

Bridging Inclusivity through Translanguaging Practices

Jerame N. Gamboa¹, Melchor Cayabyab², Relly Rachelle D. Abalos³

¹Institute of Graduate and Professional Studies, Lyceum Northwestern University, Philippines

Email: jerame.n.gamboa@gmail.com

²Institute of Graduate and Professional Studies, Lyceum Northwestern University, Philippines

³Institute of Graduate and Professional Studies, Lyceum Northwestern University, Philippines

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ABSTRACT:

The study explored the practices, impacts, challenges, and opportunities of translanguaging in bridging inclusivity in online learning space. It aims to identify how the teachers utilized translanguaging to bridge linguistic diversities and engagement. Using a descriptive qualitative were gathered through focus-group discussion to eighteen (18) language teachers. Findings reveal that teachers perceive translanguaging as a beneficial pedagogical tool in online learning space to enhance participation, reduces language anxiety, and facilitates comprehension, and vocabulary acquisition. Teachers recognize the significant influence of translanguaging beliefs on the strategies used in online multilingual classrooms. Moreover, code-switching identified as the most prevalent practice. Despite the positive perceptions on translanguaging, challenges such as limited resources, curriculum constraints, and varying language proficiencies were identified. Nonetheless, participants recognize the significant opportunities brought by translanguaging to promote inclusivity and diversity.

Keywords: Language, Education, Translanguaging, Multilingualism, Inclusivity.

1. Introduction

Integrating various languages in education allows the creation and recreation of learning environments. It makes education not only of quality, but also inclusive and equitable for learners with different cultures, backgrounds, and linguistic origins. As its mission, the modern education system addressed globalization and diversity, needing positive changes towards new pedagogical approaches.

The traditional methods of education often begin in the context of monolingualistic. Where, it is argued to be unfit for the learners of today's generation, given their different linguistic backgrounds. Such approach frequently causes inequality among multilingual students through

the restriction of their different linguistic abilities, hindering their success in the academe, and creating feelings of rejection within their academic environment (Steele et al., 2022). These highlight the urgent necessity for more inclusive and equitable educative practices that considers the differences and actively influence the strengths of multilingual learners.

Translanguaging, as asserted by Prilutskaya (2021), plays a crucial role in teaching where the bilingual language practiced is normalized and new pedagogical strategies in line with the flexible utilization of multiple languages in the classroom are stimulated. With translanguaging, all the languages are viewed as equal, a factor in

enhancing the effectivity of communication inside the classroom.

In previous years, what surfaced as an important concept within the teaching and learning process is translanguaging; particularly, in the multilingual education context. Garcia (2019) claimed that translanguaging, as it is known for its potential in creating linguistically inclusive teaching practices, stimulates the learners to use the totality of their linguistic range without being restricted by social or political language barriers.

While there are studies that explored translanguaging in different settings (Sun & Zhang, 2022; Jiang et al., 2022; Fang et al., 2022; Wang, 2022; Alasmari et al., 2022), the unique challenges and opportunities presented by online synchronous learning, particularly within the Philippine context, remain under-researched. The digital environment, while offering potential for facilitating multilingual communication, can also worsen existing linguistic inequalities if not carefully managed (Zheng & Peng, 2022).

Literature Review

Translanguaging was developed by Cen Williams emphasizing the importance of the integration of the use of multiple languages in language education. Through translanguaging, it promotes the enhancement of communication and learning opportunities to culturally and linguistically diverse students (Sembiente & Tian, 2023). Also, translanguaging is an approach embracing a holistic understanding of the language/s being used. Thus, it aims to create equitable learning environments where students grow academically and socially.

Lewis et al. (2021) had defined translanguaging as the dynamic and flexible use of multiple languages within a single communicative event. Thus, it recognizes the interlink and adaptability of linguistic avenues of multilingual individuals. Giving emphasis to that, translanguaging challenges the monolingual standards or policies of some educative institutions because it advocates the enhancement of inclusivity, engagement, and learning outcomes for multilingual learners (Galante, 2020; Canagarajah, 2011 cited by

Chaika, 2023). These aims are aligned to SDG 4 (Quality Education) that directly fights negative effects of language-restrictive policies which often leads into discrimination and low academic performance (Chaika, 2023).

In the Philippines as a multilingual country, translanguaging is important and viable. Translanguaging gives a pedagogical approach that may equip linguistic diversity to improve learning as well as making it more inclusive. In doing so, discriminating monolingual approach could be eradicated giving value to empower learners to be more engaged, connected, and learned (Fernandez, 2024).

Over the past years, translanguaging has evolved. In the research of Garcia & Wei (2014, cited by Pugh & Cabral, 2021), translanguaging became an approach challenging the traditional and restrictive way of the use languages in the teaching and learning process. Canagarajah (2021) and Bailey et al. (2025) viewed translanguaging in social and political aspects focusing on the use and acceptance of varied language in various contexts in promoting linguistic fairness. Lewis et al. (2021) and Blackledge & Cresse (2019) widen the concepts of translanguaging not only in connection to linguistics and comprehension but also in terms of social, cultural, and political significance.

The focus of the study is to address the literature and methodological gaps by investigating the beliefs, practices, and impacts of translanguaging particularly in online synchronous multilingual classrooms within the Philippines. It explores both students and teachers' perspectives of translanguaging practices and how the responses provide valuable insights for educators, researchers, and policy makers in creating a more inclusive online learning experiences to students of various linguistic backgrounds.

Statement of the Problem

The research aims to explore the strategies and practices, impact, and challenges of teachers as they use translanguaging in online synchronous learning spaces in bridging

inclusivity. Specifically, the study looks for the following research questions:

1. What translanguageing strategies and practices do teachers in building inclusivity in online?
2. How do the translanguageing strategies in online impact the students' sense of belonging and academic engagement as perceived by teachers?
3. What challenges do teachers face in using translanguageing in building inclusivity in online?

2. Methodology

Research design

The research adopts descriptive qualitative. This design enables to give comprehensive investigation of the translanguageing practices perceived and done in the online learning space. It gives better and clearer understanding of the pedagogical translanguageing practices adopted in online synchronous multilingual classrooms.

Respondents

A total of eighteen (18) teachers who are actively involved in facilitating online synchronous classes were the key informants. The teacher-participants are chosen based on their experience, training, and engagement.

Data Collection

A focus group discussion (FGD) was used in gathering qualitative data. An interview guide was used in the focus group discussion. For the focus group discussion, it was arranged through face to face or online. Sessions were scheduled based on the participants' availability. First batch of focus group discussion was composed of 3 participants; the second batch of focus group discussion was composed of 5 participants; the third batch was with 4 participants; the fourth batch was with 4 participants; and the fifth batch was with 2 participants.

Data Analysis

To analyze the gathered data, Thematic analysis was utilized to interpret from the discussions involving systematic coding process to identify

recurrent themes and patterns related to teachers' beliefs, practices, impact, challenges, and opportunities on the use of pedagogical translanguageing in online synchronous multilingual learning environments.

3. Findings and Discussion

3.1 Translanguageing Strategies and Practices in building inclusivity in online

Translanguageing Strategies

Teacher-participants identified different translanguageing strategies that they use in their online synchronous classes. These strategies include the use of multilingual resource, use of home language/s, translations, and code-switching.

Teachers reported multilingual resources as the most common translanguageing strategy. This is done by providing materials and learning opportunities in multiple languages to address students' linguistic capacities.

"Multilingual Chatbox responses." (T1)

"Group discussion for research output." (T3)

"Also, I sometimes provide multilingual resources and activities depending on the topic of course." (T7)

Using multilingual resources as a translanguageing strategy makes the teacher and the lessons more engaging to students leading to more effective and meaningful access to learning content. This approach also fosters a more collaborative and inclusive online classroom culture. This aligns with the findings of Arif et al. (2020) that highlighted that the use of materials in multiple languages fosters inclusivity and addresses the diverse linguistic needs of the students, thereby promoting active engagement and collaborative learning in online environments.

Another common identified strategy is the use of students' home languages.

"I ask students to use the language they are more comfortable with and later on let them establish or construct it in the preferred language. Meanwhile, I make sure to give them tips so they would avoid transliteration." (T6)

"As I value their linguistic diversity, I allow them to use their home language if necessary. Also, I sometimes provide multilingual resources and activities depending on the topic of course." (T7)

By allowing students to incorporate their home languages into classroom discussions and tasks, teachers create a sense of belonging and acceptance, which is essential for building confidence and encouraging active participation.

Additionally, the strategy of translation is utilized to further enhance understanding. Teachers allow students to respond in their native languages before translating their answers into target language.

"After allowing my students to respond to a question in their mother tongue, I give them a chance to reword and translate it in the target language (English) to help them better grasp it." (T2)

"Translating in discussion. I have a lesson on "Pagsasaling-wika" where in translanguaging is very useful." (T5)

The translation method not only support language comprehension but also integrates students' home language skills with their learning of the new language, reinforcing their bilingualism. This practice is supported in the study of Hornberger and Haegege (2020) which explained that by allowing students to use their home languages in the classroom supports identity affirmation and builds confidence, ultimately encouraging active participation and fostering a positive learning atmosphere.

Lastly, code-switching emerges as a prominent strategy among teachers indicating its effectiveness in facilitating deeper student understanding.

This technique allows teachers to address complex concepts more effectively, aligning with the findings of Arif et al. (2020) who noted that code-switching aids in clarifying ideas and maintaining student engagement in multilingual contexts.

"Using or by code-switching for deeper understanding." (T1)

By seamlessly moving between languages, teachers can bridge gaps in comprehension, making complex concepts more accessible.

Translanguaging Practices

Three (3) themes emerged on how teachers practice translanguaging in their online classes namely: (a) Translanguaging as a tool for effective communication and understanding; (b) Translanguaging to enhance student confidence and engagement; and (c) Translanguaging as a pedagogical approach that values linguistic diversity.

Translanguaging as a Tool for Effective Communication and Understanding

This theme refers to the practical application of translanguaging strategies to facilitate clearer communication and student understanding.

"Using or by code-switching for deeper understanding." (T1)

"After allowing my students to respond to a question in their mother tongue, I give them a chance to reword and translate it in the target language (English) to help them better grasp it." (T2)

"Making use of the possible common languages to make the students understand properly the given instruction but still giving emphasis to the subject's medium of communication." (T3)

"In discussing the topics and throwing some jokes in order to lighten the mood and make the learning more fun. Aside from that, when I am giving examples, I always ensure to use translanguaging in order for them to really understand the discussion." (T4)

These findings highlight that translanguaging fosters scaffolding of complex concepts, supports comprehension, and promotes meaningful learning (García & Sylvan, 2019). Xue and Li (2024) also claimed in their study that translanguaging enhances both quantity and quality of exploratory, higher-order classroom discussion. Teachers improve students' communication and engagement by allowing students to use their home languages alongside the target language, which helps clarify

complex concepts and gives students the opportunity to express themselves more fully.

Translanguaging to Enhance Student Confidence and Engagement. This theme emphasizes the emotional and motivational aspects of translanguaging practices.

"I let my students read a literary piece in the target language (English). The discussion about the different elements will be in English. However, I let them answer questions and explain in their home language. After that, I will be summarizing their answers in English." (T2)

"When I ask my students to provide examples, I let them use the language they are comfortable to use, given that they are students who are specializing in Filipino language. Moreover, during their presentations, I let them use translanguaging to better express themselves and encourage them to be confident in what they are doing." (T4)

Teachers make their online classroom supportive by allowing students to use their home languages. This leads to improve students' self-confidence in expressing their thoughts and greater engagement in the learning process. In doing so, it reduces language anxiety and increases participation and active learning (Blackledge & Creese, 2019). Similarly, Poza (2019) found that the use of home languages strengthens students' belief in their linguistic resources and boosts their confidence in expressing their ideas.

Translanguaging as a Pedagogical Approach that Values Linguistic Diversity. Translanguaging recognizes and celebrates the linguistic backgrounds of students. This supports that idea that mainstreaming diversity in the classroom is one of the integral aspects of learning process. Aside acquiring language skills, teachers also foster cultural appreciation and mutual respect.

"When I ask my students to provide examples, I let them use the language they are comfortable to use, given that they are students who are specializing in Filipino language. Moreover, during their presentations, I let them use translanguaging to better express themselves and

encourage them to be confident in what they are doing." (T4)

"I usually give trivia about a specific word and make them wonder what it means. Eventually, I would describe and discuss it through things that they are interested with." (T6)

"As I value their linguistic diversity, I allow them to use their home language if necessary. Also, I sometimes provide multilingual resources and activities depending on the topic of course." (T7)

The emerging theme identifies that recognizing the students' multilingual orientation enables teachers to facilitate inclusive online classes. This practice is beneficial in their learning and their self-esteem. Such benefits are realized through descriptive word meanings, multilingual resources, collaborative class activities, and cultural insight exchanges, incorporating differences in language in the educative process. Moll et al. (2020) underscore such good practice of embracing multilingualism as an essential ingredient to cater inclusive education. Similarly, Rabbidge (2019) found that translanguaging improved students' comprehension and boosted participation.

Further, the emerged theme reveals that translanguaging practices employed by the teachers prioritizes effective communication, student confidence, and appreciation for multilingualism. Prioritizing these elements not only create an inclusive online learning space but also contributes to better educational outcomes. Moreover, it is a holistic approach employs by teachers resulting to students' feelings empowered, respected and engaged, not only with their peers and teachers but also with the learning materials and the pedagogy itself.

Overall, the emerging themes concerning translanguaging practices of teachers offer a comprehensive approach that enhances communication, confidence, and participation. Garcia et al. (2020) support that practices concerning translanguaging is a contemporary theory advocating the use of multilingual pedagogies supporting equitable and inclusive learning education.

3.2 Impact of Translanguaging Strategies on Students' Sense of Belonging and Academic Engagement

3.2.1 Sense of Belonging

The qualitative data revealed three (3) major themes that highlight the positive impact of translanguaging on students' educational experiences. These themes are: (a). Validation and affirmation of identity; (b) Building trust and inclusivity; and (c) Enhanced participation and communication.

Validation and affirmation of identity. The teacher-participants identified that one of the impacts of the translanguaging in connection to students' sense of belonging is the validation and affirmation of students' identity. This emerged strongly, emphasizing how translanguaging validates students' linguistic and cultural identities, fostering self-esteem and a sense of respect.

"It (translanguaging) validates their identity, it builds confidence and strengthens student-teacher relationship." (T1)

"Students feel much more included in the classroom when their native tongues are spoken. It fosters a helpful and welcoming environment, increases self-esteem, lessens language anxiety, and supports their cultural identity." (T2)

"Language is cultural, it helps them reflect on what they are and what they can become through the language they are comfortable using. Language per se is not a way to assess someone's worth or intelligence, they can provide more of themselves when they are given the opportunity to express themselves without limiting their words through a specific language." (T6)

"It could impact students' sense of belonging by fostering linguistic identity and boosting confidence. Translanguaging enhances students' feelings of inclusion and respect by valuing their diverse linguistic background." (T7)

The teachers' responses indicate that translanguaging validates students' linguistic and cultural identities, thereby fostering self-esteem and a sense of respect. Acknowledging students' home languages affirms their identities is linked to increased confidence and motivation (Garcia

& Wei, 2019). Similarly, students feel recognized and valued when they can express themselves in their native languages, counteracting exclusion and fostering a sense of belonging. Translanguaging facilitates identity construction and affirming students' cultural and linguistic resources (Duff & Talbot, 2020).

Building trust and inclusivity. The teachers identified building trust and inclusivity as a key outcome of translanguaging strategies that contribute to creating an inclusive classroom environment characterized by mutual trust between teachers and students.

"It affirms cultural and linguistic identity as they feel acknowledged and respected, it reduces language-based exclusion." (T1)

"Teachers exhibit respect for all cultural origins and learning styles by giving pupils the chance to use their native tongues or translanguaging, fostering an atmosphere where all students feel included." (T2)

"Being in an inclusive classroom and considering the diversity of the students, with this strategy, the students are able to feel welcomed and belonged inside the class since they can participate during discussions without thinking of being judged by other people just because of the language they use." (T4)

"They can express themselves. When they can the questions or when they can express themselves, they will feel a sense of belonging. Translanguaging can enhance students' feelings of inclusion and respect by expressing themselves. By doing that, they would feel that they belong." (T8)

Teachers perceived translanguaging strategies as critical in creating an inclusive and trusting classroom environment. By allowing students to use their home languages, educators can reduce feelings of marginalization and promote mutual respect. Teachers observed that "translanguaging affirms cultural and linguistic identity as they feel acknowledged and respected", and that it fosters an atmosphere where students feel "welcomed and belonged". Translanguaging can combat language-based exclusion and build psychological safety, which are essential components of an inclusive pedagogy (Myles, 2019). Moreover, when

students are permitted to express themselves freely, their anxieties diminish, leading to stronger teacher-student relationships (García & Wei, 2019).

Enhanced Participation and Communication. The teacher-participants identified the effect of translanguaging in enhancing participation and communication which indicates that translanguaging improves communication ease, reduces language anxiety, and increases student engagement.

"For first year college students, it plays a significant part. It lessens communication barriers during the first few weeks." (T2)

"If the students know that they can use their home languages, especially during discussion, you can see that they don't hesitate to answer and participate during discussion; hence, the sense of belonging is always present with this kind of strategy." (T4)

"They can participate because of the language they understand. They can freely express their opinion using the language they understand most." (T5)

Teachers noted that during discussions, students are more willing to participate when they can use their home languages, which promotes active learning. This reiterates that translanguaging strategies facilitate communication, improve comprehension, and foster collaborative learning in diverse classrooms (Canagarajah, 2019). The ease of expressing opinions in familiar languages leads to increased confidence and a greater sense of belonging, ultimately promoting more equitable participation (García & Wei, 2019).

The emerging themes prove that translanguaging is not merely a linguistic tool for understanding but a powerful pedagogical approach that makes each classroom more comfortable, accepting and understanding in catering individual differences. In doing so, it enriches the overall educational experience by removing linguistic barriers and stereotyping thereby fostering a true sense of belonging among students of online space.

3.2.2. Academic Engagement

The qualitative data from the study reveal three (3) major themes that highlight the impact of translanguaging on academic engagement: (a) Increased participation and engagement; (b) Enhanced motivation and morale; and (c) Reduced language anxiety and barriers.

Increased Participation and Engagement. Teachers consistently observed that allowing multiple languages in the classroom encourages students to actively contribute to discussions and activities.

"When translanguaging is encouraged, student participation increases significantly such as they are more willingness to speak, increased confidence." (T1)

"Students who find it difficult to answer questions may feel more at ease responding in their native tongue. They can convey thoughts that they would not have been able to in a single language since they know they can transition between languages." (T2)

"They participate more when they know that they can express themselves freely using the language they are most familiar and comfortable with." (T4)

"They can participate more on the discussion." (T5)

"I would say they are more capable when they are not driven to a single language only. They are more cooperative and active." (T6)

"I've seen increased student participation and engagement as they feel empowered." (T7)

"The students are more active in class discussions because they can express themselves." (T8)

Based on the narratives, students' participation increases significantly when translanguaging is encouraged. This is demonstrated through students' willingness to engage with increased confidence. This aligns with the study of García et al. (2019) which indicated that translanguaging practices promote active student involvement by validating students' linguistic backgrounds, thus enabling fuller participation. Students can convey thoughts that they might not have been able to in a single language since they know they can transition between languages. Research has also shown that translanguaging facilitates richer

classroom interactions by breaking down communicative constraints and allowing students to express ideas more comprehensively (Lewis et al., 2021). Students feel more comfortable expressing their thoughts and insights when they can use the language, they are most familiar with, which leads to higher levels of cooperation, willingness to speak, and involvement in learning tasks. This reflects how translanguaging breaks down communicative constraints and enables fuller student expression, thereby enriching classroom interaction.

Enhanced Motivation and Morale.

Teachers positively recognized that translanguaging affects students' enthusiasm and desire to participate.

"Translanguaging boosts students' motivation to engage in learning by making the classroom more accessible, inclusive, and meaningful. It reduces anxiety and fear of mistakes." (T1)

"By choosing the appropriate language to further boost students' level of motivation I can say it helps a lot knowing the fact that today's generation came from the pandemic era where their exposure to speaking English language was limited. Translanguaging somehow boost their morale." (T3)

"It impacts the motivation of the students positively. As I have mentioned, when I am using this strategy in teaching, it is easier for me to engage my students in the discussion -- a sign that they are motivated to engage and participate in the class. For instance, when I ask question, I don't force them or use index cards in order for them to speak inside the class, but rather, they raise their hands, and numerous students participate and want to share their insights." (T4)

"It influences motivation to engage in learning by fostering an inclusive environment and reducing language anxiety." (T7)

"Translanguaging can influence students to engage more in learning because by using it, they can express themselves." (T8)

Teachers' reflections revealed that translanguaging positively influences students' enthusiasm and motivation to participate. It makes the classroom more accessible, inclusive,

and meaningful, thus reducing feelings of marginalization. Supporting this, García et al. (2019) found that translanguaging enhances learners' motivation by fostering a sense of belonging and affirming their linguistic identities. Additionally, translanguaging acts as a motivational tool, especially for students who have limited exposure to English due to pandemic-related disruptions, helping to rebuild confidence and morale (Yun et al., 2025). This aligns with findings that recognizing students' home languages as assets encourages self-worth and intrinsic motivation (Fang et al., 2022).

Reduced Language Anxiety and Barriers. The teachers found it pivotal to understand the affective dimension of translanguaging's impact.

"When translanguaging is encouraged, student participation increases significantly such as they are more willingness to speak, increased confidence." (T1)

"Students who find it difficult to answer questions may feel more at ease responding in their native tongue. They can convey thoughts that they would not have been able to in a single language since they know they can transition between languages." (T2)

"It influences motivation to engage in learning by fostering an inclusive environment and reducing language anxiety." (T7)

Teachers' narratives report that when students are allowed to use multiple languages, their fear of making mistakes and their anxiety lessens. This reduction in anxiety lowers psychological barriers leading to active participation, communicate freely, and a greater sense of safety in the online learning environment. This finding is supported by Garcia, Johnson, and Seltzer (2020) who highlighted that translanguaging reduces psychological barriers thereby promoting more open communication and engagement. Creating this kind of open learning environment enhances students' academic participation, fosters confidence, and even reduces linguistic fear.

Overall, the emerged themes illustrate how translanguaging create a positive effect on

the academic engagement of the students in their online synchronous learning space. Translanguaging not only encourages learners' verbal participation and academic engagement but also nurtures their affective readiness to learn. This results in increased participation, heightened interest, and reduced anxiety in a dynamic and supportive online learning space where learners are linguistically and emotionally empowered.

3.3 Challenges of Teachers Faced in Using Translanguaging in Bridging Inclusivity in Online Learning Space

The challenges identified by the teachers include a. Language proficiency and diversity; b. Practical considerations; c. Curriculum and policy constraints; d. Teachers' perspectives and beliefs; and e. Cultural and linguistic sensitivity.

Language Proficiency and Diversity.

Students differ in their language skills. Linguistic diversity plays a difficult but as the same time significant role in the teaching – learning process in both online and face to face context.

"I may not understand all students home languages making it hard to support and even time constraints." (T1)

"Not every student is equally proficient in either the target language or their native tongue." (T2)

"It so happened that there are students who are just familiar or more knowledge in one language than knowing 2 or more." (T6)

With students' linguistic diversity, teachers are having hard times due to the unfamiliarity of some home languages that the teachers may not understand. While students are multilingual, teachers as well, but their knowledge of certain home languages may be limited. As teachers strive to facilitate understanding and support in diversity their linguistic knowledge could be limited to some languages. This theme implies the need for comprehensive awareness and training in cultural and linguistic diversity to equip teachers with tools necessary to effectively support students. The same findings were noted by Li

and Lin (2020) and Kan and Cresse (2020) who emphasize that understanding and improving how to address linguistic diversity are important for effective translanguaging. Teachers are the main implementers who need to explore and deal with these intricacies through specialized trainings.

Practical Considerations. Time constraints and practicality impede the effective use of translanguaging in online classes.

"I may not understand all students home languages making it hard to support and even time constraints." (T1)

"Internet connection." (T5)

Based on the narratives of the teachers, other factors may hinder the effective use of translanguaging in online classes. A congested curriculum, additional workloads, and internet connectivity, all serve as obstacles even when teachers are willing to implement translanguaging strategies. These conflict between curricular demands and the need to pedagogical flexibility. Bernales & Garcia (2021) and Sajjad et al. (2020) highlighted the importance of flexible curriculum planning and the integration of digital tool and assistive technologies that facilitate multilingual practices within time-efficient frameworks. Addressing these challenges calls for reevaluation of curriculum pacing and incorporation of translanguaging-friendly resources and strategies that can be smoothly adopted to the holistic process of teaching and learning.

Curriculum and Policy Constraint.

Policies hinder the use of translanguaging in online academic classes. These restrictions lead to frustration emanating to some policies, standards, and guidelines in favor of monolingual approach.

"The current curriculum advocates monolingual in teaching a particular subject." (T3)

Based on the narrative, this limitation can inhibit their efforts to incorporate translanguaging effectively, as teachers may feel restricted by policies that do not reflect the linguistic realities of their classrooms. The desire

for a more inclusive curriculum, that recognizes the benefits of multilingual education, emerges as a vital area for advocacy and reform. Educators advocating for policy changes would benefit from collaboration with stakeholders to develop more flexible and inclusive curricular frameworks. Literature of Cummins & Davison (2019) and Garcia et al. (2020) were in support for policies that recognize and incorporate multilingual pedagogies, emphasizing the need for systemic reform to support inclusive language practices and validate students' linguistic identities.

Teachers' Perspectives and Beliefs.

There are differing attitudes that teachers hold towards translanguaging.

"Probably the policies and different perspectives of teachers." (T7)

"For me, it is not really a challenge. Although the medium used in research subjects is English, it's my way of also helping the students to understand the lessons or discussions clearly. At the end of the day, it is them who will do the research part. If they don't understand or know what to do, they will keep asking questions even when you're resting." (T8)

While some teachers appreciate the advantages of translanguaging for enhancing student comprehension, others may be hesitant to fully embrace it due to concerns about classroom management or expectations from school administration. Understanding these varying perspectives is crucial for fostering a supportive environment where teachers can engage in professional

development that emphasizes the importance of translanguaging as an asset rather than a hurdle. Reflections in recent studies (Tatalo & Ouma, 2020; Sultana & Tseng, 2021) suggest that professional development focusing on the pedagogical value of translanguaging can shift attitudes and foster a more supportive environment.

Cultural and Linguistic Sensitivity. It is critical in multilingual learning environment to recognize cultural and linguistic variety. Failure

to recognize and be sensitive to it might lead to bigger problems.

"In some cases, there are few students who are not Kapampangan so when I give examples, I am careful and bear in mind to use Filipino to accommodate their needs." (T4)

Based on the narrative, teachers used a main language to accommodate and be sensitive to cultural and linguistic diversities. However, due to the limitations of the teachers in such aspect, a common language is utilized to address cultural and linguistic uniqueness of each learner. Garcia & Wei (2021) and Mustafa & Ismail (2019) suggested that cultural-responsive pedagogies are indeed challenging to implement but their fruits are beneficial especially in increasing students' engagement, promoting inclusivity, and fostering sense of belonging among multilingual learners.

In summary, emerging themes pressed unique challenges in the use of translanguaging in online learning that requires specialized training, strategies, and frameworks. The identified challenges by the teachers, if addressed, can lead to more effective and inclusive instructional practices.

5. Conclusion

The research concludes that translanguaging is a vital and transformative approach in online synchronous multilingual learning environments, promoting not only academic engagement and language development but also fostering a deeper sense of belonging among students. Teachers view translanguaging positively, recognizing its role in enhancing comprehension, confidence, and classroom inclusivity through strategies such as code-switching, translation, and use of home languages. However, challenges remain, including concerns about English proficiency, limited resources, and inconsistent institutional support. Despite these barriers, translanguaging offers significant opportunities to mainstream linguistic diversity and support meaningful learning experiences.

This study recommends several actions to promote translanguaging in education: providing teachers with capacity-building programs focused on translanguaging practices in online and hybrid contexts, integrating

translanguaging into policies and curricula, developing multilingual tools and resources, fostering inclusive classroom cultures that value linguistic diversity, and conducting further research on translanguaging.

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8. Author Declaration

The authors confirm that this is their original work and no conflict of interest.