting. The thematic analysis is suited to a qualitative inquiry for it enables the researchers to identify pattern of meaning, construct context-sensitive themes, and generate nuanced insights from narrative data (Braun & Clarke, 2006; Nowell et al., 2017).

Ethical Considerations

This research was anchored in the ethical principles articulated in the Belmont Report (1979), which serves as a foundational guide for conducting studies involving human participants. It outlines core principles respect for persons, beneficence, and justice that ensure ethical integrity throughout the research process (Czubaruk, 2019). Beyond this, ethical considerations in research function as a framework that shapes the design, implementation, and data collection procedures of any investigation. Researchers working with human subjects are expected to uphold these principles consistently to safeguard participant welfare and maintain research credibility (Bhandari, 2021). In alignment with these standards, the present study implemented rigorous ethical safeguards to protect participants and ensure the validity and impartiality of its findings.

The researcher ensured that all ethical principles were observed throughout the study, beginning with the disclosure of conflict of interest, wherein no financial gain or personal advantage influenced the conduct or credibility of the research, as all data were collected solely for academic purposes with full objectivity and transparency. Respect for person was upheld by ensuring voluntary participation, recognizing participant's autonomy, and providing additional protection for those who may have diminished capacity, thereby fostering trust and informed decision-making. Informed consent was secured through clear, continuous communication of the study's purpose, risks, and benefits, ensuring that participants freely agreed to participate. Confidentiality was strictly maintained in accordance with the Data Privacy Act of 2012, safeguarding all personal and identifiable information. The principle of justice was observed by ensuring fair and non-discriminatory selection and treatment of participants, while vulnerability was carefully addressed by recognizing possible pressures related to institutional roles and implementing appropriate safeguards. Ethical recruitment strategies were employed to promote transparency and voluntary participation, while potential risks such as discomfort or reputational concerns were minimized through anonymization and the option to withdraw or skip questions. The study also maximized potential benefits by contributing to participants' professional growth and broader educational improvements. In addition, community considerations were integrated to ensure cultural sensitivity, inclusivity, and shared benefits among stakeholders. Finally, the safety and well-being of participants were

prioritized by conducting all research activities in secure, approved school settings that ensured privacy, comfort, and an environment conducive to open and respectful engagement.

2. Results and Discussion

Translanguaging Practices of English Teachers in Senior High School TVL Track

This section presents the translanguaging practices of eight English teachers from the different schools in the Municipality of Sto. Tomas who offered significant statements into their translanguaging practices in Senior High School TVL Track. Their responses were analyzed and organized into four key themes: Translanguaging for Comprehension and Instruction, Translanguaging for Facilitating Student Expression and Gradual Language Development, Using Translanguaging to Support English Learning and Production and Using Translanguaging to Contextualize Learning Through Real-Life Experiences. Figure 1 illustrates the translanguaging practices of English Teachers in Senior High School TVL Track.

Theme 1. Translanguaging for Comprehension and Instruction

In classroom realities of English teachers who were teaching in Senior High School TVL Track they often faced challenges in which the TVL learners struggle to grasp English instruction which led to the use of translanguaging by the teachers. This theme highlights how translanguaging practices support students in expressing their ideas more freely while gradually developing their English proficiency. It emphasizes the role of the teacher by allowing the learners to use their first language specifically Bisaya to express thoughts, participate in discussions, and construct meaning before gradually transitioning these ideas into the English language. While this reflects what teachers do, it also shows how students benefit from the use of L1, as it allows them to better grasp the ideas, follow instructions more clearly, and participate actively during lessons. Moreover, this approach reflects a scaffolded learning process where students are not pressured to perform in English alone, but instead they are guided through step-by-step language development.

This aligned with the findings by García and Wei's (2014) Translanguaging Theory, which argues that bilingual learners draw from their full linguistic repertoire to construct meaning, rather than separating languages into rigid systems. In this sense, translanguaging allows teachers to strategically mobilize students' first language as a cognitive and instructional resource. This theoretical perspective affirmed that translanguaging serves as an effective instructional approach that supports comprehension and instruction by using TVL learners' linguistic resources in a purposeful and meaningful way.

While this practice offers clear advantages, it also presents certain limitations. Frequent reliance on translation and code-switching may reduce students' exposure in the English language which is also needed for the students to develop their communication skills in speaking and writing. Some TVL learners also use their L1 too much in explanations instead of attempting to process information in English language which can limit their language development.

Theme 2. Translanguaging for Student Expression and Gradual Language Development

Translanguaging supports students in expressing their ideas while gradually developing their English language skills. In many TVL classroom, learners often struggle to communicate in straight English due to their limited vocabulary, confidence, or fluency. As a result, teachers allow the use of the students' first language as a starting point for expression. Enabling them to articulate their thoughts more freely and meaningfully rather than restricting them to use English. Through this practice, students are given opportunity to organize their thoughts and ideas using familiar linguistic resources before transitioning to English. This not only reduce anxiety but also encourages participation, as TVL learners feel more comfortable to contribute to the discussion. Over time, teachers guide the students in refining their responses and gradually shift from L1 to English output. This way translanguaging serves as scaffold that

bridges the students' language ability to their target language development promoting both confidence and progress in learning.

The finding is aligned in recent studies of Rajendram & García (2024) and Wei (2021) further emphasize that translanguageing enhances participation and comprehension in multilingual classrooms by reducing cognitive and linguistic barriers. In educational contexts, Cenoz & Gorter (2021) argued that this practice is particularly effective in supporting gradual language development, as it allows learners to first formulate ideas in a familiar language before shifting toward academic English production. Moreover, research highlights that translanguageing fosters inclusive participation by enabling learners with varying proficiency levels to engage meaningfully in classroom discourse without fear of linguistic inadequacy.

While the findings are valuable, there are limitations to consider on how some learners may struggle when transitioning from Bisaya to English, especially if teachers just let them express freely in Bisaya. This creates a difficulty in constructing accurate sentences or organizing thoughts in English. In addition. This process requires more time for learners since they are going to process their thoughts in two languages, which may slow down their responses and slows down classroom discussions. In general, this approach facilitates meaningful student expression and support gradual language development but it must be applied strategically to ensure accurate translation, sustained engagement, and effective communication in a TVL classroom. Moreover, overtime students may feel hesitant or they lack confidence when using English.

Theme 3. Using Translanguageing to Support English Learning and Production

Another translanguageing practice identified in the findings is the use of learners' first language (L1) to support English learning and production. This theme highlights how teachers strategically integrate translation activities and L1 use as scaffolding mechanisms to facilitate students' understanding while gradually guiding them toward producing outputs in English. Through translation-based practices, such as translating words, phrases, instructions, and responses, students develop greater awareness of linguistic structures, meanings, and differences between English and their L1. This process helps enhance their vocabulary, build metalinguistic awareness, and deepen their understanding of how meaning is constructed across languages. At the same time, teachers maintain a balance by allowing L1 for comprehension and participation while requiring students to produce outputs in English in tasks such as writing, presentations, and performance activities. In this way, translanguageing functions as a bridge that supports both understanding and language production, enabling students to gradually transition from dependence on L1 to more confident use of English. However, this approach requires careful implementation to ensure that L1 use does not replace opportunities for English practice, but rather supports the development of learners' proficiency in the target language.

However, by using the L1 of the students there would be some inconsistency in language use during classroom activities. When English and Bisaya are used interchangeably, students may become unclear about when to use the target language, which can affect their ability to consistently apply English in their tasks. It may also reduce the students' exposure to academic English vocabulary and structures. This may affect their ability to develop formal language skills that is needed in academic writing and performance-based tasks.

Overall, the use of translanguageing through L1 plays an important role in students English learning and production to provide understanding to expression. Through translation activities and guided translations students are able to develop their language awareness and gradually build their confidence. On the other hand, while L1 serves as an effective scaffold, it must be use carefully to ensure that students are also given enough opportunities to practice and produce language. This balance is essential in promoting both learning and development of English proficiency among TVL learners.

Theme 4. Using Translanguaging to Contextualize Learning Through Real-Life Experiences

This refers to the instructional practice of connecting classroom lessons to students' everyday experiences, familiar environments, and culturally relevant situations. This theme highlights how teachers make use of real-life examples, local settings, and relatable scenarios to help learners better understand abstract concepts and academic content. By anchoring lessons in contexts that students recognize such as home activities, community practices, or local experiences learning becomes more meaningful, accessible, and easier to retain. This approach also strengthens comprehension by allowing students to link new knowledge with prior experiences, thereby making the learning process more engaging and relevant to their lives.

Contextualizing lessons allow teachers to make academic content more meaningful and accessible. From a sociocultural perspective by Vygotsky (1978) learning is influenced by the students' prior experiences and social environment, as learners construct meaning based on what is familiar to them. When situated in the findings, integrating Mobile Legends or other relatable experiences of students it allows them to connect new concepts with their existing knowledge, making learning more meaningful. Fernandez (2024) affirms that adapting examples, vocabulary and activities to students lived realities can enhance comprehension and participation especially in a multilingual and multicultural classrooms.

On the other hand, contextualizing learning through real-life experiences enhance relevance and engagement, it may present certain challenges. While it makes lessons more relatable to students it could also make them focus more on familiar contexts rather than fully understanding the academic content. It may also difficult to transfer their knowledge from these familiar situations to more abstract or unfamiliar tasks which may affect their overall learning development.

Challenges Faced by English Teachers upon Implementing Translanguaging Practices in Senior High School TVL Track

The second research question focuses on the challenges encountered by teachers while implementing translanguaging in their TVL class. While translanguaging offer a lot of benefit when it comes to comprehension, engagement, reducing anxiety and being inclusive teachers reveal that there are also some challenges that they have encountered while using translanguaging in their TVL class. The participants responses were categorized into four major themes: Over-Reliance on L1 and Limited English Language Development, Time-Consuming Instructional Delivery in Bilingual Teaching, Tension between English Policy Expectations with Translanguaging Practice, and Limited English Performance in Oral and Task-Based Activities.

Theme 1. Over-Reliance on L1 and Limited English Language Development

While translanguaging has emerged as a helpful tool for scaffolding that supports understanding, engagement, creates inclusive classroom and help builds confidence among TVL students. There were also some noticeable challenges that has emerge while implementing translanguaging practices of teachers in their TVL classes. One of them is the growing reliance on vernacular languages in the classroom like Bisaya and it led to a noticeable decline in students' English Proficiency. This theme highlights the challenges associated with excessive reliance on students' first language in the classroom and its potential impact on English language development. While translanguaging allow students to use their L1 to understand lessons and express ideas more confidently, overdependence on L1 may limit their opportunities to practice and develop proficiency in English. Teachers observed that when students frequently rely heavily in Bisaya, they become less motivated to use English particularly in speaking or even writing activities which result to slower progress in language acquisition.

By shifting between Bisaya and English for students to process the information more effectively. Nida's Functional Equivalence (1964) supports the use of L1 as it emphasizes that effective communication depends on the accurate transfer of meaning rather than the literal translation.

However, despite these theoretical supports, the findings reveal that overdependence on L1 may limit students' exposure to English which is essential for developing proficiency in the target language. While students are able to understand content through L1, they may struggle to produce an output or response in English, resulting to limited vocabulary, reduced fluency, and difficulty in constructing grammatically correct sentences.

Theme 2. Time-Consuming Instructional Delivery in Bilingual Teaching

Translanguaging practices can directly influence how smooth the lessons will proceed and how effectively classroom activities are managed. While shifting between languages can help clarify difficult concepts, it also often disrupts the natural flow of instruction and requires teachers to pause, translate or re-explain ideas. These interruptions can slow down the pacing of lessons, create uneven participation and make it harder for teachers to maintain focus and structure in the classroom. Managing different linguistic abilities especially between TVL and Academic strand adds another layer of complexity, teachers must frequently adjust their pacing, provide extra scaffolding and alternate languages to maintain student understanding. These adjustments create challenges in the classroom management and instructional flow inside the TVL classroom while implementing translanguaging practices. This theme reflects the practical tension teachers experience as they use translanguaging practices inside the classroom.

Similar trends were reported in the study of Ticheloven et al. (2021) that confirm that teachers experience slower instructional pacing when shifting between languages. It was also confirmed by the teacher participants that indeed in using translanguaging can be challenging when it comes to time management for the teachers need to manage multiple language that disrupt the lesson flow.

In Sociocultural Theory of Vygotsky (1978) it was emphasized that learning occurs through social interaction and scaffolding, where language serves a primary tool for meaning-making. In a multilingual classroom like the TVL setting, this requires the teachers to switch between languages to support students' understanding, which can slow down lesson delivery due to repeated explanations and clarifications of concepts. While translanguaging supports meaningful learning, these theoretical perspectives suggest that it also presents challenges in instructional pacing, as teachers must balance the need for comprehension with time constraints in the classroom.

Theme 3: Tension between English Policy Expectations with Translanguaging Practice

The use of translanguaging in English instruction presents a continuing challenge for TVL teachers as they attempt to balance institutional expectations with classroom realities. On one hand, educational policies and curriculum standards emphasize the use of English as the primary medium of instruction to develop learners' communicative competence and academic proficiency. On the other hand, teachers recognize that students often struggle to understand and express themselves in English, making the use of their first language a necessary instructional support. This creates a tension between maintaining English language expectations and ensuring meaningful student participation and comprehension. As a result, teachers are often required to negotiate when and how translanguaging is used so that it supports learning without compromising the goal of English language development.

This creates a systemic mismatch that affects instruction and learning outcomes. As Executive Order No. 210 (2003) and DepEd Order No. 36, s. 2006 mandated that English is the primary medium of instruction in all public and private institutions of learning in the secondary level. The percentage of time allotment for learning areas conducted in the English language should not be less than 70% of the total time allotment. With this, there is a clear

misalignment between national language policy and classroom practices particularly in the senior high school TVL track that was expected to give at least 70% time for English instruction however, teachers report that these expectations do not align with the students' actual linguistic capabilities especially students who struggle with English comprehension even in senior high school level.

Cummins' (1979) Linguistic Interdependence Hypothesis highlights that the development of academic language proficiency was English is supported by the learners' L1. This suggests that restricting L1 may hinder rather than support students' language development. However, despite this theoretical support, teachers often face pressure to ensure that students produce outputs in English to meet academic standard. These theories illustrate that the tension arises from the mismatch between policy requirements and the linguistic realities of multilingual learners like the TVL students.

Theme 4: Limited English Performance in Oral and Task-Based Activities

Upon implementing translanguaging in a TVL class, teachers reported that performance tasks present a significant challenge in sustaining students' use of English. Many TVL students struggle to complete oral tasks, role-plays, and simulated interviews in English finding it difficult to speak fluently or confidently without reverting to Bisaya. With this scenario inside the classroom, the teachers help the students by allowing scripts, repeated rehearsals and guided practice session to help learners prepare for English-based outputs. While these strategies offer support, they also carry a deeper instructional constraint that students can often perform acceptedly only when heavily scaffolded rather than through spontaneous English use. This theme reflects the ongoing challenge teachers face as they struggle to balance the demands of performance-based assessments with the linguistic limitations of their TVL students.

With this result, teachers noted that while translanguaging helps students understand and support learning but it does not build fluent English output that is required for performance tasks. This result is consistent with the findings of Sulaiman and Taqi (2020) that although translanguaging helps students understand lessons better, it does not significantly improve their English language proficiency especially in speaking.

In Vygotsky's (1978) Sociocultural Theory, it emphasizes that language development occurs when through interaction and the use of familiar linguistic tools. When students rely heavily on their first language to construct meaning, they may struggle to independently produce responses in English, especially in oral and performance-based tasks. This difficulty becomes evident when the TVL learners are required to communicate ideas in English without sufficient scaffolding. In addition, Cummins' (1979) Linguistic Interdependence Hypothesis suggests that while L1 can support development in English proficiency, the transition to academic language use in English is requires active practice and exposure. Without sufficient opportunities to use English in meaningful contexts, learners may struggle to develop their Cognitive Academic Language Proficiency. This creates a challenge for learners as they move beyond understanding concepts to accurately express them in English.

Insights Generated from English Teachers upon Employing Translanguaging Practices in Senior High School TVL Track

The Third research question focused on the insights of the English teachers upon employing translanguaging practices in senior high school TVL track. Based on the data gathered from the Eight participants, there were three themes generated: Translanguaging as a Driver of Learner Engagement, Confidence, and Inclusive Participation, Translanguaging as Recognition of Learner Identity and Contextual Fit in TVL Education, and Balancing Translanguaging and English Proficiency Development.

Theme 1: Translanguaging as a Driver of Learner Engagement, Confidence, and Inclusive Participation

Translanguaging plays a significant role in enhancing learner engagement, confidence, and inclusive participation in the classroom. By allowing students to draw on their full linguistic

repertoire, it creates a more supportive learning environment where they can express ideas more freely and participate actively in discussions and tasks. This approach is especially beneficial for learners with limited English proficiency, as it reduces anxiety and encourages interaction without the pressure of strict language boundaries. As a result, translanguaging fosters a more inclusive classroom atmosphere where students feel valued and more willing to engage in the learning process.

The findings of this study aligned through Sociocultural Theory of Vygotsky (1978) in which by using translanguaging and acknowledging the familiar linguistic of the TVL students, it enables the students to actively participate in the class discussion, to boost their confidence and to engage in the task.

While translanguaging enhances learner engagement, confidence, and inclusive participation, its effectiveness depends on how it is balanced with opportunities for students to use English. Without sufficient exposure to English and letting the students rely too much in Bisaya may delay their language development. Therefore, translanguaging must be used strategically to support participation while still promoting active use of English in Classroom tasks.

Theme 2: Translanguaging as Recognition of Learner Identity and Contextual Fit in TVL Education

Translanguaging serves as an important approach in recognizing learners' linguistic identities and ensuring contextual fit in TVL education. It acknowledges that students come from diverse linguistic backgrounds and that their first languages are valuable resources in the learning process. By allowing learners to use their own language alongside English, translanguaging validates their identity and makes learning more relatable and meaningful. In the context of TVL education, where practical skills and real-world application are emphasized, translanguaging helps bridge the gap between classroom instruction and learners' everyday experiences. This approach supports clearer understanding of concepts while respecting the cultural and linguistic realities of the students, leading to more effective and inclusive learning.

This pedagogical adjustment aligns with Cummins (1979) Linguistic Interdependence Hypothesis which argues that second-language development is supported not hindered by well-developed first language skills as a cognitive and academic abilities transfer across languages. This explains why teachers in this study viewed translanguaging as an instructional necessity rather than a weakness. When teachers adjusted instruction and allowed students to draw from their first language, they are not lowering their standards but enabling access to meaning. In the TVL context where students often struggle with English translanguaging ensures that learning continues rather than focusing under monolingual expectations.

Theme 3: Balancing Translanguaging and English Proficiency Development

An important insight emerging from classroom practice is the need to carefully manage the use of translanguaging to avoid overdependence on students' first language (L1). While translanguaging effectively supports comprehension and idea development, it also reveals a potential risk students may rely too heavily on L1, limiting their exposure to and practice of English. This insight highlights the importance of achieving a balance using translanguaging as a scaffold while intentionally creating opportunities for students to develop their English proficiency. Ultimately, guided and purposeful use of both languages can support deeper learning while fostering gradual confidence and competence in English.

This is supported by established theories on multilingual education. García and Wei (2014) argue that translanguaging allows learners to draw on their full linguistic repertoire to construct meaning, but they also emphasize that it should be strategically guided to promote balanced language development. Similarly, Cummins' Interdependence Hypothesis (Cummins, 2000; Cummins, 2017) explains that while L1 use can support cognitive development and understanding, continued exposure and practice in the target language are essential for achieving academic language proficiency. In addition, Cenoz and Gorter (2021) highlight that

effective translanguaging practices require careful pedagogical planning to ensure that it enhances rather than replaces target language learning.

3. Conclusions

This study examined the role of translanguaging practices among English teachers in TVL track, focusing on their practices, challenges, and insights. The findings reveal that translanguaging functions as a systematic and intentional instructional practice that supports comprehension, participation, and task completion. Teachers strategically use Bisaya to translate instructions, explain abstract and technical concepts, and contextualized lessons, making content more accessible and relevant to TVL students. Beyond comprehension, translanguaging fosters active participation and engagement by allowing students to generate ideas and communicate using their first language. It also serves as a scaffold toward English proficiency, gradually guiding students from L1 use to English output. However, the study also highlights persistent challenges, including concerns about overreliance on Bisaya potentially limiting English practice, time constraints affecting instructional pacing, and tensions between classroom realities and English-only institutional policies.

These findings carry significant implications for multilingual education, classroom practice, and language teaching in TVL contexts. The results suggest that translanguaging should be recognized as a legitimate and strategic pedagogical approach rather than an informal or remedial practice. A balanced instructional approach is necessary one that allows the use of L1 for comprehension while maintaining English as the target language for output and assessment. Teachers are encouraged to apply intentional scaffolding strategies, such as gradual transition to English, collaborative translation, and guided practice, to prevent dependency on the first language. Furthermore, language teaching and assessment practices must become more flexible and student-centered by distinguishing between content mastery and language proficiency, ensuring that students are not unfairly disadvantaged due to limited English fluency.

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Author Bio

Catherine Diane C. Arella, LPT, is a Teacher II at Sto. Tomas National High School from DepEd Division of Davao del Norte. She is currently teaching Grade 11 Senior High School in both Academic and Technical-Vocational-Livelihood Track, where she handles Life and Career Skills and Effective Communication Subjects. She has been a teacher of the institution since 2020.