BELIEFS AND PRACTICES ON TRANSLANGUAGING AMONG PRE-SERVICE TEACHERS IN MINDANAO STATE UNIVERSITY - MARAWI

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Abstract: This study aimed to examine the beliefs and practices of pre-service English teachers concerning translanguaging within the context of the Philippines. Guided by the frameworks of Translanguaging Theory and Common Underlying Proficiency Theory, the research involved twenty-four pre-service teachers from Mindanao State University – Marawi, who participated by completing a survey questionnaire administered through convenience sampling. Utilizing a quantitative research design, the study systematically analyzed data from the Likert-scale questionnaire by creating charts and tables that detailed frequency and percentage distributions. The key findings showed a significant majority of participants held strong beliefs in the effectiveness of translanguaging within educational contexts. Furthermore, they recognized the importance of employing translanguaging for various contexts and purposes. Given their strong convictions about the benefits of translanguaging, these pre-service English teachers are likely to incorporate translanguaging strategies into their pedagogical approaches, which can enhance the educational experience for both teaching and learning. By understanding and embracing translanguaging practices, future educators may foster more inclusive and effective classroom environments that leverage their students' linguistic resources. This study not only fills a gap in the existing research on translanguaging in the Philippine educational landscape but also highlights its potential to improve educational outcomes for bilingual learners.

Keywords: *Translanguaging; perceptions; beliefs; pre-service teachers; ESL*

INTRODUCTION

In communication, language is crucial as it is considered as the bedrock of society's medium of communication. To express thoughts, ideas, opinions, and emotions, one needs a language (Berowa, 2016; Berowa, 2019; Berowa, 2020). In this new era of globalization, it has brought a profound impact on language. With the thousands of languages known to be spoken by people from various regions across the globe, globalization has allowed these languages to be in contact with one another which led to the spread of dominant languages like English (Berowa, 2017; Berowa & Regala-Flores, 2020; Berowa & Dita, 2021). Yuvayapan (2019) suggests that engaging in native language practices can significantly enhance an individual's skill in learning a foreign language, as it strengthens underlying linguistic foundations and cognitive abilities. With that, it gave rise to several bilingual language pedagogies and methods including translanguaging. Translanguaging is a linguistic phenomenon where it allows users to employ multiple languages for effective communication. It defies conventional language compartmentalization as it allows individuals to shift between multiple languages fluidly and purposefully within a context. Speakers skillfully draw upon their entire linguistic repertoire to convey meaning effectively and seamlessly. This concept extends beyond merely shifting between two or more languages. It represents a structured approach to incorporating two languages within a specific teaching context, where each language is deliberately used to support

learning objectives in a coordinated manner (Yuvayapan, 2019).

This phenomenon has much to offer as it has been applied to teaching pedagogy, daily life, and social interactions. It also elaborates our understanding of the languaging of bilinguals or multilinguals. Rather than being strictly confined to the exclusive use of one language, translanguaging acknowledges the inherent bilingualism present in individuals and communities. It promotes an inclusive and adaptable linguistic framework, where the focus is on effective communication and not on the boundaries of those languages. Due to this, people from all over the world are influenced by the occurrence of dominant languages as it encourages linguistic diversity and the promotion of bilingualism and multilingualism.

Over the past ten years, there has been a surge in interest in translanguaging as both a social phenomenon and an educational approach (Mateus, 2014; Leung & Valdés, 2019). This approach has sparked considerable debate, particularly within traditional foreign language education and English-medium instruction (EMI) settings, where the use of L1 (first language) is often minimized in favor of focusing solely on L2 (second language) instruction. As a result, translanguaging has gained acceptance as a valid pedagogical strategy, especially in bilingual classrooms, where it promotes the fluid integration of both languages to serve various functions and contexts effectively (Mateus, 2014). This dual-language method supports a more inclusive and flexible learning environment, aligning with broader trends in multilingual education that emphasize the importance of linguistic diversity in enhancing comprehension and participation.

The Philippines is a multilingual country that has numerous dialects spoken in different regions. The Philippines has two national languages namely Filipino and English. With this, Filipinos are able to speak different languages depending on their linguistic

repertoires and can shift from one language to another. Therefore, translanguaging is a common phenomenon that usually occurs to Filipinos in expressing and communicating. Translanguaging can be also observed at the tertiary level and university level, specifically in language majors who are expected to demonstrate and have mastery in speaking, listening, reading, and writing.

Prior studies in translanguaging have investigated the perceptions and attitudes towards it as well as beliefs on translanguaging practices with mostly university students and teachers as the participants (Doiz & Lasagabaster, 2017; Yuvayapan, 2019). To fill this research gap, the study study sought to investigate the perceived beliefs and practices of pre-service English teachers towards translanguaging in Mindanao State University-Main Campus. As previously mentioned, several studies that investigated beliefs and practices on translanguaging only have university students and teachers as participants in the study. With that, pre-service English teachers are chosen for the following reasons: (1) they are on the borderline of being a student and a teacher, and since they are also using translanguaging in the teaching-learning process and (2) there were only a few studies conducted about pre-service teachers as participants. Moreover, the researchers will be able to gather significant data that will contribute to the expanding body of knowledge regarding translanguaging.

LITERATURE REVIEW
Translanguaging

Translanguaging describes an educational approach that encourages the utilization of various languages to enhance the learning experience and ensure inclusive participation, allowing equitable space for languages beyond English, even in predominantly English-speaking contexts (Creese & Blackledge, 2015; Loo et al., 2022). This practice promotes linguistic diversity in the classroom, enabling students to engage more deeply by using their

full linguistic repertoire and thus fostering a richer understanding and participation across all language backgrounds. García and Wei (2014) describe *translanguaging* as the process through which bilingual individuals fluidly utilize their full array of linguistic capabilities to construct meaning and facilitate communication. This approach allows speakers the freedom to employ both their dominant language skills and other available linguistic assets to enhance communication efficiency. Translanguaging through communication is useful for teachers to convey their teachings easily, communicate effectively, and focus on the accuracy of English so that learners can understand the subject matter. It allows people to make connections between ideas and enables them to convey their messages clearly. This is about effectively communicating where using all our language resources can be very valuable.

Translanguaging is more than just a strategy for filling in gaps when bilingual speakers lack specific words or expressions in a monolingual context. Rather, it represents a deliberate, a fluid process in which bilingual individuals draw on their complete linguistic resources to construct meaning, express ideas, and engage fully in conversation or learning environments. It can also be a help for students and teachers in learning. Lubliner and Grisham (2017) characterize translanguaging as a deliberate and strategic approach that incorporates students' linguistic and cultural backgrounds into teaching, allowing both teachers and students to fluidly transition between their first language (L1) and second language (L2). This approach supports students' engagement by making use of the linguistic strengths they bring to the classroom.

In a similar exploration of classroom applications, De los Reyes (2019) investigated translanguaging in multilingual English as a Second Language (ESL) settings. His findings highlighted that translanguaging serves as a critical tool for enhancing communication and understanding among students and teachers, who alternate languages to better connect and explain concepts in their own terms. This method proved valuable in bridging language gaps and improving comprehension.

A study by Bautista et al. (2020) examined how students perform on word problem tests presented in both English and their native languages. They found that Tagalog and Sinugbuanong Bisaya speakers demonstrated improved performance, suggesting that language familiarity and cultural relevance significantly impact problem-solving abilities. The authors pointed out that these results might reflect both students' comfort with their preferred language and the prevalent use of Tagalog as a dominant language in the Philippines.

Tejano (2022) conducted action research with Ilokano-speaking students to assess the effect of translanguaging on online engagement in her Mother Tongue (Ilokano) class. The research aimed to understand whether incorporating both the students' native language and a second language could enhance participation in virtual learning environments. This study revealed that there has been an increased online engagement of the learners when pedagogical translanguaging was employed compared to when only Ilokano was used.

The study of Ocampo (2023) revealed that Filipino ESL intermediate students performed satisfactorily in a teacher-made reading comprehension test when translanguaging was used. This study reveals "the more familiar and comfortable students were with the language, the more meaningful learning became for them". Through the implementation of translanguaging strategies within the classroom, students gain a deeper understanding of the concepts presented, cooperate actively, and understand the lessons more effectively.

Teachers' Beliefs Toward Translanguaging
In a study by Anderson (2022), it reveals that English only has a small role outside school.

Therefore, English is considered as 'a completely foreign language' for most Indians and learners.

Tastanbek (2019) indicated that the majority of teacher educators held a strong preference for a monolingual approach, placing a high value on English as the primary medium of instruction, with translanguaging regarded as a supplementary strategy when necessary. Nevertheless, other results highlight instances where translanguaging was recognized and appreciated as an effective pedagogical tool in certain teaching contexts. The varied reactions of the teacher educators suggest that their perspectives on translanguaging are still undergoing development.

In the study of Doiz and Lagasabaster (2016) Focusing on an analysis of the beliefs held by educators engaged in English-medium instruction at the tertiary level, this study uncovers a range of perspectives regarding translanguaging practices. Notably, in educational settings where foreign-language teaching customs typically discourage the use of the first language (L1) in English-medium environments, most participants express a tendency to avoid integrating the L1 into their routine instructional activities. This inclination stems from the prevailing view that the use of the L1 may impede the effective acquisition of the foreign language.

Teachers' Practices Toward Translanguaging

Yuvayapan (2019), in her study on translanguaging practices in English as a Foreign Language (EFL) classrooms, found a notable gap between teachers' perceptions of translanguaging and their practical application in the classroom. While many educators recognize the potential advantages of integrating translanguaging—especially in specific teaching contexts—they infrequently implement it in their instructional strategies. This discrepancy was attributed to external pressures from institutional policies, as well as from colleagues and parents, who may prioritize traditional monolingual approaches over translanguaging strategies.

Duarte (2019) explored how 15-year-old students utilized their multilingual abilities in mainstream content-based classrooms. Through an analysis of students' speech, Duarte identified that translanguaging was actively used in cognitively demanding tasks. In these contexts, students employed their full linguistic repertoire to express complex ideas and build new knowledge collaboratively, particularly during peer discussions. This study supports the idea that translanguaging can serve as a meaningful resource for deepening understanding in academic settings, particularly in activities that require higher-order thinking.

It is beneficial to possess the ability to use different languages flexibly in language learning. Mwinda and Van der Walt (2015) conducted a study that proved that A contextual examination was essential in determining appropriate translanguaging strategies. Within this context, approaches such as translation and the preview-review-review method demonstrated effectiveness in enhancing English vocabulary acquisition

In their research, Creese and Blackledge (2015) explored how translanguaging practices influence identity development in multilingual settings. They presented various instances of translanguaging within educational contexts in the UK, illustrating the pedagogical advantages of this approach "deepening understandings and sociopolitical engagement, developing critical thinking, and extending metalinguistic awareness and cross-linguistic flexibility" (p. 33).

Velasco and Garcia (2014) This study centers on the pedagogy of translanguaging in the compositions of young bilingual learners. The analysis is grounded in five writing samples from bilingual students, examining the ways in which they employed translanguaging during the stages of planning, drafting, and producing their written works. They found that

it did not work as a pedagogy to teach writing to bilinguals but rather, As a self-regulatory process, bilingual learners engage actively in their learning journey. This approach serves as an essential strategy for these learners, enabling them to scaffold their knowledge and effectively address the complexities involved in constructing their own texts in a foreign language.

Nambisan (2014) conducted a study that aimed to examine The perspectives and pedagogical approaches of English language educators in Iowa concerning translanguaging were investigated in her study. The findings indicated that, while a significant proportion of the respondents acknowledged the value of translanguaging, they did not integrate translanguaging practices within their instructional settings.

An effective utilization of the first language (L1) by English as a Foreign Language (EFL) educators acts as a valuable pedagogical tool within a learning context, allowing bilingual individuals to alternate between their L1 and the target language, thereby facilitating the improvement of their communicative competencies. The underlying philosophy of this approach posits that the interplay between two languages can mutually enhance one another, facilitating learners' deeper understanding of the content, fostering a bilingual identity, and facilitating the interpretation of their bilingual environment, it is crucial for EFL teachers to develop a positive outlook on translanguaging in order for them to implement this pedagogy effectively in the school setting (Yuvayapan, 2019).

Most of the studies that have been conducted in the previous year reveal a significant difference between the teachers' beliefs and the classroom practices they implement toward translanguaging (Nambisan, 2014; Tastanbek, 2019; Yuvayapan, 2019). They may have positive beliefs about the importance of translanguaging, but there is still a lack of implementation in the classroom

setting. On the other hand, there are only limited studies that have been carried out examining the beliefs and practices of pre-service teachers as participants with regard to translanguaging in the Philippine context.

Research Questions
This study seeks to explore the perceptions of pre-service English teachers regarding translanguaging at Mindanao State University-Main Campus. Specifically, it aims to address two key questions:
1. What beliefs do pre-service English teachers hold about translanguaging?
2. What practices do these teachers employ in relation to translanguaging?

Theoretical Framework
This section presents and discusses theoretical perspectives relevant to this study. These include theories related to:

Translanguaging and Common Underlying Proficiency Theory
Translanguaging Theory
Translanguaging challenges conventional, hierarchical views that separate standard languages from their variations and elevate dominant languages above minority ones (García & Wei, 2014; Wei, 2018, as referenced in Tastanbek, 2019). Rather than focusing solely on language norms, translanguaging emphasizes the communication process itself, framing bilingualism as a dynamic, fluid use of language that maximizes communicative effectiveness. Bilingual individuals, instead of keeping their languages compartmentalized, draw upon a unified linguistic repertoire that incorporates elements across languages, using these features in a strategically integrated manner to enhance understanding and expression (García & Wei, 2014).

This approach redefines the concept of language in a multilingual context, suggesting that multilingual individuals hold a single, expansive communicative toolkit from which they select specific features to express their ideas effectively. It recognizes that multilingual

speakers do not simply switch between isolated languages but rather operate from a cohesive set of linguistic resources that they adapt flexibly for communication, positioning translanguaging as a means of embracing the full range of one's linguistic capabilities.

Common Underlying Proficiency Theory

The theory you mentioned, formulated by Cummins in the early 1980s, emphasizes that bilingual individuals possess a unified cognitive system despite using two different languages. This theory is foundational in understanding bilingual education and language acquisition. Cummins argued that both languages draw from a shared cognitive resource, suggesting that when a person learns a second language, they leverage their existing linguistic knowledge and cognitive skills. Baker (1996) encapsulates this idea with the statement: "When a person owns two or more languages, there is one integrated source of thought." This theory posits that skill transfer can occur across different languages, highlighting the interdependence of shared elements between two languages. It asserts that the acquisition of multiple languages is feasible and that educational success can be attained through one, two, or more languages in a similar manner (Cummins, 1994, as cited in Pananaki, 2015).

This theory suggests that "there is a common underlying proficiency in the language that supports the development of bilingualism and multilingualism" (Cummins, 1979; 1981). This theory underscores the importance of supporting bilingual education, as it posits that developing strong skills in a first language is beneficial for mastering additional languages, thereby establishing a foundational basis for the advancement of both languages. This transfer process contributes to the enhancement of language proficiency and academic success across both languages (Cummins, 1984). Furthermore, it advocates for the promotion of bilingualism and multilingualism. The Common Underlying

Proficiency (CUP) theory posits that language acquisition is not a uniform process; instead, it is a sophisticated and multidimensional phenomenon that encompasses various cognitive and linguistic competencies. Furthermore, this theory operates under the premise that language is not acquired in a vacuum, but rather through a synthesis of social, cognitive, and academic experiences. (Cummins, 1979).

Based on the abovementioned theories, both defy language compartmentalization as they argue that individuals are able to shift between languages fluidly and purposefully. They can draw upon their linguistic repertoire to convey meaning effectively and seamlessly. Furthermore, the Common Underlying Proficiency theory suggests that the cognitive and academic skills acquired in one language can be transferred to another language. This transferability establishes a basis for the advancement of both languages, ultimately contributing to improved language proficiency and academic success in each (Cummins, 1984).

Therefore, these theories serve as a great foundation for this study which is to examine the pre-service teachers' beliefs about how they can shift between languages smoothly and convey meaning effectively in the teaching-learning process and how they implement different translanguaging strategies in the classroom setting.

Significance of the Study

Since the participants are pre-service English teachers who will embark on the journey of teaching in the coming years, the focus of this study would be very significant to them. Exploring the beliefs and practices on translanguaging would not only benefit them but also the in-service teachers and students who use translanguaging almost in every aspect of life, particularly, in communication and in the school setting. In addition to that, most Filipinos are bilinguals, and understanding what translanguaging is as well as how their

beliefs and practices affect it is vital in the teaching-learning process. It would also be beneficial to policymakers, who would have an understanding about translanguaging and take action if needed; and future researchers, as this could serve as their reference when they want to conduct the same research interest.

METHODOLOGY

This section presents an overview and examination of the research design and methodology utilized by the researchers to achieve the study's objectives. It encompasses the study context, participant selection, instruments utilized for data collection, procedural framework, and analytical methods applied to the data.

Research Design

This research utilized a quantitative design to explore pre-service English teachers' attitudes and application of translanguaging at Mindanao State University, Marawi City. The use of a quantitative approach aligns with the study's objectives for several key reasons: it is a widely recognized method for examining beliefs and practices, it facilitates ease of participation, and it offers the benefit of anonymity for respondents.

The study draws from the design of previous research, such as Nambisan's (2014) work, which effectively used surveys to collect data on similar research topics. Quantitative surveys are particularly useful for studying attitudes and practices because they are efficient to administer and flexible in terms of distribution. Studies by Mackey and Gass (2015) support this, showing that online surveys can reach a wide respondent pool with minimal logistical challenges. In this study, the survey was distributed through convenient digital channels, including email and Messenger, allowing for timely data collection within a limited timeframe.

A notable advantage of this approach is the anonymity it provides, which encourages honest responses by protecting participants'

identities. Research by Babbie (1973) has shown that anonymity in survey-based research can reduce response bias, leading to more accurate and representative data. This aspect was particularly relevant for capturing the authentic beliefs and practices of participants regarding translanguaging, as they may be more inclined to express genuine views when assured of their confidentiality.

Such research design was used to analyze their beliefs and practices towards translanguaging. The data that were collected through a questionnaire adapted from Nambisan (2014) reflect questions aimed at knowing their beliefs towards translanguaging and another questionnaire from Hillman et. al (2019) to know how they employ it in their teaching which are both in the form of a Likert scale.

Research Setting

This research was carried out at Mindanao State University-Marawi, selected for its reputation as a melting pot of various tribes, cultures, and faiths. This diverse environment is essential for exploring the unique beliefs and practices surrounding translanguaging. The Philippines is recognized as a nation rich in linguistic, cultural, social, and religious diversity (Berowa, 2018), making it an ideal context for this study. Mindanao State University serves as a haven for a wide array of learners, allowing researchers to gather varied perspectives and data from each participant. Such diversity not only enriches the findings but also highlights the significance of translanguaging in promoting effective communication and understanding in multilingual classrooms (García & Wei, 2014; Wei, 2018). This setting enables a deeper investigation into how different backgrounds influence the beliefs and practices of pre-service English teachers toward translanguaging. This locale was also chosen as this is the most convenient and most accessible for the researchers as well as they have study experience in the said college.

This research primarily examines the conceptualizations and methodologies associated with translanguaging among pre-service English educators. Moreover, the investigation will be undertaken at the College of Education within Mindanao State University – Marawi. There are currently two majors focused on language but the researchers will only choose the English majors because of its convenience, accessibility, and the study experience of the researchers. Therefore, the scope of the study will be limited only to pre-service language teachers majoring in English at the Mindanao State University – Marawi College of Education.

The researchers contend that Mindanao State University is an ideal setting for this investigation due to its diverse student body, which includes individuals from various cultural and linguistic backgrounds. This rich tapestry of experiences enables a broader exploration of beliefs and practices related to translanguaging. By drawing on the varied linguistic resources of students, the study aims to gain unique insights into how these future educators perceive and implement translanguaging strategies in their teaching practices.

Participants of the Study

In accordance with established research ethical protocols, the researchers initially sought approval from the paper adviser or professor by means of a formal communication letter prior to the administration of the survey. Then, a letter to the participants was also attached to the survey questionnaires to inform them of the goals of the study as well as how the information that will be collected from them will be utilized.

The study included a total of 24 participants, all of whom were fourth-year students. Given the limitations of time and the participants' availability, the recruitment was restricted solely to fourth-year students for this research

Another reason is that they are only steps away from traversing the teaching journey where they can apply translanguaging in the classroom. They were chosen through the convenience sampling method. This form of sampling is applicable in contexts where the researcher selects participants who fulfill the study's criteria and express a willingness to participate; however, it may not adequately represent the broader population (Nugent, 2010). They are taking up a Bachelor of Secondary Education program, specializing in English, at Mindanao State University-Marawi for the academic year 2023-2024. Aside from the reason that they were chosen based on the researchers' convenience, the focus of this study is translanguaging which involves the use of different languages in the classroom. They are future educators who later on will take on the challenge of using translanguaging in the classroom setting. Also, few studies have been conducted where the pre-service teachers were used as the participants.

Instrument of the Study

This study employed only one data gathering instrument which is a survey questionnaire to obtain necessary data from the participants. According to Cargan (2007), questionnaires are an effective tool for capturing the characteristics of large populations, offering a practical means for researchers to gather broad insights across numerous variables within a single survey. This adaptability allows researchers to structure questions in various formats to comprehensively examine a topic from multiple angles, covering an array of factors and perspectives. Additionally, questionnaires provide a systematic way to quantify responses, making it easier to analyze relationships, trends, and patterns among diverse populations. This flexibility also enhances the depth and scope of the data collected, as researchers can include a wide range of questions to address specific facets of the research topic while accommodating participant perspectives. The survey

questionnaires are in the form of a Likert scale. It is divided into three parts. Part 1 of the questionnaire aims to elicit the participant's personal information, particularly name (optional), age, gender, and ethnicity. Part 2, adapted from Hillman et al. (2019), encompasses inquiries centered on participants' beliefs regarding translanguaging. Initially, it included variables aimed at examining educators' practices, perspectives, and perceived benefits associated with translanguaging. This study only used the variable related to teachers' perspectives of translanguaging. It is composed of 8 items to examine the beliefs of teachers towards translanguaging and it is focused on Arabic language. It was modified to meet the target of the study. This part opted for a 5-point Likert Scale that varied from Strongly Disagree to Strongly Agree. Part 3 that were adopted from Nambisan (2014) consists of questions regarding their practices in translanguaging. This section is composed of four components. The initial component seeks to ascertain the frequency with which participants notice or promote the utilization of various languages in the classroom for distinct purposes. This segment employs a 5-point Likert Scale, ranging from "Never" to "Very Often. The second component solicits participants' views on the significance of students utilizing multiple languages within the classroom across various contexts. This component employed a 3-point Likert Scale ranging from Not Important to Important. The third section seeks to investigate the frequency with which various languages are utilized in the classroom. This section employs a 5-point Likert scale, ranging from "Never" to "Very Often." The final section inquires about the significance of teachers incorporating multiple languages for the benefit of their students, utilizing a 3-point Likert scale that varies from "Not Important" to "Important."

Procedure
Due to the recent incident that transpired within the vicinity of Mindanao State University-Marawi, many students have returned to their respective provinces. Therefore, the researchers utilized a Google Form sheet containing the questionnaires needed to gather essential data efficiently for both researchers and participants.

To adhere to ethical research standards, the researchers initially obtained approval from the paper adviser through formal communication. Following this, they shared the survey link with all fourth-year English majors in the College of Education via Facebook Messenger. They were given ample time to complete the survey so that they could answer the questions seriously. After the data-gathering procedure, the researchers proceeded to analyze the data collected.

Method of Analysis
The data collected from the questionnaire were systematically organized into charts, tabulated, and analyzed using descriptive statistics, focusing on frequency and percentage distributions. This analytical approach allowed for a clearer and more succinct overview of the participants' beliefs and practices regarding translanguaging. Employing descriptive statistics serves to present the data in a manner that effectively meets the study's objectives, facilitating a better understanding of the participants' perspectives. This method is widely recognized for its ability to condense large volumes of data into accessible formats, making it easier to draw meaningful conclusions.

In the interpretation of the gathered data, the researchers used the Percentage and Frequency Distribution formula, $P = f\,N \times 100$

Where
P = Percentage
f = Number of respondents
N = Total number of respondents
100 = Constant

RESULTS AND DISCUSSION
Pre-service Teachers' Beliefs on Translanguaging

The first research question aimed to explore the beliefs of pre-service English teachers regarding translanguaging. This was assessed using a survey questionnaire, and the data were analyzed through the calculation of percentages within a framework of descriptive statistics.
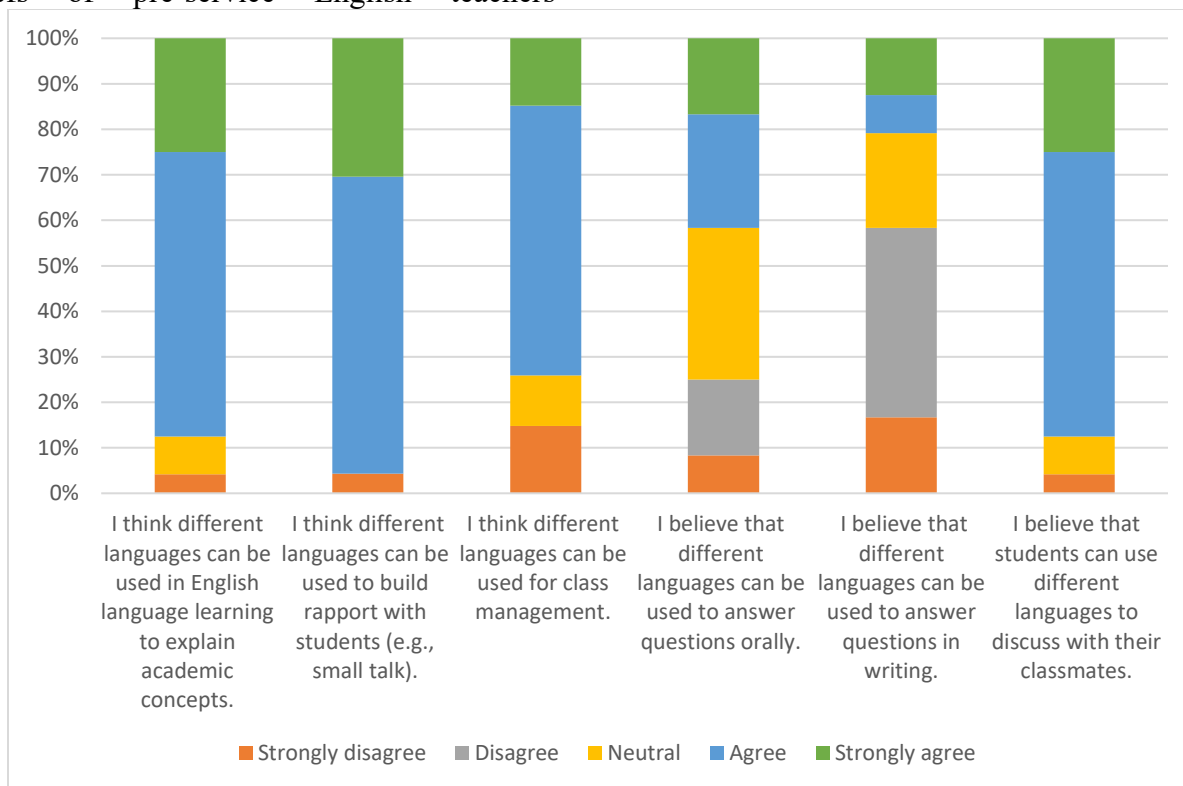

Figure 1. *Percentages about pre-service teachers' beliefs on translanguaging*

As shown in Figure 1, the participants agreed to the use of translanguaging in the classroom in explaining academic concepts (62.5% agree), in building rapport with students (e.g., small talk) (65.2%) in managing the class (66.7%), and in discussing with their classmates (62.5%).

The findings of this study align closely with prior research on teachers' attitudes toward translanguaging in classrooms, as observed in studies by Alasmari et al. (2022), Nambisan (2014), Paker & Karaağaç (2015), and Yuvayapan (2019). These studies similarly highlight how translanguaging can enhance teacher-student rapport by allowing teachers to incorporate humor, demonstrate empathy, and address challenging concepts effectively in students' first languages. Paker and Karaağaç

(2015) in particular emphasized the role of a learner's L1 in building rapport, aiding student engagement, and clarifying complex topics, illustrating the practical, offers several relational benefits that can enhance diverse learning environments.

In classrooms with multilingual dynamics, translanguaging appears to offer a more accessible, comfortable environment that fosters inclusivity and understanding, supporting both cognitive and social functions of language use. This study further contributes to this body of research by underscoring how translanguaging positively influences both teacher perceptions and classroom practice in similar ways. However, the participants responded "neutral" when asked about their belief in using translanguaging when

answering questions orally (33.3%). This result was contradictory to the study of Alasmari et. al (2022) which revealed that teachers agreed that the use of translanguaging is acceptable in answering questions orally. Moreover, 41.7% of the participants also disagreed with the use of translanguaging in the classroom when answering questions in writing.

This result implies that while the participants recognize the benefits of translanguaging for enhancing understanding, building relationships, and managing the classroom, they are less convinced of its appropriateness for formal assessments, such as oral and written responses. This inconsistency suggests the curriculum should foster understanding among teachers with regard to the use of translanguaging in more formal academic contexts.

Moreover, students can learn better when their mother tongue is integrated into their learning. Instead of thinking about their mother tongue and the languages that the school promotes as two compartmentalized languages, they can use their native language as a support in mastering another language while learning concepts and eventually acquire the skill of translanguaging or using their languages seamlessly in the classroom setting.

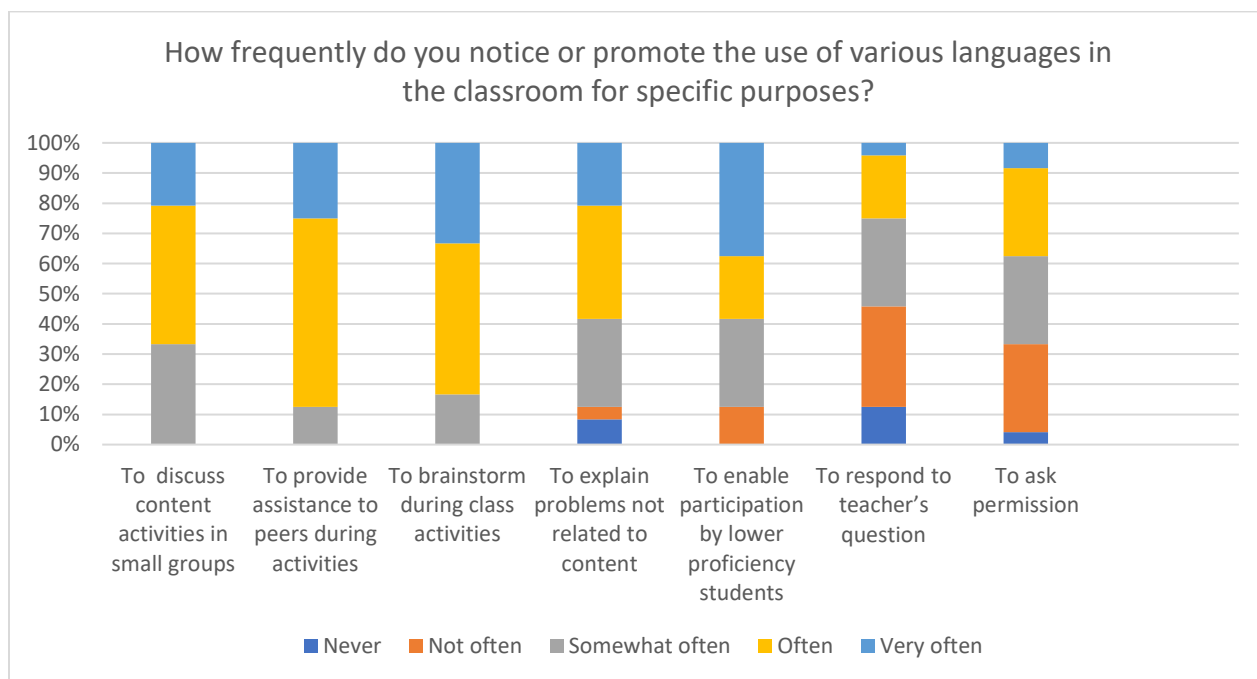**Frequency of Allowance and Encouragement of Students' Use of Translanguaging in the Classroom**

Figure 2. *Percentages about the allowance and encouragement of students' use of translanguaging in the classroom*

The second research question aimed to understand the translanguaging practices of pre-service English teachers, which were examined through a questionnaire and analyzed using descriptive statistics by calculating percentages. The results, illustrated in Figure 2, reveal that a significant portion of participants (45.8%) frequently encourage the use of various languages among students for discussing class content in pair or group work. Additionally, 62.5% of the respondents reported often promoting translanguaging as a tool to support peer assistance in collaborative tasks.

These findings are consistent with previous research conducted in English as a

Foreign Language (EFL) contexts, where translanguaging has been recognized as a beneficial strategy to facilitate student support and deepen understanding of instructional material. For instance, studies such as Nambisan (2014) highlight the effectiveness of allowing multiple languages in educational settings, drawing parallels between EFL and English as a Second Language (ESL) contexts. Both settings showcase the potential of translanguaging to bridge language barriers, foster a supportive learning environment, and ultimately, ensure that students can comprehend and engage more fully with the material. This alignment suggests a shared ground between EFL and ESL approaches, reinforcing the notion that translanguaging practices can adapt to diverse linguistic environments to enhance learning outcomes.

Furthermore, instructors permit students to utilize various languages for brainstorming during classroom activities (52.2% frequently), to articulate issues unrelated to the content (37.5% frequently), and to facilitate participation among students with lower proficiency levels (37.5% very frequently). They did not seem to let their students respond to their questions in different languages (33.3 % not often). This result is contradictory to Nambisan's study (2014) which found that "teachers do not observe or encourage students to use their native language for that purpose very often". In terms of allowing and encouraging the students to use different languages when asking permission, it seems like they have varied answers (29.2% not often, 29.2% somewhat often, and 29.2% often). The result implies that the participants generally allow and encourage the use of different languages in the classroom for different purposes. This shows a contrast between the studies of Nambisan (2014) and Yuvayapan (2019) wherein almost all the participants do not observe or encourage the use of students' native language in the class. This means that there is a discrepancy between the participants'

beliefs of translanguaging and how often they allow the use of it when asking for permission.

This result implies that the pre-service teachers recognize the benefits of leveraging students' native languages to enhance their understanding and participation as presented by the high frequency of encouragement toward translanguaging in collaborative and supportive classroom activities. Nevertheless, it may be inferred that a notable divergence exists between educators' perceptions of translanguaging and the actual execution of their pedagogical practices. This indicates that there is a need for increased focus on the integration of translanguaging strategies throughout interactions within the.

Importance of Students' Use of Translanguaging in the Classroom

As illustrated in Figure 3, a substantial majority of pre-service English teachers concurred on the significance of students utilizing diverse languages within the classroom context. This practice was deemed essential for facilitating discussions on content-related activities in small groups (75%), providing support to peers during tasks (66.7%), engaging in brainstorming sessions during class activities (75%), elucidating issues unrelated to the content (54.2%), promoting participation among lower-level students (58.3%), responding to inquiries posed by the teacher (66.7%), and requesting permission. (62.5%). The results are all past 50% which implies that the participants perceive translanguaging to be important in the classroom.

This result implies that teachers should integrate translanguaging practices as they promote collaborative learning, peer support, and more engaging class discussions. Classroom strategies should include flexible language use in instructional methods and assessments such as grouping students with different languages, using bilingual materials, and encouraging code-switching. The curriculum should be designed to multilingual practices which promotes the use of students'

native languages as valuable resources for learning.

If we compare the results from Figures 2 and 3, we can assume that the results are somehow consistent. Several participants claimed that they observe or encourage students' use of different languages in the classroom and perceive their importance in the classroom.
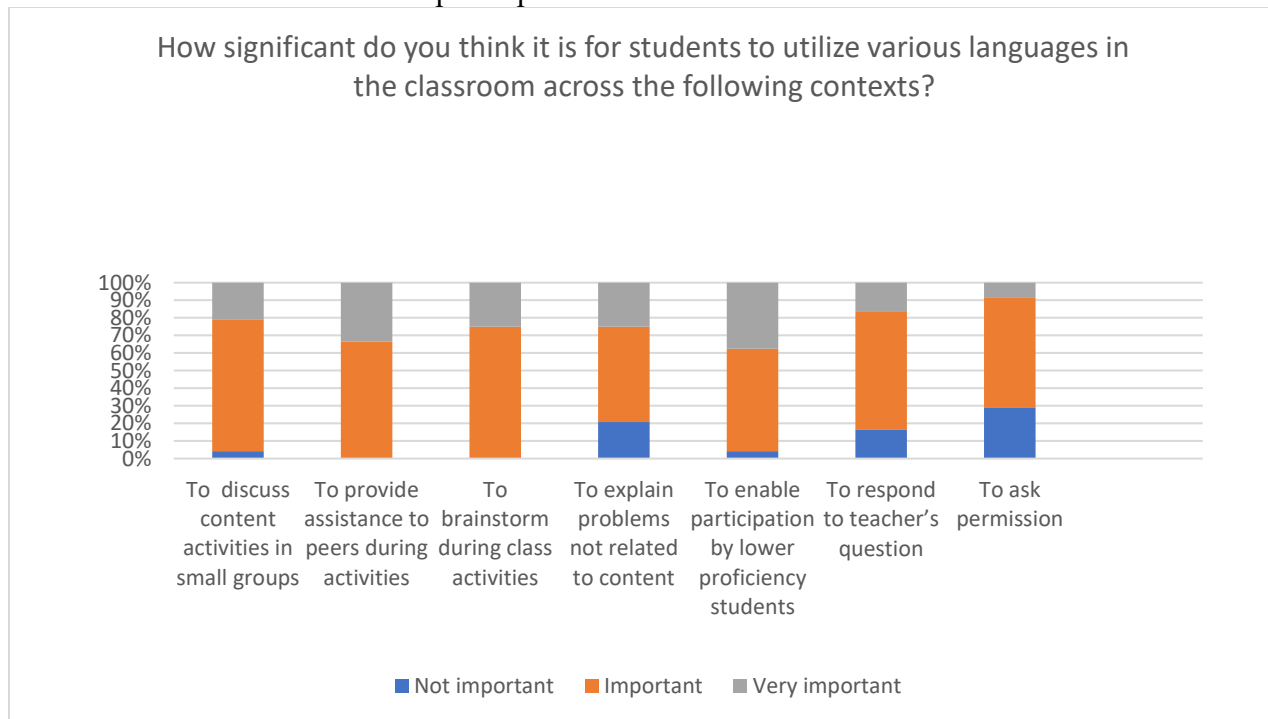

Figure 3. *Percentages of pre-service teachers' beliefs about the importance of students' use of translanguaging in the classroom*

We can claim that their practices and their perceptions of the importance of translanguaging are aligned in some particular instances. This shows a contrast between the studies of Nambisan (2014) and Yuvayapan (2019) wherein there seems to be a discrepancy between the participants' practices and their perceptions of the importance of translanguaging in the classroom. This means that not because these uses were deemed important does it mean they were always the ones that were most frequently observed or encouraged in the classroom setting.

Frequency of Pre-service Teachers' Use of Translanguaging in the Classroom

Figure 4 presents how often the participants translanguage in classes. They generally use translanguaging inside the classroom when they explain concepts (37.5%), explain vocabulary (41.7%), give directions (41.7%), Oversee classroom management (%), provide constructive feedback to students (%), offer commendations to students (45.8%), foster relationships with students (45.8%), elucidate concepts during activities (58.3%), and support students with lower proficiency levels (50%).
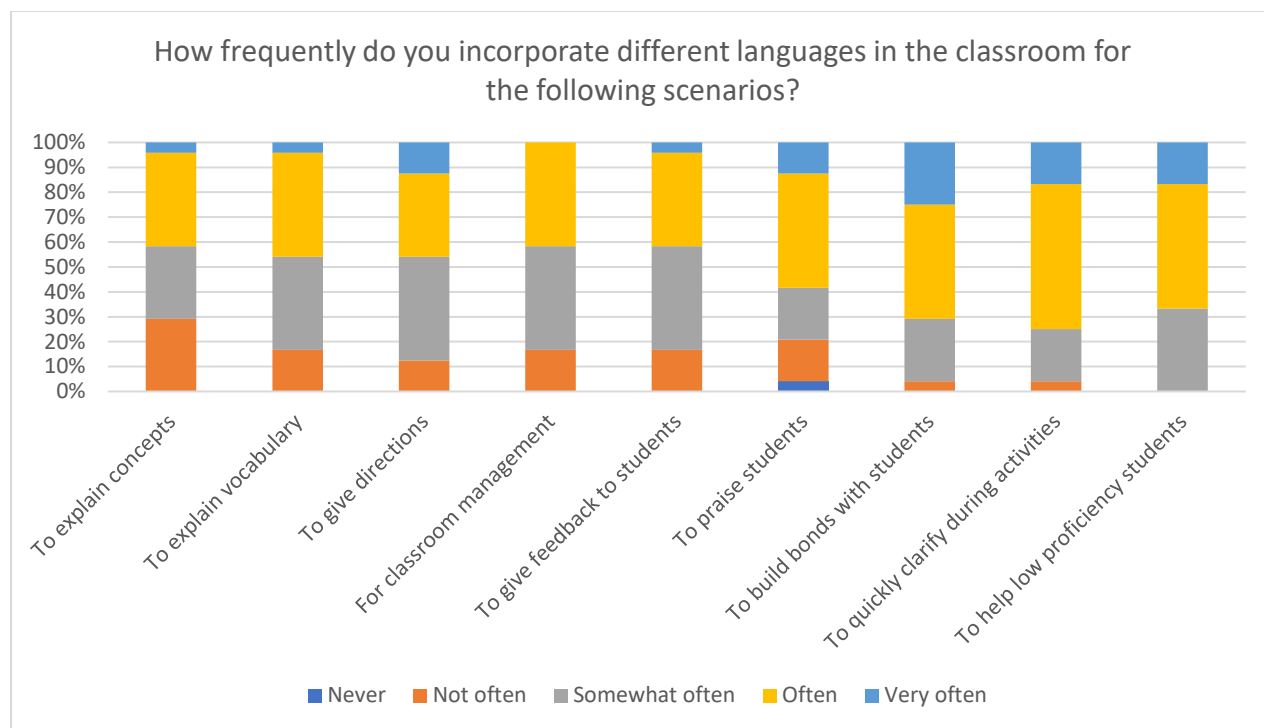
Figure 4. *Percentages of how frequently translanguaging was used by pre-service teachers*

Participants frequently engage in translanguaging when elucidating vocabulary, as this practice is both prevalent and beneficial in the educational setting. They often employ translanguaging to provide instructions and facilitate classroom management. Additionally, it is commonly utilized in acknowledging student efforts, fostering rapport, delivering constructive feedback, and offering assistance.

Low-proficiency students can greatly benefit from translanguaging practices, as these approaches are recognized as effective means for fostering positive self-identities. By allowing students to draw on their linguistic strengths, they can better recognize their own academic successes, which in turn helps cultivate a supportive and constructive learning atmosphere.

This result implies that translanguaging is a valuable and effective tool for classroom management and student engagement. Using it to explain vocabulary enhances comprehension and retention of new terms, to give directions and manage the classroom promotes clear communication, to praise students, build bonds

with them, provide feedback, and assist low-proficiency students fosters positive relationships and a supportive classroom. It can be assumed that the use of translanguaging in the classroom makes the students feel valued and understood despite their language differences.

This finding stands in contrast to the research conducted by Yuvayapan (2019), which indicated that translanguaging was not viewed as an effective strategy for clarifying concepts. Additionally, it differs from Nambisan's (2014) investigation, which demonstrated that, apart from utilizing students' native languages to foster connections, most teachers did not commonly implement other translanguaging practices in their classrooms. These discrepancies highlight the varying perceptions and applications of translanguaging strategies among educators, suggesting that further exploration is needed to understand the factors influencing these beliefs and practices.

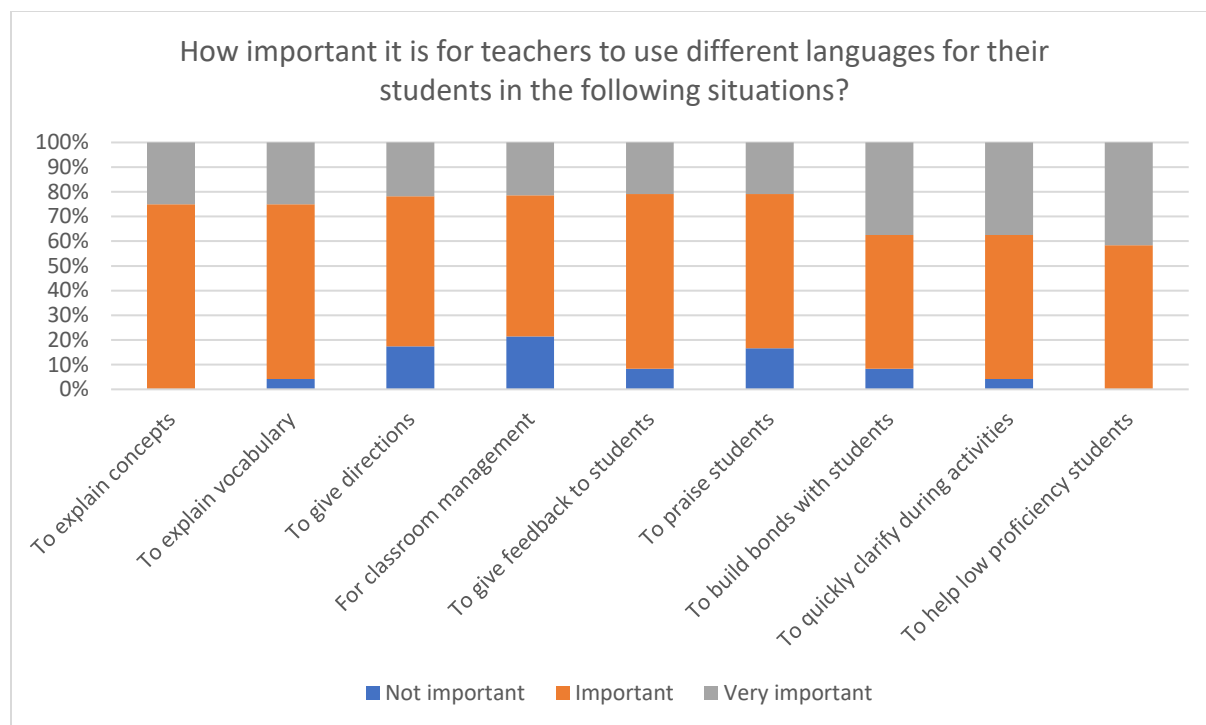**Importance of Teachers' Use of Translanguaging in the Classroom**

Figure 5. *Percentages of pre-service teachers' beliefs about the importance of the use of translanguaging in the classroom*

Figure 5 presents the perspectives of teachers on the significance of translanguaging in the classroom, with the data showing strong, widespread support among participants for its value. This consensus reflects a shared belief that translanguaging plays a crucial role in enhancing learning. Participants agreed that translanguaging facilitates communication, improves students' understanding of complex concepts, and allows teachers to adapt their language use to students' needs, enhancing classroom inclusivity and engagement. This trend underscores the positive attitude of teachers towards using multiple languages as a bridge for deeper comprehension and a supportive learning environment. It is important to use translanguaging in explaining concepts (75%), explaining vocabulary (70.8%), giving directions (62.5%), The management of the classroom was reported at 66.7%, while providing feedback to students was noted at 70.8%. Additionally, the act of praising students received a 62.5% acknowledgment, and efforts to foster

relationships with students were reflected at 54.2%. The clarification of concepts during activities was indicated at 58.3%, and assisting students with lower proficiency levels also registered at 58.3%. These findings, all exceeding 50%, suggest that the participants recognize the significance of employing translanguaging strategies within the classroom context

The result implies that there seems to be a strong consensus among the participants regarding the significance of using translanguaging in the classroom. They acknowledge the importance of translanguaging in educational settings as they see it as an essential tool for enhancing comprehension and communication, which facilitates clearer explanations and effective classroom management. It also suggests that they believe translanguaging helps in fostering positive teacher-student relationships by providing personalized feedback, praise, and support, which are critical for building an environment that is supportive and inclusive.

Several participants from Yuvayapan's (2019) study also revealed their use of translanguaging in the classroom is crucial. In Nambisan's (2014) findings illustrated that the "majority of teachers found these uses important, yet they did not report implementing or practicing them frequently in their classrooms" (p. 87). This implies that the beliefs and practices of the participants are aligned in several circumstances.

CONCLUSION

This study shows that pre-service English teachers from Mindanao State University-Marawi tend to have strong beliefs towards translanguaging and perceive the use of it in the classroom as important. It appears that their beliefs towards translanguaging align well with the practices they employ in the classroom. The results were parallel to the study of Alasmari, et.al. (2022) which found that teachers' beliefs on translanguaging were consistent with their practices. On the other hand, it contradicts Yuvayapan's (2019) and Nambisan's (2014) study which revealed that although teachers held positive beliefs about translanguaging in some instances, there is little to no implementation of this pedagogy in the classroom.

The findings of this study indicate that pre-service English teachers hold positive beliefs about using translanguaging in the classroom for purposes such as explaining academic content, establishing rapport, managing class activities, and facilitating discussions. Translanguaging allows teachers to extend beyond English to convey concepts more clearly and to manage classes with greater flexibility.

This study makes several important contributions. First, it addresses a gap in research focused on pre-service teachers and the Philippine context, providing a foundation for future exploration of this area. Second, it enriches the growing body of translanguaging research by highlighting pre-service English teachers' beliefs and practices around the

approach. Lastly, the findings offer valuable insights for students, educators, policymakers, and stakeholders on the advantages of using translanguaging in classrooms. Given the widespread bilingualism in the Philippines, the study suggests that bilingual educators recognize translanguaging as a useful tool, helping students achieve proficiency and academic success in both languages.

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