



## ENGLISH AND HILIGAYNON : PERCEPTION OF ENGLISH TEACHERS ABOUT USING TRANSLANGUAGING

by

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### Abstract:

*Understanding teachers' views concerning Translanguaging is expected to be the best way to overcome linguistic barriers in English classes. This research investigates English teachers' perceptions of using translanguaging methods (English and Hiligaynon) when teaching English subjects in ESL classes. The research method used was descriptive qualitative, with the participants being grade 7 teachers at the junior high school level at Capiz National High School, Philippines. This research instrument is an interview, and data was collected by conducting semi-structured interviews via video call via Facebook Messenger. The data analysis technique for this research uses thematic data analysis. The research results show that teachers perceive translanguaging as a valuable tool for learning English. It not only enhances comprehension but also promotes cognitive development, student confidence, and participation in the classroom. In conclusion, teachers view translanguaging positively in countries where English is a second language when teaching English subjects. Translanguaging promises enhanced communication, cognitive development, inclusive learning, literacy development, and knowledge transfer across disciplines in English language classrooms.*

**Keywords:** Teachers' Perception, Translanguaging, ESL Class.

### Abstrak:

*Memahami pandangan guru tentang Translanguaging diharapkan dapat menjadi cara terbaik untuk mengatasi hambatan linguistik di kelas bahasa Inggris. Penelitian ini menyelidiki persepsi guru bahasa Inggris tentang penggunaan metode translanguaging (bahasa Inggris dan Hiligaynon) saat mengajar mata pelajaran bahasa Inggris di kelas ESL. Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan partisipannya adalah guru kelas 7 tingkat SMP di Capiz National High School, Filipina. Instrumen penelitian ini merupakan wawancara, dan data dikumpulkan dengan melakukan wawancara semi terstruktur melalui video call melalui Facebook Messenger. Teknik analisis data untuk penelitian ini menggunakan analisis data tematik. Hasil penelitian menunjukkan bahwa guru menganggap transbahasa sebagai alat yang berharga untuk belajar bahasa Inggris. Ini tidak hanya meningkatkan pemahaman tetapi juga meningkatkan perkembangan kognitif, kepercayaan diri siswa, dan partisipasi di kelas. Kesimpulannya, guru memandang transbahasa secara positif di negara-negara di mana bahasa Inggris adalah bahasa kedua ketika mengajar mata pelajaran bahasa Inggris. Translanguaging menjanjikan peningkatan komunikasi, perkembangan kognitif, pembelajaran inklusif,*

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*pengembangan literasi, dan transfer pengetahuan lintas disiplin ilmu di ruang kelas bahasa Inggris.*

**Kata Kunci:** *Persepsi Guru, Translanguaging, Kelas ESL.*

## INTRODUCTION

English is a universal language since it is the primary language in most of the world's countries. It is also known as the worldwide language (Maduwu, 2016). However, many students are struggling to learn English. One of the factors contributing to this problem is that English is not their mother tongue (Zulfitri & Nurlaili, 2019). The translanguaging method is one method that can be used to help students learn English. The primary aims of this research are to recognize the level of teacher acceptance of Translanguaging, to determine teacher perceptions regarding the use of translanguaging in the classroom, and to improve the quality of language education. Many previous studies have examined translanguaging in the classroom (Raja et al., 2022; Sahib, 2019; Sahib et al., 2020; Santoso & Hamied, 2022; Yuvayapan, 2019). Previous research findings indicate that teachers' perceptions of translanguaging in the classroom are generally positive in aligning English as a foreign language or EFL context. Teachers believe Translanguaging can enhance language learning, increase student participation, and create a more accommodating learning environment.

These studies have found various exciting results and conclusions. However, gaps still need to be studied further because previous research is limited to teachers' perceptions of using translanguaging in the classroom in countries where English is a foreign language and in the context of EFL education. This is what differentiates this research from previous research. This research aims to see whether teachers' perceptions of translanguaging in the classroom are also positive in countries where English is a second language and in the context of ESL education.

Previous research on translanguaging in the classroom has yielded valuable insights. However, a significant gap exists – most studies have focused on contexts where English is a Foreign Language (EFL) and not a Second Language (ESL). This distinction is crucial. EFL learners typically have limited exposure to English outside the classroom, while ESL learners often use English in daily life alongside their native language. This difference in language environment can significantly impact teachers'

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perceptions and implementation of Translanguaging. By focusing on ESL environments, this research delves into a previously unexplored area and provides a more nuanced understanding of how teachers view translanguaging as a communication bridge in English language learning. This knowledge can be instrumental in developing effective strategies for integrating Translanguaging into ESL classrooms and, ultimately, enhancing student learning.

This research was hoped to significantly contribute to developing and applying translanguaging in education for various parties, including teachers, students, educational policymakers, and researchers (Zabrodska, 2013). First, this research can contribute to translanguaging knowledge and theory, particularly regarding how teachers perceive and understand this method. This is critical for creating a more comprehensive and successful theory of translanguaging (García & Lin, 2017). Second, understanding teacher views enables policymakers to develop policies that are more appropriate and easier to implement in promoting translanguaging in schools (Putrawan, 2022). Third, the study's findings can help teachers enhance their comprehension and capacity to use Translanguaging in the classroom (García & Lin, 2017). Fourth, effective translanguaging implementation can improve teaching and learning quality, which can help increase students' motivation, engagement, and achievement in learning English (Liando et al., 2022). Fifth, Translanguaging provides space for students to use their mother tongue in the process of learning English so that they feel more comfortable and confident in communicating, and it can increase students' confidence in using English (Sanjaya & Sumardi, 2023).

The Philippines has two official languages: English and Filipino. Government, education, and business are all conducted in English, whereas culture and national identity are expressed in Filipino. However, numerous other languages are spoken in the Philippines, and English and Filipino are not always the preferred modes of communication. People frequently use a combination of English and Filipino, known as Taglish (Bautista, 2017). The Philippines had previously been a Spanish colony for three centuries, until in 1898, America took control. America immediately implemented English language teaching in schools (Wikipedia contributors, 2024). Afterward, the use of English became more widespread among Filipinos. It is widely spoken throughout the

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country as a second language, along with Filipino and about 180 other languages (Lewis, M. Paul, 2016). American English and Tagalog are very familiar with their particularities from Filipino English, one of which is lexicality (Lesho, 2018). It can be concluded that Filipino English is an adaptation of American English, which is influenced by the Filipino way of speaking itself, which makes the language into English with its version, which still maintains the actual value of the original language source.

Although English is the official language of the Philippines, Hiligaynon still plays an essential role in Filipinos' daily lives. Hiligaynon is one of the Philippines' most widely spoken regional languages, spoken by approximately 10 million people in the Western Visayas region. Hiligaynon is a language of Malayo-Polynesian origin, with more than 9 million speakers in the Philippines (Michel et al., 2020). The utterance of a specific term or thing agreed upon by the community that speaks it is considered an utterance of a term whose existence has been agreed upon (Sales, 2022). This is also the case with the Hiligaynon language, whose language has generally been recognized by its speakers and society. Hiligaynon, commonly referred to as Ilonggo, is part of the Bisayan language group, which is primarily spoken in the provinces of Western Visayas and SOCCSKSARGEN (South Cotabato, Cotabato, Sultan Kudarat, Sarangani and General Santos) (Michel et al., 2020). Using English and Hiligaynon in the Philippines creates a context in which Translanguaging is likely to occur. Bilingual and multilingual Filipinos often use a combination of English and Hiligaynon in their daily lives. This can include using English words and phrases in Hiligaynon sentences or using Hiligaynon words and phrases in English sentences.

The Philippines is one of the countries that uses English as a second language. English has an essential role in Filipino people's lives in terms of education, work, and communication. However, English education in the Philippines faces various challenges, including the low level of students' English proficiency. Usually, teachers, especially English teachers, in teaching English as a second language, must introduce a new language that may not be familiar to use. On the other hand, the teacher must ensure that students understand what is being said. Usually, English teachers take the initiative to translate the language. Sometimes, the teacher speaks in English first, then translates

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into Hiligaynon. Other times, the teacher speaks in Hiligaynon or a local language and then translates it into English. Student subjectivity is the impact obtained when we understand the meaning of using Translanguaging (Santoso & Hamied, 2022).

Perception is an essential psychological aspect for humans in understanding the world around them. Definitions of perception vary, but the essence is the same, namely direct response to something, the process of knowing something through the five senses, giving meaning to individuals, and the process of obtaining, interpreting, selecting, and organizing sensory information to the Big Indonesian Dictionary (KBBI) quoted by (Jayanti & Arista, 2019); (Barus, 2020); (Hakim et al., 2021); Sarwono (2009:24 in Listyana, 2015). Both internal and external influences influence perception. Internal elements like emotions, expectations, and past experiences can all impact how people understand information. Perceptions can be influenced by external elements such as the social, cultural, and physical setting (Jayanti & Arista, 2019). Teachers' impressions of their pupils might influence how they teach and interact with them in a classroom environment. Teachers must understand how their perceptions affect their teaching and interaction with pupils. Teachers must endeavor to have a good attitude toward their pupils and establish a learning atmosphere that encourages every student to continue to improve.

Language is an essential communication tool for humans to convey messages, thoughts, feelings, and goals. According to Noermanzah (2019), language as a communication tool means that language is a series of sounds that are systemic, in the form of symbols, arbitrary, meaningful, conventional, unique, universal, productive, varied, dynamic, human, and a means of social interaction that replaces individuals in stating something or expressing themselves to their interlocutor in a social group as a means of communication and identity of the speaker. Language use allows interaction, forming social bonds, understanding the environment, and self-expression in communication between individuals and groups. In a multilingual society, people often use several languages in everyday life. This practice is known as translanguaging. Two or more languages in a person's repertoire are equally crucial in meaning-making, and one particular language should not be considered more important than another (Prasetya, 2021).

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Translanguaging was not originally intended as a theoretical concept but as a descriptive label for a particular language practice (Wei, 2018). However, as time goes by, the widespread use of this term has inspired experts to develop an understanding of Translanguaging. The increasing development of translanguaging knowledge, known as a label for certain language practices, has given rise to a new understanding of a theoretical concept. The theory of the meaning of Translanguaging, which is very well-known among researchers, is the opinion put forward by (García & Lin 2017). Translanguaging is using a speaker's entire linguistic repertoire in communicative interaction. It is the act of using the full range of linguistic resources available to a bilingual or multilingual person to communicate effectively.

Translanguaging is a natural and effective way for bilingual and multilingual speakers to communicate. It is based on the understanding that language is not a collection of separate units but a complex and interconnected system. When bilingual and multilingual speakers use Translanguaging, they utilize their entire vocabulary to communicate effectively (García & Lin, 2017). Canagarajah (2013) views translanguaging practices as being used for meaningful communication through strategic communicative practices. Specific views by Garcia and Wei (2018 in Arisandi, 2023) state that Translanguaging is the use of language as a wealth of language that is not static without social boundaries and is politically correct. (Yang, 2020) believes that Translanguaging refers to the speaker's use of semiotic resources as a unified communications system linguistic repertoire. In the process, they strategically utilize the system's multiple symbolic resources (including verbal and non-verbal) to coordinate complex social and cognitive activities. This means the use of language for communication purposes, which is effective.

Knowing the meaning and essence of Translanguaging, we can understand its close relationship with the world of education, especially in the classroom. (Williams, 2019) Translanguaging occurs when teachers and students use all the languages they have mastered to communicate, learn, and understand content. Garcia & Wei (2014 in García & Lin, 2017) translanguaging is a pedagogy that allows students to use all the languages they master to learn and participate actively in class. Translanguaging allows students to use all the languages they master to learn and participate in class.

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Translanguaging can be implemented in various ways in the classroom, depending on the context and student needs (Cenoz, 2019). In teaching foreign languages, Translanguaging becomes relevant because teachers and students are faced with two languages, namely the student's mother tongue and the language being studied. Teachers are required to understand students' language and use the target language to communicate effectively, so students also need to understand and use the target language to communicate with teachers and classmates. Garcia (2009, p.140) in Siregar, (2020) say that the translanguaging approach is basically used to facilitate communication when the language of the speaker and the listener is different. Teachers can use students' mother tongue to help teach and learn second and foreign languages (Garcia & Kano, 2014, p. 261 in Duarte, 2020). Furthermore, Lewis, Jones, and Baker (2012 in Duarte, 2020) view translanguaging in education as a deliberate switching between the input and output language. The basic idea is that one language reinforces the other to increase students' understanding and activity in both languages.

Research on teachers' perceptions of translanguaging in countries where English is a second language, especially in the Philippines, is fundamental because Translanguaging can be an effective language learning strategy to overcome the challenge of students' low English proficiency. This research can help develop and apply translanguaging in education to more effective and inclusive language learning strategies for various parties, including teachers, students, educational policymakers, and researchers. To answer the issue in the background above, the questions of this research are presented below: **What is the overall perception of teachers in countries where English is a second language in ESL educational contexts regarding translanguaging as a method that bridges communication in English teaching in the classroom?**

## METHOD

### *Design*

The descriptive qualitative approach is research that intends to understand the phenomena experienced by participants, such as understanding perception. So, a qualitative descriptive research design was adopted in this study (Moleong, 2021). Thus, the focus is on

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teachers' thoughts about Translanguaging, its benefits, and teachers' perceptions of countries where English is a second language.

***Participant***

The participants in this research were all five 7<sup>th</sup>-grade English teachers at the junior high school level at Capiz National High School (CNHS), Philippines, in an ESL English context. Purposive sampling was used to select the subjects of this research because this level is the initial stage of secondary school, where teaching English is very important to build a strong foundation in language understanding. It has also been observed through initial observations that all Grade 7th teachers use translanguaging in their classes. The teacher's identity is not shown for ethical reasons. However, the code names are MM, CA, JD, SMI, and MDB. 7<sup>th</sup> grade ESL teachers at Capiz National High School Philippines the following languages:

Name	English	Tagalong	Hiligaynon (Capiznon)	Cebuano
Teacher 1 (MM)	X	X	X	
Teacher 2 (CA)	X	X	X	
Teacher 3 (JD)	X	X	X	
Teacher 4 (SMI)	X	X	X	
Teacher 5 (MDB)	X	X	X	X

Table1. Language used by 7<sup>th</sup> grade ESL teachers at Capiz National High School

***Instrument***

This research instrument is a semi-structured interview data collection method. The instrument used in this research was adapted research (Lestari, 2022) regarding English pre-service teachers' perceptions of translanguaging in EFL classes, which was then strengthened with validity using expert review. The adapted interview script is then submitted to experts to review suitability to the research objectives, clarity and ease of understanding of questions, accuracy of questions in measuring research variables, and completeness of questions to explore the required information. Interview via Messenger video call with a cellphone recording device and prepared text questions to understand English teachers' perceptions of using Translanguaging in learning. This interview explores their views, experiences, benefits, weaknesses, experiences, and overall perception of implementing translanguaging in English language teaching.

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***Data collecting technique***

This research was conducted in January 2024. First, the researcher asked permission from the CNHS principal, whose permission letter was submitted through the English cooperating teacher. Second, the researcher informed the collaborating English teacher and the target teacher that there would be an interview. Due to distance limitations, interviews were conducted via video call via Facebook Messenger. Each teacher's interview lasted approximately 10-30 minutes and was conducted in English. Starting with interviewing participants with the help of cellphone recording tools and prepared interview question text, each interview was recorded to be used as initial data for further data analysis.

***Data analysis technique***

To analyze research data, researchers used thematic analysis coding (Braun & Clarke, 2017). Thematic analysis is a method that can be used to analyze qualitative data (Heriyanto, 2018) with content data. Because the content data is qualitative and the aim of the research only focuses on teachers' perceptions in understanding how they think and feel about using Translanguaging, not to measure the effectiveness of Translanguaging, statistical data is not available in this research. Overall, the researcher analyzed the data through several stages, starting with transcribing the recordings using non-verbatim transcription, then conducting data socialization, determining the unit of analysis, providing coding, searching for and collecting themes, then interpretation and meaning, and finally presenting the data in a report study.

## RESULT AND DISCUSSION

***Result***

Below are data from interview findings that have been processed and classified so they are ready to be presented.

**1. Teachers Have Knowledge of Translanguaging Practices**

*"Translanguaging, translating, trying to translate. We teach English, but sometimes it depends on how many students we help. We are trying to transform into a new native tongue for any language they can understand. Our subject teaching is English, so we need to lower the turns or terminology or let our students understand the lesson" (T1 MM).*

*"In my idea, translanguaging is switching from a foreign language to a first language in order to deliver the information in a way that students can understand what the lessons*

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*are about; so, for example, here our first language is Hiligaynon, and I teach English as a second language so in order for a student in lower levels to get the lesson that time how to use translanguaging so they will understand the meaning of some difficult words in English" (T4 SMI).*

*"Yes, I know about translanguaging. It is about using the local language while teaching the universal language, English, to help students understand the concept." (T5 MDB).*

*"JD: Translanguaging. I have never heard about Translanguaging.*

*I : Translanguaging the language is like using English and turning it into Hiligaynon. The reason is that your students can understand what you are saying and what you are providing information about. Like bilingualism, your reason is to transfer your information, and your students understand; therefore, bilingualism is language transfer to improve and develop knowledge of another language.*

*JD : Yes. Its me" (T3 JD).*

## **2. Impact Translanguaging on Teaching and Learning**

*"Yes, of course, it is helpful to use that because students seem not to understand what you are teaching, so that is why you have to switch to a different language it could understand better" (T2 CA).*

*"Translanguaging helps me to learn because I not only translate for my students, but I also use my brain. So that the information can be translated to my students, not only for me but also for my students so that they can understand the lesson better. Sometimes, when you speak fluent English, students cannot understand everything. You have to translate so they can get the lesson." (T3 JD).*

*"Whenever I speak just English without translating it, they cannot perform well. However, when translated, they are okay. I allow them to use Hiligaynon if they cannot express themselves very well in English but i help them translate it in English so that they will know how to say it. I mostly use Hiligaynon in teaching the lesson because my students are grade 7th students in a regular class and not using Hiligaynon in a special class" (T3 JD).*

## **3. Overall Opinion About Translanguaging**

*"Overall, translanguaging helps the teacher in the classroom discussion, provides students' understanding, and can easily manage the students' behavior" (T5 MDB).*

*"Translanguaging is helpful in terms of helping the student learn their second language. Not all are privileged to learn English at an early age. Students in the lower section could benefit from translanguaging." (T4 SMI).*

*"In general, Translanguaging is very helpful for students because when using two languages , the one that teaches English uses Hiligaynon, and they are comfortable understanding the lesson. As a teacher, I also need to improve using Hiligaynon because they sometimes do not need it in English, mostly" (T3 JD).*

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*"Translanguaging is normal if only in language; even on another subject, there are other terms that need to be interpreted by the student to learn the lesson, so not only English subjects but other subjects need language switching as well" (T2 CA).*

***Discussion***

Based on the findings above, the first finding is that highlighting interview questions about teachers' knowledge of translanguaging practices indicated that most teachers at the school demonstrated a strong understanding of translanguaging practices. They could explain the concept and implement it effectively in their teaching. While a few teachers were unfamiliar with the specific term, they intuitively employed translanguaging in their lessons. When introduced to the concept, they readily recognized it as a familiar approach that aligns with the natural bilingual communication of their students. In alignment with previous scholarly research (Duarte, 2020; Sahib et al., 2020), most school teachers understand translanguaging practices, can explain the concept, and apply it in learning. This highlights the intuitive grasp of translanguaging among bilingual students who integrate their languages daily. The teacher can explain concepts and subject matter. It helps students understand complex vocabulary, encourages discussions and group activities, and builds good relationships with students, all using Translanguaging. The findings of this research can be explained by theory (García, 2017).

Teachers who understand Translanguaging have theoretical knowledge and practical skills to create an inclusive and supportive learning environment for bilingual and multilingual students. As stated by García (2017), bilingual or multilingual teachers frequently employ their second or third language in ordinary conversations, even when interacting with children. They then bring these habits into the classroom, employing both languages for instruction. The findings of this research are also supported by the Funds of Knowledge concept proposed by (Anwar et al., 2019). This theory states that bilingual and multilingual students bring various knowledge and experiences from their daily lives into the classroom. Translanguaging allows students to take advantage of this by using their native language to understand new concepts and actively participate in learning. It can be said that a bilingual or multilingual environment can encourage the use of translanguaging naturally and sustainably, even though teachers do not understand the label of translanguaging itself. The findings of this research indicate that the teachers at this school, both those who consciously use Translanguaging and those who apply it intuitively, understand the importance of utilizing

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both students' languages in learning. Support from Teacher Theory and the concept of Funds of Knowledge (García, 2017) explain how bilingual teachers' theoretical knowledge and practical experience contribute to effectively using Translanguaging.

The second finding is that the use of translanguaging in class has a positive impact on the learning process. They observed that Translanguaging helped students understand the material better, especially when formal English was too complicated. One teacher even said Translanguaging was beneficial for her personally, not only to help students understand but also to train their brains to translate and convey information thoroughly and clearly. Translanguaging, rather than being a mere bypass for language difficulties, actually enhances classroom learning. The above findings (Sahib et al., 2020; Wedananta, 2020) show that Translanguaging positively impacts building an inclusive and empowering learning environment. It leverages the inherent cognitive advantages of bilingualism. When English proves challenging, students can seamlessly switch to their native tongue or another mastered language, "grasping" concepts with familiar vocabulary and structures. The book "A Bilingual Advantage in Task Switching" by Prior and Machwhinney (2010) discusses the cognitive advantages of bilingual students compared to monolingual students regarding **task switching**. Task switching refers to switching quickly and efficiently between tasks or activities. The research findings above show that Translanguaging can improve bilingual students' task-switching abilities. This is because language translation allows students to flexibly switch between their languages, which trains their brains to switch quickly and efficiently between different tasks. This is not simply translated but activating deeper understanding through diverse linguistic lenses. (García, 2018) points out that Translanguaging is an effective teaching tool rather than an instantaneous fix. She claims that Translanguaging can help bilingual students gain strong literacy abilities, a more thorough comprehension of ideas, and a good sense of language identity. Recognize and appreciating students' linguistic richness, especially both English and Hiligaynon vocabulary, is seen as better rather than seeing it as an obstacle, resulting in increased learning motivation, making it easier for students to express themselves, building self-confidence and participation student in class, reducing psychological barriers and makes it easier for students to absorb material quickly and optimally.

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The final finding is that teachers expressed positive perceptions of translanguaging and viewed it as a bridge for effective communication in class discussions, comprehension of material, and even behavior management. They viewed translanguaging as beneficial for English language learning, particularly for students with limited English proficiency. Prioritizing student comfort and understanding, teachers readily employed regional languages like Hiligaynon when necessary. They saw translanguaging as relevant in English language subjects and across disciplines for optimal knowledge transfer. (Nan et al., 2023) found that Translanguaging helped bilingual students understand complex concepts and increased their class participation (Raja et al., 2022) shows that Translanguaging helps multilingual students develop literacy skills and increases their confidence in using English (Sahib, 2019) shows that Translanguaging creates an inclusive and language-friendly learning environment for bilingual and multilingual students. The findings of this study indicate that Translanguaging has similar benefits for bilingual and multilingual students.

Translation helps students express themselves fluently and confidently, understand complex concepts more efficiently, increase class participation, and develop literacy skills. They supported Vygotsky's scaffolding theory (van de Pol et al., 2019). Scaffolding refers to the help and support provided to students to help them learn and develop. Translanguaging can be seen as a form of scaffolding that helps students with limited English skills to understand concepts and participate in class—translating values language in English learning, especially for students who are not yet familiar with the language. Translation functions as a bridge of understanding. Complex concepts in English can be explained in other, more familiar languages so that students do not get stuck in language barriers. Student comfort and understanding is a top priority. Teachers open to Translanguaging create an inclusive learning environment and respect students' linguistic diversity. This strengthens the relationship between teachers and students and encourages a conducive classroom atmosphere. Translanguaging is considered relevant for English subjects and needs to be applied to other fields of study so that knowledge transfer runs optimally.

This research delves into teacher perceptions of Translanguaging, a practice where students seamlessly integrate their native languages within English classrooms (García & Lin, 2017). The findings reveal a heartening consensus among teachers. Firstly, most teachers demonstrated a strong understanding of Translanguaging, even if they were unfamiliar with it.

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This intuitive grasp highlights the natural alignment between Translanguaging and how bilingual students communicate. They could explain the concept and effectively implement it in their teaching, showcasing its inherent value for their students. This aligns with previous research suggesting teachers often possess the knowledge and skills for Translanguaging, even unconsciously (Duarte, 2020; Sahib et al., 2020). Secondly, teachers observed a positive impact of translanguaging on the learning process. Students grasped the material better, especially when formal English proved challenging (Wedananta, 2020). Translanguaging functioned as a bridge, allowing students to access concepts through the familiar lens of their native languages, fostering a deeper understanding. Thirdly, the research suggests that Translanguaging can enhance bilingual students' task-switching abilities (García, 2018). Switching between languages trains their brains to be flexible and efficient, aligning with a "bilingual advantage" in task switching. Fourthly, teachers viewed translanguaging positively. They saw it as a communication, comprehension, and behavior management bridge. They recognized its benefits for English language learning, particularly for students with limited proficiency. This aligns with other research that shows translanguaging fosters student confidence, participation, and literacy development (García, 2017). Finally, Translanguaging can be seen as a form of scaffolding that supports students with limited English proficiency. It prioritizes student comfort and understanding by providing a bridge for comprehension. Teachers who embrace translanguaging create inclusive learning environments that respect students' diverse linguistic backgrounds. This strengthens the relationship between teachers and students, fostering a positive learning atmosphere.

The research proves that teachers perceive translanguaging as a valuable tool for English language learning, particularly for bilingual and multilingual students. It not only enhances comprehension but also promotes cognitive development, student confidence, and participation in the classroom. By creating inclusive learning environments that leverage students' diverse linguistic backgrounds, Translanguaging can lead to a more effective and successful learning experience.

## CONCLUSION AND IMPLICATION

### *Conclusion*

The overall perception of teachers in the Philippines is that teachers use English as a second language. Translanguaging is a method they use as a communication bridge in English

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teaching in the ESL classroom. Teachers viewed translanguaging positively for its impact on communication, participation, and behavior management. It created inclusive learning environments that respect students' diverse linguistic backgrounds, ultimately leading to a more positive and successful learning experience. This research strongly suggests that teachers in countries where English is a second language see translanguaging as a valuable tool for effective English language learning. By embracing students' entire linguistic repertoire, teachers can create bridges for communication and unlock a world of deeper understanding and engagement in the classroom.

***Limitation***

This research provides strong evidence of Translanguaging's positive impact in ESL classrooms. It is acknowledged that this research is still far from perfect. Several limitations of this research are sample size and generalization. It may be less representative because it only focuses on junior high school education. Small sample sizes from certain regions may not represent the overall perceptions of teachers in countries where English is a second language. Long-term impact and implementation strategies: this study did not investigate the long-term impact of translanguaging on student learning outcomes. Additionally, this research does not explore teachers' specific strategies to implement translanguaging effectively in their classrooms. Therefore, further research is recommended to pursue the same issue, thereby highlighting areas for further investigation to gain a more comprehensive understanding of teachers' overall perceptions of translanguaging in ESL classrooms.

***Implication***

This research produces several implications, namely: Enhanced communication and comprehension; cognitive benefits, switching between languages trains students' brains to be flexible and efficient, potentially improving task-switching abilities; inclusive learning environments, this fosters a positive learning atmosphere and strengthens the teacher-student relationship; literacy development, Translanguaging can support the development of robust literacy skills in both English and students' native languages; the use of Translanguaging can extend beyond English language classes, promoting optimal knowledge transfer across disciplines. Overall, translanguaging research shows that this approach can be a very beneficial method for overcoming language limitations.

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