

TRANSLANGUAGING IN THE CLASSROOM: IMPACT ON THE ACADEMIC PERFORMANCE OF THE LEARNERS

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Abstract

Translanguaging has been known to be an effective method of teaching in different subject areas. In the Philippine educational setting, there is a need to prove whether Translanguaging impacts the academic performance of the learners. This study seeks to find the relationship between Translanguaging and academic performance of senior students in subject areas, English, Science and Mathematics. Translanguaging is a process of meaning-and sense-making. The analytical focus is on how the language user draws upon linguistic, cognitive and semiotic resources to make meaning make sense.

To test the hypothesis that there is no significant relationship between Translanguaging and academic performance and the assessment of learners and educators have no significant difference, online questionnaires were distributed to concerned students and teachers. Respondents were asked to answer the questionnaire and the results were analyzed using independent-test to determine significant difference in the assessment of educators and learners and Pearson R Correlations was utilized to determine the relationship of Translanguaging and academic performance. A documentary analysis of students' academic performance was tallied to relate to Translanguaging. The results revealed that there is a significant relationship between Translanguaging and academic performance and that there is no significant difference on some of the assessment of learners and educators on the use of Translanguaging.

Keywords: Translanguaging, Academic Performance.

Introduction (TIOC Approach)

English language courses have played a relevant role in the curriculum development of basic, secondary, higher education, including masters and postgraduate programs. Moreover, proficiency in the English language is considered an important qualification for the future career development of an individual either in practice or in an academic endeavor, which covers knowledge and skills in listening, speaking, reading, and writing for typical interaction.

Translanguaging pedagogy refers to strategies used to learn language collections and multilingual practices in a pedagogical way. Jaspers (2018) [3] suggests that translanguaging has been used as early as 1980 and had undergone relevant development and characterize a composite concept that comprises a wide range of ideas, issues, and plans. Leung & Valdez (2019) stated that translanguaging is a fast intensifying concept with theoretical, analytical, and pedagogical content that directly pulls from existing standpoints on bilingual or multilingual that many approaches and challenges in existing theoretical standpoint and pedagogical performs. Thus, educators and learners can use their own native languages other than the official language of instruction.

Corollary to this, educators are advocated to utilize adaptive measures that can work on the demands of globalization and internationalization, as well as on the needs of the contemporary learner. In response

to this, educators and learners utilize communication in varied forms to link and network all over the world; thus, the acquisition of languages becomes beneficial, and fluency of another foreign language ensures advantage in the spheres of education, politics, and commerce. Bilingualism, the ability to speak two languages, is on the rise in many countries that cater to the needs of the students' cognitive, linguistic, academic, and cross-cultural development, such as the USA, Canada, Norway, and Sweden (Rodriguez et al., 2014) [5]. On the other hand, Garcia & Kleyn (2016) [2] believe that translanguaging is based directly on the practices that bilingual writers and speakers use in many other contexts, drawing freely and flexibly on their language resources as needed. In schools specifically, translanguaging allows teachers to use contrastive analysis of semantic and syntactic elements and structures to support the development of the students' multilingual awareness and mobility.

Canagarajah (2011) [1] alleges that translanguaging teaching raises many questions in the educational contexts and does not receive sufficient attention in the literary world. Nonetheless, Lubliner & Gresham (2017) [4] observed that translanguaging teachers use different languages purposefully to enrich their teaching by incorporating the students' linguistic and cultural resources.

In the Philippines, English has continued to be an important form of communication among Filipinos,

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most especially in increasing globalization and internationalization of the world. Majority of the academic institutions from the basic to higher education institutionalized English as a medium of instruction. Teachers may knowingly or unknowingly use translanguaging in their classrooms due to the traditional educational system that includes Bilingual Education Policy (BEP), which requires the use of the English language in the classroom. However, studies revealed that the impact of BEP has not effectively developed cognitive knowledge and learning skills in English (Gonzalez, 1988). Fringal (2007) stated that the country's educational system had not prepared workers to communicate in English professionally. These studies conform to the report of the Asian Development Bank (2009) regarding the National Secondary Achievement Test that indicates that Filipino learners continuously perform poorly in science, Mathematics, and English. It is necessary, therefore, for the teachers to provide as many opportunities as possible to enhance translanguaging in the classrooms and innovate strategies necessary in the improvement of the academic performance of the students. This researcher conducted the study to assess the teachers' use of translanguaging in the classroom and its effect on the academic performance of the students.

Theoretical/Conceptual Framework (Sec Approach)

This study is anchored on the Translanguaging Theory of Language (Wei, 2018), which analyzes

the motivation and the fluid dynamic practices that transcend the boundaries between named languages, language varieties, and other semiotic systems. Translanguaging supports students to develop their multilingual awareness through attention to social justice, attention to social practice, and scaffolding.

It is based on the way bilingual people actually use language and, thereby, control of language use from school and government authorities to the students themselves. It opens up new possibilities for instructional medium and general linguistic performance by adopting the official language in the academe and integrating the vernacular and dialectic aspects of the culture in the communicative experience. Figure 1 presents the conceptual model of the study that was utilized to assess the effect of the teachers' use of translanguaging in the classroom and its effect on the academic performance of the students.

As shown in Figure 1, the independent variable that is, translanguaging in the classroom is evident in classroom management, discussion of lessons, common conversation, class participation, and feed backing. On the other hand, the dependent variable, which is the academic performance of the students, is manifested on the grade point averages of the students in English, Math, and Science. The arrow signifies the posited effect of the teachers' use of translanguaging in the classroom on the academic performance of the students.

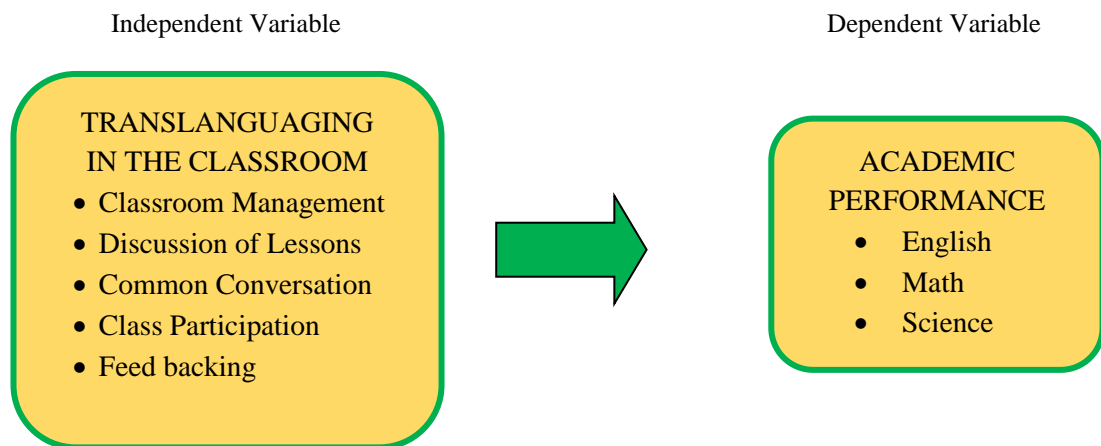


Figure 1: Conceptual Model of the Study, “Translanguaging in the Classroom: Impact on the Academic Performance of the Learners”

Statement of the Problem

The aim of this research is to assess the impact of the teachers' use of translanguaging in the classroom on the academic performance of the students.

Specifically, the study sought to answer the following problems:

1. How do the respondents assess the encouragement of translanguaging in terms of:
 - 1.1 Involvement in the discussion of content in class

- 1.1 Student participations
- 1.2 Discussion unrelated to class content
- 2 How do the respondents assess the importance of using translanguaging in relation to:
 - 2.1 Involvement in the discussion of content in class
 - 2.1 Student participation
 - 2.2 Involvement in discussion unrelated to the content
 - 2.3 Student oriented purposes
 - 2.4 Content oriented purposes
 - 2.5 Classroom oriented purposes
- 3 How do the respondents observe the teachers' use of native language in the classroom?
- 4 How do the respondents allow the use of their native language in an English Classroom?
- 5 How do the respondents assess the use of Tagalog in studying English?
- 6 What is the level of the respondents' academic performance in the following subjects:
 - 6.1 English;
 - 6.2 Science; and
 - 6.3 Mathematics?
- 7 Is there a significant difference in the assessment of encouragement on the use of Translanguaging between educators and learners?
- 8 Is there a significant difference in the assessment of the importance of using Translanguaging between educators and learners?
- 9 Is there a significant difference in the assessment of the teacher's use of native language in the classroom between educators and the learners?
- 10 Is there a significant difference in the assessment of the use of Tagalog in studying English between educators and the learners?
- 11 How do the respondents assess the significant relationship between the translanguaging and the academic performance of the learners?

Scope and Delimitation

The study is focused on assessing the effect of teachers' use of translanguaging on the academic performance of secondary students in secondary public schools in Metro Manila.

The respondents of the study were randomly selected secondary students who were computed using the Slovin's Formula. The teachers' use of translanguaging in the classroom was described with the use of a standardized instrument designed by Nambisan and Turnbull (2018), while the students' academic performance was a documentary analysis of the general point average of the students in English, Science, and Mathematics during the School Year 2019-2020.

Methodology

Brief information on how the research will be conducted. It includes the following:

● Research Design

This study utilized a descriptive correlational research design in order to determine the relationship between translanguaging and its effects on the academic performance of senior students. Descriptive research provides the scientific basis for providing descriptive details about the respondents and the results of the questionnaire given, which would help the researcher identifies the important factors, laying a foundation for more rigorous research.

Creswell (2008) discussed that correlational designs provide opportunity for the researcher to explain the relationship among variables, which define and evaluate the degree of association or relationship between variables.

More so, it does not control either manipulate the variables but instead correlates using statistical applications. There may be one or more purpose or reasons for using such designs, it may be used to seek and to relate two or more variables to see the influence of each other.

This design allows to predict outcome variables and to apply statistical knowledge-based on calculating the correlational statistical test.

● Participants/Respondents of the Study

The locale of the study is the City of Manila, which is divided into 6 congressional districts with 16 administrative districts, 100 zones, and 897 barangays. The selected eight (8) schools were all public senior high schools located in the District of Tondo, Singalong, and Intramuros, coming from the original thirteen (13) senior high schools during the proposal, but because of the pandemic, the number was trimmed down to a more feasible number for data gathering. All the schools that were allowed to be part of this research catered to the Senior High school curriculum. These were (1) Manuel A. Roxas High School, (2) Araullo High School, (3) Manila High School (4) Juan Nolasco High School (5) G. Perfecto High school (6) Manila Science High School (7) Tondo High School, and (8) Lakandula High School.

Table 1: Respondents of the Study

School	Population	Sample
A	158	32
B	398	81
C	170	34

D	205	44
E	158	35
F	160	32
G	122	24
H	182	36
Total	1554	318

In general, there were 355 respondents of the study, 37 of which were school teachers, and 318 were learners from the senior high schools. The use of Sloven's formula was utilized due to a large number of participants with a total population of 1,554 among the eight (8) selected senior high schools. Table 1 presents the composition of the respondents included in the study.

The respondents of the study were the randomly selected senior students from the total population of one thousand, five-hundred fifth- four (1, 554) from eight (8) public secondary schools in Metro Manila during the School Year 2019-2020. The researcher surveyed more than 318, with an actual number of 410 learners. Unfortunately, 92 respondents were wide-out due to inconsistency in answering the Google form wherein double or triple entry was made in the assessment of the evaluation form.

The majority of these students uses Tagalog as their means of communication and can understand English as a medium of instruction in the classroom.

● Instrument/s of the Study

This study utilized two (2) standardized instruments to assess the teachers' use of translanguaging in the classroom and its impact on academic performance among senior high schools.

Research Questionnaire 1: The first research instrument deals with the evaluation of the translanguaging that assessed the allowance and encouragement in involvement in the discussion of content in class, student participation. The research instrument also assesses the use of translanguaging in the involvement in the discussion of content in class, student participation, involvement in the discussion of unrelated to content, student-oriented purposes, content-oriented purposes, classroom-oriented purposes. Lastly, it assesses the importance of translanguaging in relation to student-oriented purposes, content-oriented purposes, and classroom-oriented purposes.

The research instrument is adopted from the standardized question entitled "Teachers' attitudes towards and uses of translanguaging in English

language classrooms in Iowa" by Kavitha Nambisan.

Research Questionnaire No. 2. This second research instrument deals with the evaluation of translanguaging, allowing teachers to use the native language in the classroom as well as the use of the native language in teaching and studying English. The research instrument is adopted from "Is there a Potential for a Translanguaging Approach to English Education in Japan? Perspectives of Tertiary Learners and Teachers. JALT Journal. Turnbull, B. (2018). The instrument was a student-rated assessment of the frequency of use of the teachers' translanguaging in the classroom using a Five-Point Likert Scale where the respondents choose from the following scale: (5) Always; (4) Often; (3) Sometimes; (2) Rarely; and (1) Never. The instrument is a set of items that each student completes independently with a group of other students. Reliability analysis for the questionnaire was conducted using Cronbach's alpha coefficient and was determined to be .85, suggesting satisfactory reliability overall. It contains thirty-two (32) items intended to assess five (5) classroom activities where the teachers use translanguaging such as: classroom management; discussion of the lessons; common conversation; class participation; and feedbacking. A documentary analysis of the grade point averages in English, Science, and Mathematics of the students during the School Year 2019-2020 was utilized that described the academic performance of the students.

● Data Gathering Procedure

Well-structured and standardized questionnaires were given to the randomly-selected respondents to assess the effect of the teachers' use of translanguaging in the classroom on the academic performance of the students. In gathering the data, the researcher carried out the following procedures:

1. A letter was sent to the Schools Division Superintendent to seek permission for the distribution of the standardized instrument.
2. With the endorsement, the researcher sought permission from the school heads of the respective participating schools for the distribution of the instruments. With the approval, the researcher attempted to distribute the questionnaires personally to the respondents. Unfortunately, due to school closures, as an offshoot of the global pandemic, the researcher was unable to administer the questionnaires.
3. The researcher uploaded the questionnaires in the google form and requested the senior students to respond. Likewise, the teacher respondents were also asked to respond to the instrument. The researcher checked and ensured

that all the items were answered religiously for the conduct of the study.

- **Data Processing and Statistical Treatment**

The data collected were tabulated and processed using the Statistical Packages for Social Sciences (SPSS) Version 23. The findings were presented using the necessary tables and figures. To analyze and interpret the data gathered, the following statistical measures were used:

Frequency counts, mean, and percentage procedure were utilized in presenting the teachers' use of translanguaging in the classroom was analyzed using a five-point Likert Scale interpreted as follows:

Rating Scale	Range	Verbal Interpretation
5	4.50 - 5.00	Always
4	3.50 - 4.49	Often
3	2.50 - 3.49	Sometimes
2	1.50 - 2.49	Rarely
1	1.0 - 1.49	Never

On assessing the importance of translanguaging was analyzed using a three-point Likert Scale interpreted as follows:

Rating Scale	Range	Verbal Interpretation
3	2.50 - 3.00	Very Important
2	1.50 - 2.49	Important
1	1.0 - 1.49	Not Important

The academic performance was analyzed and interpreted based on the following levels:

Grade Range	Descriptive Grade
90 – 100	Outstanding
75 – 89	Satisfactory
74 and below	Failed

Independent T-test was used to determine significant differences in the assessment of the educators and the learners, while Pearson R Correlations was utilized to determine the relationship of translanguaging to the academic performance of the study using the table of strength below.

Value	Interpretations
r= 1.0 to .90 or r= -1.0 to -.90	Very High Correlation; Very significant relationship
r= .89 to .70 or r= -.89 to -.70	High Correlation; Significant relationship
r= .69 to .40 or r= -.69 to -.40	Moderate Correlation; Average relationship
r= .39 to .20 or r= -.39 to -.20	Low Correlation; Small relationship
r= .19 and below	Very low Correlation; Almost no relationship

This research opted to determine the 95% validity of the study with a 5% degree of error and set at P-values of <0.05 was assumed to be statistically significant.

- **Ethical Consideration**

In compliance with the Data Privacy Act of 2012 (Republic Act 10173), the researcher made sure that all the data gathered were done in the strictest confidentiality. Specifically, the documentary analysis reflected only the grades of students, with the students' and teachers' names deleted.

Results and Discussions

1. Assessment on the encouragement of translanguaging in terms of:

1.1 Involvement in Discussion of Content in Class

Table 2 presents the mean score of the assessment on the encouragement of translanguaging involving discussion of content in class. It can be deduced from the table that the total mean score garnered 4.51 for the learners and 4.70 for teachers reflecting a verbal interpretation of "Always." Data also revealed that only one variable gave a verbal interpretation of "Often" with a mean score of 4.30 while the rest is "always." This variable deals with the discussion of content or activities in a small group.

Table 2: Mean Score of the Assessment on the Encouragement of Translanguaging Involving Discussion of Content in Class

No.	Variables	Learner's Mean	V.I.	Teacher's Mean	V.I.
1.	To Discuss content or activities in small groups Pagpapaliwanag ng nilalaman at gawain sa maliliit na grupo	4.3	O	4.8	A
2.	To brainstorm during class activities Magpalitan ng kurokuro sa gawain sa klase	4.75	A	4.6	A
3.	To Respond to the teacher's question Sumagot sa mga katanungan ng guro	4.5	A	4.7	A
Total Mean		4.51	A	4.7	A

The overall analysis of translanguaging in the assessment on the encouragement involving discussion of content in class helps in brainstorming and responses to teacher's questions.

1.2 Student Participation

Table 3 presents the mean score of the assessment on the encouragement of translanguaging involving student participation. It can be deduced from the table that the total mean score garnered 4.10 for the learners with a verbal interpretation of "often" while a mean score of 4.85 for teachers with the verbal interpretation of "Always."

Table 3: Mean Score of the Assessment on the Encouragement of Translanguaging in Involving Student Participation

No.	Variables	Learner's Mean	V.I.	Teacher's Mean	V.I.
1.	To provide assistance to peers during activities Mabigyan ng tulong sa kaibigan habang gawain	4.7	A	4.8	A
2.	To enable participation by lower proficiency students Upang makasali sa mga mahihinang magaaral	3.5	S	4.9	A
Total Mean		4.1	O	4.85	A

Data also revealed that the total mean assessment was different from both respondents, the educator and the learner. It can be noted from the table that the variable on participation by lower proficiency students garnered a mean score of 3.5 with a verbal interpretation of "sometimes," which is opposite from the views of teachers reflecting a high mean score of 2.90. This indicates that teachers used translanguaging to help low proficiency students in the classroom even though the learners do not appreciate this kind of commitment from the teachers.

1.3 Discussion of Unrelated Class Content

Table 4 presents a mean score of assessment on the encouragement of translanguaging involving discussion unrelated to class content. It can be deduced from the table that the total mean score of

3.45 for the learners with a verbal interpretation of "sometimes" while a mean score of 4.3 for teachers with a verbal interpretation of "Often."

Data also revealed that the total mean assessment was different in all aspects of the variables for both respondents. It can be noted on the table that variable on explaining problems not related to content garnered a mean score of 3.65 with a verbal interpretation of "Often" for students while a mean score of 4.65 for teachers, which reflects similar observation on the succeeding variables that deal with asking permission, the students revealed a mean score of 3.25 with the verbal interpretation of "Sometimes" while the teachers yielded a mean score of 4.0 showing a verbal description of "Often." It can be deduced that the assessment in terms of encouragement of translanguaging involving

discussion unrelated to class content reveals different opinions for both respondents.

Table 4: Mean Score of the Assessment on the Encouragement of Translanguaging involving Discussion Unrelated to Class Content

No.	Variables	Learner's Mean		Teacher's Mean	
1.	To explain problems not related to content Maipaliwanag ang problema hindi kaakibat ng nilalaman	3.65	O	4.65	A
2.	To ask permission Humingi ng pahintulot	3.25	S	4	O
Total Mean		3.45	S	4.3	O

2. Assessment on importance of translanguaging

2.1 Involvement in the discussion of content in class

Table 5 shows the mean score assessment on the importance of using translanguaging involving discussion of content in class. The table reflects the total mean score of 4.45 for the learners with a verbal interpretation of "Often" and a mean score of 4.70 for teachers with a verbal interpretation of "Always."

Table 5: Mean Score of the Assessment on The Importance of Using Translanguaging Involving Discussion of Content in Class

No.	Variables	Learner's Mean	V.I.	Teacher's Mean	V.I.
1.	To Discuss content or activities in small groups Pagpapaliwanag ng aralinn at gawain ng maliliit na grupo	4	O	4.55	A
2.	To brainstorm during class activities Magpalitan ng kurokuro sa gawain sa klase	4.6	A	4.75	A
3.	To Respond to the teacher's question Sumagot sa mga katanungan ng guro	4.75	A	4.8	A
Total Mean		4.45	O	4.7	A

Data indicates that almost all of the variables have a verbal interpretation of "Always" on all the aspects in the use of translanguaging except in the discussion of the content of activities in a small group.

2.2 Student Participation

Table 6: Mean Score of the Assessment on the Importance of Translanguaging Involving Student Participation

No.	Variables	Learner's Mean	V.I.	Teacher's Mean	V.I.
1.	To provide assistance to peers during activities Mabigyan ng tulong ang kaibigan sa mga Gawain	2.8	S	3.85	A

Table 6 presents a mean score of the assessment on the importance of using translanguaging involving student participation. It can be deduced from the table that the total mean score is 3.16 for the learners with a verbal interpretation of "Sometimes" during a mean score of 4.0 for teachers with a verbal interpretation of "Often."

2.	To translate for a lower proficiency student Matulungan ang mga mahihinang magaaral.	3.45	S	4	O
3.	To enable participation by lower proficiency students Makilahok sa mga mahihinang magaaral	3.25	S	4.25	O
Total Mean		3.16	S	4	O

Data also revealed that the total mean assessment was different in respondents, the educator and the learner. It can be noted from the table that variable 1 (To provide assistance to peers during activities) garnered the lowest mean score of 2.8 with a verbal interpretation of “sometimes,” which is opposite the views of the teachers having a high mean score of 3.85 with a verbal interpretation of “sometimes.” Moreover, it can be noted that there is a great difference in assessment in every variable while there is consistency of evaluation among the students.

2.3 Involvement of Discussion Unrelated to Content

Table 7 presents the mean score of the assessment on the importance of the use of translanguaging involving discussion unrelated to content. It can be deduced from the table that the total mean score garnered 3.16 for the learners with a verbal interpretation of “Sometimes” while a mean score of 4.0 for teachers showing a verbal interpretation of “Often” is evident.

Table 7: Mean Score of the Assessment on The Importance of Translanguaging Involving Discussion Unrelated to Class Content

No.	Indicators	Learner’s Mean	V.I.	Teacher’s Mean	V.I.
1.	To explain problems not related to content Maipaliwanag ang problema hindi kaakibat ng nilalaman	3.85	O	4.55	A
2.	To ask permission Humingi ng pahintulot	3.25	O	4.8	A
Total Mean		3.55	O	4.68	A

Data also revealed that total mean assessment shows significant difference from both respondents, the educator, and learner. It can be noted from the table that variable 1 (to provide assistance to peers during activities) garnered the lowest mean score of 2.8 with a verbal interpretation of “sometimes,” which is opposite the views of the teachers having a high mean score of 3.85 with a verbal interpretation of “sometimes.” Moreover, it can be noted that a great difference in assessment in every variable is evident while the consistency of evaluation among the students is shown.

3. How the respondents assessed the importance of translanguaging in terms of:

3.1 Student oriented purposes

Table 8 presents the mean score of the assessment on the importance of translanguaging in student-oriented purposes. It can be deduced from the table that the total mean score garnered 2.7 for the learners with a verbal interpretation of “Sometimes” during a mean score of 3.85 for teachers with a verbal interpretation of “Often.”

The Table also reflects that the lowest among the variable 1 (to praise students) with a mean score of 1.45 with the verbal interpretation of “rarely” while teacher’s evaluation showed a big difference in the mean score of 3.40 with a verbal interpretation of “Sometimes.” It can be noted that the evaluation of learners and teachers have different assessments in this variable.

Table 8: Mean Score of the Assessment on The Importance of Translanguaging in Student Oriented Purposes

No.	Indicators	Learner's Mean	V.I.	Teacher's Mean	V.I.
1.	To praise students Purihin ang mga magaaral	1.45	N	3.4	S
2.	To build bonds with students Magkaroon ng ugnayan ang mga magaaral.	2.35	R	3.35	S
3.	To give feedback to students Magbigay ng komento ukol sa mag aaral	3.15	S	4.25	O
4.	To help low proficiency students Makatulong sa mga mahihinang magaaral	3.85	O	4.4	O
Total Mean		2.7	S	3.85	O

3.2 Content-oriented purposes

Table 9 presents the mean score of the assessment on the importance of translanguaging in content-oriented purposes. It can be deduced from the table

that the total mean score garnered 4.33 for the learners while a mean score of 4.46 for teachers having both variables reflecting a verbal interpretation of "Often."

Table 9: Mean Score of the Assessment on The Importance of Translanguaging in Content - Oriented Purposes

No.	Indicators	Learner's Mean	V.I.	Teacher's Mean	V.I.
1.	To explain concepts Ipaliwanag ang mga konsepto	4.85	A	4.9	A
2.	To describe vocabulary Ipaliwanag ang mga bokabularyo	4.75	A	4.8	A
3.	To quickly clarify during activities Malinawan ng mabilis ang mga gawain	3.4	S	3.7	O
Total Mean		4.33	O	4.46	O

The Table also presents an almost similar evaluation of the different variables having a verbal interpretation of "Always" except for one variable wherein the learners gave a 3.40 mean score on the third variable "to quickly clarify during activities." This indicates a good evaluation in relation to translanguaging and content-oriented purposes.

3.3 Classroom-oriented purposes

Table 10 presents the mean score of the assessment on the importance of translanguaging in classroom-

oriented purposes. As gleaned from the table, the total mean score of 4.70 for the learners while a mean score of 4.65 for teachers showing both variables with the verbal interpretation of "Often." The Table also presents an almost similar evaluation of both variables showing a verbal interpretation of "Always" for both the teachers and learner's assessment. Among others, these variables depict a high score evaluation among learners more than the teacher's evaluation.

Table 10: Mean Score of the Assessment on The Importance of Translanguaging in Classroom - Oriented Purposes

No.	Indicators	Learner's Mean	V.I.	Teacher's Mean	V.I.
1.	To give directions Magbigay ng direksyon	4.85	A	4.6	A
2.	For classroom management Sa pamamahala ng klase	4.55	A	4.7	A
Total Mean		4.7	A	4.65	A

4. Observation on Teachers uses Native Language in the Classroom

Table 11 presents the mean scores assessment regarding the observation on teachers' use of native language in the classroom. It can be noted that the highest mean scores of 2.90 with the verbal interpretation of "Very Important" are variables E (compare English and Tagalog) and F (Repeat something in Tagalog after saying it first in English), both teachers' and learners' assessment.

The lowest variable which deals with the student evaluation is G (engaging in small talks) with a mean score of 2.05 and verbal interpretation of "important" as well as O (asking questions) with a mean score of 2.10. Moreover, it can be gleaned that the learners' and teachers' evaluation have an almost equal assessment on all parameters regarding the observation of teacher's use of native language in the classroom.

Table 11: Mean Scores Assessment Regarding Observation on Teachers Use of Native Language in the Classroom

No.	Variables	Learner's Mean	V.I.	Teacher's Mean	V.I.
1.	Explain English grammar Ipaliwanag ang gramatika ng Inggles	2.9	VI	2.85	VI
2.	Explain vocabulary Ipaliwanag ang bokabularyo o salita	2.85	VI	2.9	VII
3.	Explain culture or ideologies Ipaliwanag ang Kultura o ideolohiya	2.45	I	2.55	I
4.	Explain English texted. Ipaliwanag ang tekstong Inggles	2.65	VI	2.75	VI
5.	Compare English & Tagalog Paghambingin ang Inggles at Tagalog	2.9	VI	2.9	VI
6.	Repeat something in Tagalog after saying it first in English Ulitin ang isang bagay sa Tagalog pagkatapos sabihin muna ito sa Inggles	2.9	VI	2.9	VI
7.	Engage in small talks Makipagtalastasan sa malilit na pangkat	2.05	I	2.65	VI
8.	To give instructions Magbigay ng panuto	2.4	I	2.7	VI
9.	To give feedback Magbigay ng puna	2.3	I	2.6	VI
10.	To save time Makatipid sa oras	2.45	I	2.7	VI

11.	To give advice on study methods Magbigay ng payo sa pamamaraan ng pag-aaral	2.85	VI	2.85	VI
12.	For classroom management Para sa pamamahala ng silid-aralan	2.9	VI	2.9	VI
13.	For behavioral management (discipline, student organization) Mamamahala ng disiplina, pang-unawa ng mag-aaral	2.75	VI	2.8	VI
14.	For task management (instructions, ensuring comprehension, maintaining task flow) Pamamahala ng gawaing aralin, tiyak na pangunawa	2.8	VI	2.85	VI
15.	To ask students questions Magtanong sa mag-aaral	2.1	I	2.55	VI
16.	To answer students' questions Sagutin ang mga tanong ng mag-aaral	2.4	I	2.6	VI
17.	To Summarize The Lesson Lagumin Ang Aralin	2.8	VI	2.85	VI
Total Mean		2.47	I	2.75	VI

5. Assessment on allowing the use of native language in the English Classroom

Table 12 presents the frequency and percentage of the assessment of allowing the use of native language in the English classroom. It can be gleaned from the table that the quantifiable number of

allowable use of native language garnered the highest percentage among the learners with 52% or 165 respondents answered “always” followed by 27% or 85 respondents answered “Often” while the least is “never” having 1% or 3 respondents on allowing the use of native language in the English classroom.

Table 12: Frequency and Percentage on the Assessment on Allowing the Use of Native Language in the English Classroom

Respondent Tagatugon	Never (1) Hindi kailanman		Rarely (2) Bihira		Sometimes (3) Paminsan minsan		Often (4) Mandalas		Always (5) Palagi	
	F	%	F	%	F	%	F	%	F	%
Learner's	3	1	15	5	50	15	85	27	165	52
Teacher's	2	5	5	14	15	41	8	22	7	18

On the other hand, the teacher assessment on allowing the use of native language in the English classroom shows that the highest is 41% or 15 respondents answered “Sometimes” followed by “Often” with 22% or 8 respondents while the least is “Never” with 5% or 2 respondents.

6. Assessment of the use of Tagalog in studying English

Table 13 is the mean score assessment on the use of Tagalog in studying English. It can be gleaned from

the table that the highest mean scores registered a perfect score of 3.0 with the verbal interpretation of “Very Important” for both learners and educators dealing with three variables 1 (to translate and better understand new vocabulary) 2 (To better understand difficult concepts) and 3 (To translate and better understand what I hear). It is also noted that the same means score of 2.90 with the verbal interpretation of “Very Important” deals with variable F (To better understand listening passages).

Table 13: Mean Score on the Assessment of Use of Tagalog in Studying English

No.	Variables	Learner's Mean	V.I.	Teacher's Mean	V.I.
1.	To translate and better understand new vocabulary Upang magsalin at mas maintindihan ang mga bagong bokabularyo.	3	VI	3	VI
2.	To translate and better understand new grammar items Upang magsalin at hogit na maunawaan ang mga bagong bagay-bagay sa gramatika.	2.9	VI	2.85	VI
3.	To better understand difficult concepts Upang higit na maunawaan ang mga mahihirap na konsepto.	3	VI	3	VI
4.	To better understand cultural items Upang higit na maunawaan ang mga bagay bagay sa kultura.	2.6	VI	2.7	VI
5.	To better understand reading texts Upang higit na maunawaan ang mga bagay- bagay sa pagbasa.	2.95	VI	3	VI
6.	To better understand listening passages. Upang higit na maunawaan ang mga talata sa pakikinig.	2.9	VI	2.9	VI
7.	To plan writing my essays Upang balangkasin ang pagsusulat ng aking sanaysay.	2.85	VI	2.9	VI
8.	To translate and better understand what I hear Upang magsalin at higit na maunawaan ang aking naririnig sa Ingles.	3	VI	3	VI
9.	To save time Upang makatipid sa oras.	2.7	VI	2.8	VI
10.	To ask about the teacher questions Upang linawin ang mga tanong ng guro.	2.6	VI	2.7	VI
11.	To answer teacher questions' Upang sagutin ang mga tanong ng guro	2.7	VI	2.85	VI
12.	To discuss with peers about the Lesson Upang matalakay sa mga kamag -aral ang ukol sa aralin.	2.5	VI	2.7	VI
13.	To easily do note-taking Upang madaling gawin ang mga tala sa pagsulat.	2.3	I	2.5	VI
14.	To express myself better Upang maipahayag ang aking sarili nang higit na mahusay.	2.8	VI	2.9	VI
Total Mean		2.57	VI	2.84	VI

It is also noted that the assessment has almost the same rating between the learners and teachers, and the majority reflects a verbal interpretation of "Very Important." The least rating among the variables is M (to do easy note-taking), garnered a mean score of 2.30 with the verbal interpretation of "Important."

7. Respondents' Academic Performance

Table 14 presents the Frequency and percentage profile of the learners in relation to academic performance in Science, English, and Math.

Table 14: Frequency and Percentage Profile of The Learners in Relation to Academic Performance in Science, English, and Math

Range	Frequency	Percentage
Science		
90- 100 (Outstanding)	138	43.30%
75 – 89 (Satisfactory)	167	52.50%

Below 74 (Failed)	13	4.10%
Math		
90- 100 (Outstanding)	180	56.60%
75 – 89 (Satisfactory)	132	41.50%
Below 74 (Failed)	6	1.90%
English		
90- 100 (Outstanding)	150	47.20%
75 – 89 (Satisfactory)	156	49.10%
Below 74 (Failed)	12	3.80%

It can be gleaned from the table that the majority of the learners showed outstanding performance in Math with 180 learners showing a grade between 90 to 100 followed by 132 learners or 41.5 % with a grade of 75 to 89 and only six learners failed to pass the math subject showing a grade of 74 and below.

The academic performance dealing with Science shows that the highest is 52.5% or 167 learners showing grades between 75 to 89 followed by 138 learners or 43.3% were outstanding in Science with a grade range 90 to 100, and only 4.1% or 13 learners failed the subject with a grade of 74 and below.

The students' academic performance in English shows that the highest is 49.1 % or 156 learners with grades between 75 to 89 followed by 150 learners or 47.2 % showing outstanding in English with a grade range 90 to 100 and only 3.8 % or 12 learners failed the subject with a grade of 74 and below.

Additionally, the data denote that the majority of the learners scored satisfactory and outstanding in the academic performance, and only a few learners got

less than 10% who failed in the three academic subjects in Science, Math, and English.

8. Assessment on the significant difference in the encouragement of translanguaging between Educators and Learners

Table 15 presents a significant difference in the encouragement of translanguaging between educators and learners. It is clearly manifested from the table that all variables such as discussion content in class have a t-test value of -1.287 with a significant value of 0.267 at 4 degrees of freedom, student participations t-test value of -1.246 with a significant value of 0.339 at 2 degrees of freedom, and discussion unrelated to class content have t-test value of -2.293 with significant value of 0.149 at 2 degrees of freedom respectively, exhibiting p-values that are greater than the alpha value 0.05 which means that the pieces of evidence gathered rejects the hypothesis and that translanguaging does not significantly differ in the assessment of the educators and learners in terms of the encouragement of translanguaging.

Table 15: Significant Difference in the Encouragement of Translanguaging between Educators and Learner

Variables	T-test	Significant P-value	P-value	Df	Decision	Remarks
Discussion content in Class	-1.287	0.267	0.05	4	No Significant Difference	Accept the Null Hypothesis
Student participation	-1.246	0.339	0.05	2	No Significant Difference	Accept the Null Hypothesis
Discussion unrelated to class content	-2.293	0.149	0.05	2	No Significant Difference	Accept the Null Hypothesis

9. Assessment on the Significant Difference regarding the importance of Translanguaging among educators and Learners

Table 16 presents a significant difference in the assessment of the importance of translanguaging between educators and learners. It is clearly

manifested on the table that all variables such as discussion content in class, which reveals a t-test value of -1.035 with a significant value of 0.359 at 4 degrees of freedom, and discussion unrelated to class content have a t-test value of -3.42 with a significant value of 0.074 at 2 degrees of freedom respectively, have p-values greater than the alpha

value of 0.05 which means that the pieces of evidence gathered accepts the hypothesis, and that translanguaging does not significantly differ in the assessment of the educators and learners in terms the importance for uses of translanguaging.

On the other hand, Translanguaging and student participations have p-values that are less than the

alpha value of 0.05, which means that the evidence gathered rejects the hypothesis. This implies that there is a significant difference in the assessment of the importance of translanguaging in student participation between educators and learners. Thus, having a difference in view in relation to student participation.

Table 16: Significant Difference Regarding the Assessment of the importance of Translanguaging among Educators and Learners

Variables	t-test	Significant value	p-	p-value	Df	Decision	Remarks
Discussion content in Class	-1.035	0.359		0.05	4	No Significant Difference	Accept the Null Hypothesis
Student participation	-3.854	0.018		0.05	4	Significant Difference	Accept the Null Hypothesis
Discussion unrelated to class content	-3.42	0.074		0.05	2	No Significant Difference	Accept the Null Hypothesis

10. Assessment on the Significant Difference regarding the importance of translanguaging

Table 17 presents the significant difference in the importance of translanguaging as seen from the assessment of educators and learners. It is clearly manifested in the table that all variables such as student-oriented purposes have a t-test value of -1.961 with a significant value of 0.09 at 6 degrees of freedom, content-oriented purposes t-test value of -

0.220 with a significant value of 0.835 at 4 degrees of freedom, and classroom-oriented purposes have t-test value of -0.316 with significant value of 0.316 at 2 degrees of freedom respectively, have p-values that are greater than the alpha value 0.05 which means that the evidence gathered failed to reject the hypothesis and that translanguaging does not significantly differ in the assessment of the educators and learners in terms of the importance of translanguaging.

Table 17: Significant Difference in the Importance of Translanguaging in the Classroom as Gleaned from the Assessments of Educators and Learners

Variables	t-test	Significant value	p-	p-value	Df	Decision	Remarks
Student-Oriented Purposes	-1.961	0.09		0.05	6	No Significant Difference	Accept the Null Hypothesis
Content-Oriented Purposes	-0.22	0.835		0.05	4	No Significant Difference	Accept the Null Hypothesis
Classroom-Oriented Purposes	0.316	0.316		0.05	2	No Significant Difference	Accept the Null Hypothesis

10. Assessment on the significant difference in observation regarding Teachers use of Native Language in the Classroom

Table 18 presents the significant difference in observation regarding teachers' use of native language in the Classroom as gleaned from the assessments of educators and learners. It is clearly manifested from the table that the variables have a t-

test value of -1.026 with a significant value of 0.315 at 26 degrees of freedom with p-values that are greater than the alpha value 0.05, which means that the evidence gathered failed to reject the hypothesis and that translanguaging does not significantly differ in the assessment of the educators and learners in terms of observations regarding teachers' use of native language in the classroom.

Table 18: Significant Difference in the Use of Tagalog in Studying English as Gleaned from the Assessment of Educators and Learners

Variables	t-test	Significant value	p-value	Df	Decision	Remarks
Use of Tagalog in Studying English	-1.026	0.315	0.05	26	No Significant Difference	accept the Null Hypothesis

11. Assessment on the significant difference in the use of Tagalog in studying English

Table 19 presents a significant difference in the use of Tagalog in studying English among educators and learners. It is clearly manifested from the table that the variables have a t-test value of -1.0865 with a

significant value of 0.71 at 32 degree of freedom, which reflects p-values that are greater than the alpha value 0.05, which means that the pieces of evidence gathered failed to reject the hypothesis and that translanguaging does not significantly differ in the assessment of educators and learners in terms of the use of Tagalog in studying English.

Table 19: Significant Difference in the Use of Tagalog in Studying English as Gleaned from the Assessment of Educators and Learners

Variables	t-test	Significant p-value	p-value	Df	Decision	Remarks
Use of Native Language in the Classroom	-1.865	0.71	0.05	32	No Significant Difference	accept the Null Hypothesis

12. Assessment of the significant relationship between the translanguaging and the academic performance of the learners.

Table 20 presents the composite table on the significance of the relationship between translanguaging and the academic performance of the learners. It is clearly manifested from the table

that among the academic performance of the learners both in Math and Science have a significant value of 0.036 and 0.000 respectively, that is less than the alpha value 0.05 which means that the evidence gathered rejected the hypothesis. This implies that there is a positive statistical correlation between translanguaging and the academic performance of students in Math and Science.

Table 20: Composite Table of the Significant Relationship between Translanguaging and the Academic Performance of the Learners

Translanguaging	Computed r	VI	Sig	Decision	VI
Math	0.456	MC	0.036	R	S
English	0.625	MC	0.053	FR	NS
Science	0.865	HC	0	R	S
Overall	0.646	MC	0.031	R	S

Legend: FR- Failed to reject R- Reject NS- Not significant S- Significant

On the other hand, Translanguaging and academic performance in English have p-values that are greater than the alpha value 0.05, which means that the evidence gathered failed to reject the hypothesis and that translanguaging does not significantly

relate to academic performance in English. In the overall analysis, translanguaging affects the academic performance of learners.

Conclusion

Based on the results and discussions, the following conclusions were made:

1. The Frequency and percentage profile of the learners in relation to academic performance in Science, English, and Math can be gleaned as the majority of the learners were outstanding in Math and satisfactory in Science and English. The majority of the academic performance was rated as outstanding and satisfactory, and only 10% fall below the passing marks.
2. There is no significant difference in the importance of the use of translanguaging as gleaned from the assessment of educators and learners. Additionally, the teacher's use of native language in the classroom, including the use of Tagalog in studying English, revealed no significant difference.
3. There is a positive statistical correlation between translanguaging and the academic performance in Math and Science of learners, while the data revealed that there is no significant correlation between academic performance in English and translanguaging.

Recommendations

The following recommendations are suggested based on the result of the study:

1. A proposed plan of action on the implementation of translanguaging in different subject areas, not only limited to Science, Math, and English but the entire subjects in the senior high school. In this action plan, the main goal is to facilitate in helping improve the low proficiency learners.
2. An orientation or seminar-workshop on the applicability of translanguaging in cascading and implementation in the different courses in

the senior high school. This is in response to the low turnout evaluation on the feedback of students as well as on clarity of activities.

3. Increase use of translanguaging in discussions involving culture and ideologies. In this aspect, a better understanding of the concepts and principles as well as diversity and evolutions of ideology and culture may be realized.
4. Translanguaging research not only in senior high school but also in grade schools and higher education institutions.
5. Researches done can be a springboard to other researches involving translanguaging.

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

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